

# Edgewood Independent School District

## Stafford Elementary School

### 2020-2021 Goals/Performance Objectives/Strategies



# Mission Statement

The Mission of Stafford Elementary School is to prepare students academically, socially, and emotionally for 6th grade.

## Vision

...build a culture of excellence!

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# Goals




## Goal 1: Board Superintendent Goal 1: Focus on Student Success

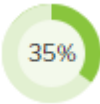

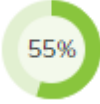

### Performance Objective 1: READING/WRITING








- Increase the percentage of students meeting Approaches grade level performance on State of Texas Assessments of Academic Readiness (STAAR) 3- 5 grade Reading from 58 % to 70 %; meets from 21% to 30%; and masters from 6% to 13%.

- Increase the percentage of students meeting Approaches grade level performance on State of Texas Assessments of Academic Readiness (STAAR) 3- 5 grade Writing from 50 % to 65 %; meets from 17% to 20%; and masters from 3% to 10%.

**Evaluation Data Sources:** The performance of this objective will be evaluated using Spring 2021 STAAR Scores for Student achievement and Closing the Gap.

<p><b>Strategy 1:</b> Students will engage in vertically aligned lessons to include grammar/editing with depth and complexity based on intensive grade level planning that utilizes supplemental resources, and research based strategies for writing. Language Arts will be taught as a separate component from the reading block and allocated 45 minutes for instruction to reinforce grammar, revision/editing, and sentence/composition writing. Staff Development at Region XX and other representatives and or other approved vendors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on CBA, Benchmarks, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Literacy Coach</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 - Title I - 21111611801114830000 - \$7,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity, teachers will use Lead4ward strategies to increase student comprehension . Instructional strategies utilized will increase student achievement and closing the gap. The campus will also use the HMH resource to supplement instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Literacy Coach</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Students will participate in guided reading lessons in which text selection is interesting, age appropriate, well written and accurately leveled aligned with Scholastic Balanced Literacy , smarty ants, Acheive 3000 and epic to make books accessible to scholars and families from the classroom or at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on Curriculum Based Assessment's (CBA's), benchmarks, STAAR, and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Literacy Coach</p> <p><b>Funding Sources:</b> Materials - 211 - Title I - 21111639900114030000 - \$5,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 4:</b> Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity, teachers will utilize HMH focus on writing/editing process and Empowering Writers and embed writing best practices K-5 staff development from Region XX, Literacy Academies and Empowering writers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR, expected writing products embedded in the YAG and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Literacy Coach</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> supplies/materials - 211 - Title I - 600.00, writing materials - 211 - Title I - 21111639900114830000 - \$2,500, Professional development - 211 - Title I - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Teachers will utilize and reinforce reading strategies learned during Guided Reading in Literacy workstations to increase student reading vocabulary development, reading stamina, reading comprehension, writing response, and fig 19 through extended day preparation. The development of center activities or stations will be aligned to meet the individual needs of students at their level and progression. The instructional strategies utilized will address student achievement and closing the gap. Instructional materials such as Cardstock/paper to produce thinking maps, strategies, assessments, trackers and review items, PVC for creation of whisper phones, and journals for note taking and interactive writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading levels from BOY to MOY to EOY.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Literacy Coach</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> literacy center material/technology - 211 - Title I - 21111649900114830000 - \$4,800</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 6:</b> Scholars will use supplemental STAAR writing resources to include: writing journals, dictionaries, and grammar/editing resources to increase writing composition, revising, and editing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on CBA's, Benchmarks, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Literacy Coach</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 7:</b> Teachers will maintain Writing Portfolios in 1-3rd that will contain a writing composition that demonstrates the writing process for review by Literacy/Leadership Team. The team will review progress on maintaining writing focus and revision of sentences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on district writing assessments, PLC's and power walks to focus on critical writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - 211 - Title I - 21111639900114830000 - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 8:</b> Teachers and supplemental support staff will provide Tier 2/3 interventions through the use of HMH, Mentoring Minds, Envision resources. AIT's and Instructional tutors and paraprofessionals deliver interventions will increase student achievement in domain I, school progress, and closing the gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in percentage of Tier 2/3 students from BOY to EOY</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Literacy Coach</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 - Title I - 21111639900114830000 - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 9:</b> Scholars will participate in extended school enrichment activities to provide accelerated instruction for at least 1 hour a week to close performance gaps with students in reading, writing, and math. Student extended day will increase student performance on school achievement and closing the gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on grades, assessments, class performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher and Instructional Coaches</p> <p><b>Funding Sources:</b> - 211 - Title I - 21111611801114830000 - \$9,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 10:</b> All students will participate in balanced literacy component to include word study, phonemic awareness, phonics, guided reading, shared reading and read alouds. Students will access and utilized instructional materials that enhance the learning environment and support literacy acquisition/strategies in the classroom. Teachers will prepare and facilitate reading lessons in the planning room with Principal and Coaches to prepare delivery of lessons and structure. Planning sessions will enhance instructional delivery and activities to increase student achievement and increase student performance in closing the gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading level from BOY to EOY, increase in mclass, acheive or smarty ants assessment</p> <p><b>Staff Responsible for Monitoring:</b> Teacher/Coaches/Admin</p> <p><b>Funding Sources:</b> - 211 - Title I - 11639900114930000 - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Board Superintendent Goal 1: Focus on Student Success**

**Performance Objective 2: EARLY LITERACY**

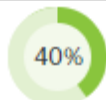



-Increase the percentage of students in grades K-2 who are reading on grade level, from 17 % to maintain 80% or higher for Kinder.

Increase the percentage of students in grades K-2 who are reading on grade level, from 9 % to 75% for First Grade.

Increase the percentage of students in grades K-2 who are reading on grade level, from 21 % to 80% for Second Grade.

Increase the percentage of students in grades K-2 who are reading on grade level, from 26 % to 80% for Third Grade.

**Evaluation Data Sources:** The performance of this objective will be evaluated using a K-3rd Reading Level Diagnostic such mclass and running records through guided reading.

<p><b>Strategy 1:</b> Tier 2 students will participate in reading focused interventions provided by teacher utilizing smarty ants, Achieve 3000, mclass activites and other district recommended resources. Tier 3 students will receive instructional support by aids and AIT's utilizing LLI as a resource intervention. AIT instructors will attend staff development in areas of reading/math/LIM.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in percentage of Tier 2/3 students from BOY to EOY</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher and Literacy Coach...Target growth of 15 students to grow into Tier I</p> <p><b>Funding Sources:</b> Materials for intervention - 199 - State Compensatory PIC 30 - 19911639900114811000 - \$1,200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> All students will participate in weekly recommended Tier based minutes on computer based reading program such as Smarty Ants, Achieve 3000 and epic. Devices and supportive accessories such as a ipad, headsets, stylus and charger port to give access to programs with be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of minutes compliance on Smarty Ants, Achieve 3000 and epic Usage Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher and Literacy Coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> At risk students will use hands on manipulative, graphic organizers, and additional resources for intervention such as LLI kits, AIT's supplementing Guided Reading with Scholastic LLI performed by aids and AIT's.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on local and district assessments, and increase in reading level based on reading diagnostic such as mclass, achieve or smarty ants</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Literacy Coach</p> <p><b>Funding Sources:</b> manipulatives for teaching - 211 - Title I - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Provide Sub coverage for diagnostic reading NSGRA assessment days to decrease amount of testing time teacher is not direct teaching</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease amount of days to complete testing to 2</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Substitutes - 199 - Local - 19911611201114811000 - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue



**Goal 1: Board Superintendent Goal 1: Focus on Student Success**

**Performance Objective 3: MATHEMATICS**




3rd-5th:



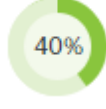
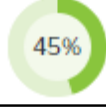




- Increase the percentage of students meeting Approaches grade level performance on STAAR 3-5 grade Math from 72\_% to 75% and meets expectations from 29% to 35%; master level from 17% to 20%

K-2nd:

-Increase end-of-year percentage of students on level in math skills Kindergarten through Second Grade from TEMI from 66% BOY 2020 to 85% EOY 2021.

**Evaluation Data Sources:** 3rd-5th: The performance of this objective will be evaluated using 2020-2021 STAAR Scores;  
K-2nd: The performance of this objective will be evaluated using a math diagnostic program such as TEMI or ESTAR.

<p><b>Strategy 1:</b> Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating math word problems. Teachers will use District problem solving model. Materials such as posters will be printed and provided to reinforce the problem solving model.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement on CBA, benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Math Coach</p> <p><b>Funding Sources:</b> math workbooks and problems - 199 - Local - 19911639900114830000 - \$600</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Students will use web-based instructional materials (such as but not limited to DreamBox, Extra-Math and Prodigy to increase learning and achievement in the math classroom. Modules for TEMI and E/M STAR, Pearson.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on CBA, Benchmarks, STAAR and software usage and performance data.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Math Coach Extra Math 2nd-5th Dreambox K-5 TEMI K-1 E/M Star 2-5th</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> K-2 students will participate in intervention for math fluency based upon the data received from the administration of the Texas Early Mathematics Inventory (TEMI).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on TEMI assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher and Math Coach</p> <p><b>Funding Sources:</b> Intervention material for math - 199 - Local - 19911639900114830000 - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 4:</b> Targeted students will participate in quality interventions in math such as Envision Intervention: K-1 will use TEMI intervention for Tier III 2-5th will use E/M Star modules for Tier III...Targeted interventions will increase student performance in student achievement, school progress, and closing the gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in class, on CBAs, Benchmarks, STAAR <b>Staff Responsible for Monitoring:</b> Teacher and Math Coach, interventions documented to track growth.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Students will maintain interactive math journals to serve as an instructional resource (incorporating Thinking Maps and Foldables) 2nd-5th grades</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Math Coach <b>Funding Sources:</b> Journals, duct tape, lables, tabs, envelopes, cardstock - 199 - Local - 19911639900114811000 - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 6:</b> Teachers will plan intervention and spiral lessons through center activities and or independent work to improve student performance in math and increase independent practice. Lone Star Learning Spiral materials and Region 4 materials will be utilized for targeted spiral lessons. Spiral review resources will increase instructional practices to increase student achievement and close the gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in math performance on STAAR and E/M STAR. <b>Staff Responsible for Monitoring:</b> Principal and Teacher, <b>Funding Sources:</b> - 211 - Title I - 21111639900114930000 - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 7:</b> Students will use Research based effective math strategies implemented by teachers through Professional Development and implement strategies learned in the classroom setting to improve instruction and student performance. Instructional strategies gained will increase student achievement and increase student performance in closing the gap. Instructional focus on developing math fluency 2-5 using Mastering the Facts.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Math Coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1: Board Superintendent Goal 1: Focus on Student Success**






**Performance Objective 4: SCIENCE**

3rd-5th:

- Increase the percentage of students meeting Approaches grade level performance on STAAR 3-5 grade Science from 60\_% to 70% and meets expectations from 26% to 30%; master level from 10% to 13%

**Evaluation Data Sources:** The performance of this objective will be evaluated using Spring 2021 STAAR Scores.

<p><b>Strategy 1:</b> Students will utilize research-based, TEKS aligned, supplemental resources to improve and strengthen science vocabulary and engage in inquiry-based instruction utilizing STEMSCOPES.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Science Coach</p> <p><b>Funding Sources:</b> - 199 - Local - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Students will engage and utilize CER (Claims, Evidence, Reasoning) utilizing scientific vocabulary to summarize and expand on science concepts on a weekly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Science Coach</p> <p><b>Funding Sources:</b> supplies general - 199 - Local - 19911639900114830000 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> 3) K-5 students will conduct a weekly Science Investigation/Demonstration in the Science Lab. Students will explore scientific processes and applications of real-world applications of taught TEKS to transfer knowledge in participation of the District Science Fair. The campus will implement the use of a second Science Lab to accommodate all classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, and STAAR .</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Science Coach</p> <p><b>Funding Sources:</b> science materials - 199 - State Compensatory PIC 30 - 19911639900114830000 - \$3,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> 5th Grade students will read and analyze maps/charts/graphs/pictographs to interpret/analyze data making inferences across all science strands documented in their Science Journal. Materials such as cardstock, paper, pencils, glue sticks, trifold, poster boards, etc.,</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on STAAR Science</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Science Journal, Instructional Coach</p> <p><b>Funding Sources:</b> Science resource materials - 199 - Local - 19911639900114830000 - \$1,400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				






<b>Strategy 5:</b> Students K-5 will benefit from the real-world, hands on experiences from participating in at least one field trip based in science. <b>Strategy's Expected Result/Impact:</b> Increase student performance on corresponding science TEKS addressed in filed trip <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> Field trip location - 199 - Local - 19911641200114811000 - \$4,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Board Superintendent Goal 1: Focus on Student Success

**Performance Objective 5:** SOCIAL STUDIES

- Increase the percentage of students meeting Satisfactory performance on District and Campus based assessments

**Evaluation Data Sources:** The performance of this objective will be evaluated using District and Campus based assessments








<p><b>Strategy 1:</b> Teachers will infuse literacy strategies from Lead4ward and Super Reader utilizing Social Studies expository and informational text. Supplemental Social Studies leveled readers will support reading comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coach</p> <p><b>Funding Sources:</b> Social Studies reading material and or Kits - 199 - Local - 19911639900114811000 - \$2,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Board Superintendent Goal 1: Focus on Student Success

**Performance Objective 6:** INSTRUCTIONAL TECHNOLOGY

Student Achievement: Increase digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking.

**Evaluation Data Sources:** Technology integrated lessons and technology products.







<p><b>Strategy 1:</b> Students in K - 5 will participate in engaging technology lessons using Learning.com for the purpose of improving reading, math, writing, science and social studies instruction. Students K-5th reading above grade level will receive robotics/coding lessons during RTI by librarian.</p> <p><b>Strategy's Expected Result/Impact:</b> Technology products created by students</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Librarian</p> <p><b>Funding Sources:</b> - 199 - Local - 11639900114911000 - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Students will participate in viable technology lessons that support critical thinking and logic utilizing robotics, coding, and computer software.</p> <p><b>Strategy's Expected Result/Impact:</b> One project per semester</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Librarian</p> <p><b>Funding Sources:</b> - 199 - Local - 11639900114911000 - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Teachers and students will utilize web based apps and programs to increase communication, learning, and collaboration. Student technology access utilizing iPads with protective case, a charging station/cords, and headsets to support access to web based applications that increase student learning opportunities through technology. Teacher technology access utilizing ipad, wireless projector and ipad stand for presentation can collaborative set up of the programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase access to learning/communication by increasing resources in the classrooms such as iPads and iPad charging cart/station to include iPad protective covers, tripod stand and headsets.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Librarian</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 - Title I - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: Board Superintendent Goal 1: Focus on Student Success**

**Performance Objective 7: PHYSICAL EDUCATION**

To enhance a students educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports.

**Evaluation Data Sources:** Increased successful student participation in athletic programs.





<p><b>Strategy 1:</b> Students will participate in strength, conditioning, agility, and skills building programs within a 45 minute period. Athletic equipment to enhance student conditioning to include: cargo net system, climbing wall, climbing rope.  <b>Strategy's Expected Result/Impact:</b> Measurement chart of student progress  <b>Staff Responsible for Monitoring:</b> Campus P.E. Coach  <b>Funding Sources:</b> - 211 - Title I - \$8,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Students will be provided the tools, resources and venues to successfully participate in the athletic program.  <b>Strategy's Expected Result/Impact:</b> Monthly evaluations on student progress  <b>Staff Responsible for Monitoring:</b> Campus P.E. Coach  <b>Funding Sources:</b> equipment for physical exercise - 211 - Title I - 21111649900114830000 - \$1,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Board Superintendent Goal 1: Focus on Student Success

**Performance Objective 8:** MEASUREMENT & ASSESSMENT

Student Achievement: Implement an assessment program to measure student achievement and provide feedback on instruction.


**Evaluation Data Sources:** Compliance reports, assessments and program evaluations

<p><b>Strategy 1:</b> Students will participate in assessments and benchmarks to monitor student progress in TEKS mastery throughout the year. Principal and Leadership team will establish performance goals for each unit assessment across grade levels and monitor student progress on unit exam with instructional remediation/intervention of students not meeting standard.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on assessments and benchmarks. <b>Staff Responsible for Monitoring:</b> Campus administrator and coaches <b>Results Driven Accountability</b> <b>Funding Sources:</b> Printing - 199 - State Compensatory PIC 30 - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Principal and Instructional Coaches will review Unit Exams and Benchmark exams to include performance goals in meeting LSG for the year. Materials to support the organization, accumulation, and display of data will be utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on CBAs, Benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Coaches, Principal and Teacher <b>Funding Sources:</b> supplies and materials - 199 - Local - 19911639900114811000 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Provide PLC weekly with all grade levels to build teacher capacity in Reading, Writing, and Math. Instructional resources such as Get Better Faster will be utilized to increase teacher knowledge and strategies applied in their lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on CBAs, benchmarks, and STAAR <b>Staff Responsible for Monitoring:</b> Principal <b>Funding Sources:</b> Subs - 199 - Local - 19911611201114811000 - \$12,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Teachers will maintain a data/goal tracking tool to monitor growth of each student on their roster and set individual educational plans that address the needs of students to support academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on CBA's, District based assessments, benchmarks, STAAR, and reading levels <b>Staff Responsible for Monitoring:</b> Coaches, Principal and Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				




**Strategy 5: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready by enhancing the SEL and culture of the campus as the campus begins implementation of the Leader in Me strategies. The campus will supplement the cost for student uniforms to provide the community with the resources to support the cultural change in being a Leader in Me campus as 98% of scholars are identified as economic disadvantaged.

**Funding Sources:** - 211 - Title I - 21111639900114930000 - \$48,160

Reviews			
Formative			Summative
Nov	Jan	Apr	June
 60%			

 No Progress






 Accomplished

 Continue/Modify

 Discontinue

**Goal 1:** Board Superintendent Goal 1: Focus on Student Success







**Performance Objective 9:** COLLEGE AND CAREER READINESS

<p><b>Strategy 1:</b> Students will participate in the externally operated after school after school program providing K-5 students with homework assistance, educational games, and enrichment activities such as fine arts, nutrition, and physical fitness.</p> <p><b>Strategy's Expected Result/Impact:</b> increased attendance and academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> program staff - 211 - Title I - \$5,455</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Board Superintendent Goal 2: Focus on Students, Families, and Community

**Performance Objective 1:** Graduation and Drop Out Prevention






**Evaluation Data Sources:** Students attendance increase; decrease in student chronic attendance; decrease in retention rates in all grade levels

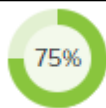
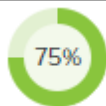






<p><b>Strategy 1:</b> Student attendance, dropout and recovery rate will be monitored with a systemic program.  <b>Strategy's Expected Result/Impact:</b> Increase student engagement and attendance rates  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Data Clerk</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Students will participate in summer school acceleration/enrichment programs to prepare them for subsequent grade levels.  <b>Strategy's Expected Result/Impact:</b> Meet requirements for promotion to subsequent grade level  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Gen Ed teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Board Superintendent Goal 2: Focus on Students, Families, and Community

**Performance Objective 2:** Parent and Community Involvement - Increase the number of parents involved in their children's school by 15%.

**Evaluation Data Sources:** Parent attendance in meetings and events

<p><b>Strategy 1:</b> Parent Liaison will participate in training provided by Parent Engagement Coordinator on the understanding and importance of parent engagement program that builds a school campus relationship by providing parents with training sessions, workshops that are aligned school and district achievement goals to connect families to help children at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheet data showing attendance at events</p> <p><b>Staff Responsible for Monitoring:</b> Parent engagement coordinator, Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Parent Liaison will collaborate with counselor and social worker to present resources to use to connect parents with community organizations and outside referrals. The Parent Liaison will be part of the attendance committee that will provide an outreach program to parents to establish a positive rapport and relationship between the campus and parent to increase scholar attendance by resolving barriers and or providing resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in documents</p> <p><b>Staff Responsible for Monitoring:</b> Parent engagement Liaison, Principal, Counselor, Social Worker, Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Parent Liaison will facilitate the update of web pages and social media to reflect current events on campus and facilitate information to parents. In addition, meetings with Parents and Administration will be video recorded and posted on the website. The Parent Liaison will work with technology to add a counter to the website page to track activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Liaison website</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Parent Liaison</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Conduct surveys to parents at the beginning of the year to find topics of interest to increase parent awareness and participate in meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor student surveys and web page activity</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Parent Liaison will conduct phone calls to parents and community members to increase the number of volunteers on campus that support school safety, literacy, nutrition, social emotional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Call log and volunteer log</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<b>Strategy 6:</b> Parent Liaison will promote the parent Portal to help parents monitor their Childs academic progress. <b>Strategy's Expected Result/Impact:</b> Parent Portal accounts <b>Staff Responsible for Monitoring:</b> Parent Liaison, Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<b>Strategy 7:</b> Parent Liaison will send out a campus news letter keeping parents informed and current with campus activities. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Staff Responsible for Monitoring:</b> Parent Liaison, Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<b>Strategy 8:</b> Participate in increase of parent involvement through a district-wide PTA initiative for all campuses, to include the PTA summit by recruiting parents and facilitating communication. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement <b>Staff Responsible for Monitoring:</b> Parent Liaison, Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<b>Strategy 9:</b> Stafford will increase parent engagement by increasing communication through various avenues in order for parents to stay up to date on campus events and ways to support their child academically. <b>Strategy's Expected Result/Impact:</b> increase parent engagement <b>Staff Responsible for Monitoring:</b> parent liaison & principal <b>Funding Sources:</b> miscellaneous items, supplies/materials - 211 - Title I - \$2,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 3: Board Superintendent Goal 4: Focus on Employees & Organizational Improvements**



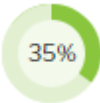


**Performance Objective 1: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION**

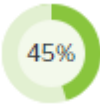



Increase the effectiveness of instructional staff and teacher retention.

-Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives to 100%

**Evaluation Data Sources:** The performance of this objective will be measured using Eduphoria reports.

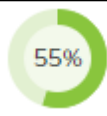
<p><b>Strategy 1:</b> Increase expertise/knowledge of TEKS through review and enhancement of lesson plans to increase rigor and effective strategies learned from Lead4ward/Get better Faster to deliver a better product to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on curriculum based assessments and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Literacy and Content Coaches and Principal</p> <p><b>Funding Sources:</b> - 211 - Title I - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> All K-5 teachers will participate in weekly EDGE meetings and various training and coaching sessions in reading, writing, and math in the model classroom to practice lesson delivery, review instructional strategies, center activities, interventions, students needs, and student products to build teacher capacity and increase instructional delivery consistency.</p> <p><b>Strategy's Expected Result/Impact:</b> Model Classrooms are learning safe spaces for teachers to practice and refine techniques and all activities and support provided in the model classroom will not be reflected on CWT's and or formal observations.</p> <p><b>Staff Responsible for Monitoring:</b> Literacy Coaches and Coordinators, Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Teachers will attend Staff development at Region XX and content deepening sessions provided by the district to support teacher capacity in reading, writing, math and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on reading/math Assessment, Fountas &amp; Pinnell/Istation reading levels, and CBAs</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> - 199 - State Compensatory PIC 30 - \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> EDGE meetings will be held every week with at least 1-2 meetings focusing on student data to reflect on academic achievement and make instructional adjustments to their lessons with the support of the Administrative Team and use Relay strategies and playbook strategies to enhance student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of technology strategies through Classroom Walk Through (CWT's)</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Leadership Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 5:</b> Instructional Coaches will mentor newly hired teachers with 0-3 years of experience. T</p> <p><b>Strategy's Expected Result/Impact:</b> Mentor Training Schedule, Mentor Support Logs, New Teacher Peer Observation Logs, end of the year surveys</p> <p><b>Staff Responsible for Monitoring:</b> District Mentor Coordinator and Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 6:</b> Provide coaching for 3-5 identified teachers to increase performance to mastery levels of instruction and increase student outcome on data to reflect high levels of academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of identified teachers will receive coaching</p> <p><b>Staff Responsible for Monitoring:</b> Literacy Coaches and Principal...monitor growth of selected skill on a six week basis.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 7:</b> Librarian will support teachers in utilizing computer software/hardware in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase use of technology for learning in classroom</p> <p><b>Staff Responsible for Monitoring:</b> Librarian and District Technology Specialist</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 8:</b> Training opportunities will be provided to teachers and support staff to increase technology use and integration for robotics and or programming.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance in professional development opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Librarian and District Technology Specialist</p> <p><b>Funding Sources:</b> - 199 - Local - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 9:</b> The librarian will support teachers and Parent Liaison to update and manage website to post homework assignments, instructional videos, and calendar of events.s</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in visitor tracking on page every 9 weeks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher and Librarian</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 10:</b> Teachers will implement Guided Reading strategies through staff planning and staff development utilizing the resource The Next Step Forward in Guided Reading and The reading Strategies Book. Strategies will be modeled in the Reading Model Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance planning efforts in guided reading to embed strategies for increasing student comprehension</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Literacy Coaches</p> <p><b>Funding Sources:</b> The Next STEP forward in Guided Reading Book - 211 - Title I - 211 11 6399 00 114 830 000 - \$400</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 11:</b> Increase student performance in reading and writing by providing instructional materials in the classroom that support State Curriculum TEKS and EISD curriculum framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in state, district, and local assessments by providing materials and resources in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Literacy Coach</p> <p>Increase the percentage of students meeting level II satisfactory standard in index I - student achievement from 62-71%.</p> <p><b>Funding Sources:</b> Instructional materials to support TEK/EISD curriculum - 199 - Local - 19911639900114911000 - \$1,300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 12:</b> Staff will receive professional development in reading strategies through the dyslexia program and implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program, staff development by Region XX for phonemic awareness strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased students achievement in state, district, and local assessments as measured by the goals above.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia/504 Teacher</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> materials - 211 - Title I - 2111163990011483000 - \$2,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 13:</b> Stafford Teachers and support Staff will attend staff development provided by Leader in Me. Leader in me habits will be implemented in the school to support student development in SEL and Academics. Staff members will attend PD throughout the 2019-2020 school years to transform the school culture and embed the Leader in Me strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff members will be trained in the philosophy/strategies of LIM and implement the strategies in each classroom or throughout the campus to develop students abilities to follow the 7 effective habits of successful people in a elementary school setting. Student academic performance will increase as students practice the 7 traits and become intrinsically motivated and goal oriented.</p> <p><b>Staff Responsible for Monitoring:</b> Administration will schedule PD throughout the year with LIM personnel. PD will be documented in agendas and reflective in our CIP.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 - Title I - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				



**Strategy 14:** Campus leadership will participate in conferences and professional development to enhance their ability to grow and advance the faculty and staff to be highly effective on campus. The sessions will assist leaders in the improving student outcomes and target campus needs, based on campus and district goals. The focus will be aligned to the district mission and vision to enhance our accountability, innovation and school improvement through research based practices.

Reviews			
Formative			Summative
Nov	Jan	Apr	June
 55%			

**Strategy's Expected Result/Impact:** The training and professional development attended by the campus principal will enhance the leader's abilities to effectively train the campus leadership team on effective strategies to increase teacher effectiveness in their classrooms, thus improving student outcomes. Attending the Relay training will also help the leader be better organized, planned and efficient when coaching teachers.

**Staff Responsible for Monitoring:** Principal

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Funding Sources:** contracted services, materials/supplies - 211 - Title I - SIG (School Improvement Grant) - \$12,000








 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 3:** Board Superintendent Goal 4: Focus on Employees & Organizational Improvements

**Performance Objective 2: EFFECTIVE LEADERSHIP**

Increase the capacity and effectiveness of leadership team, instructional leadership team, campus leadership team and instructional teachers.





**Evaluation Data Sources:** EISD Protocol Rubric

<p><b>Strategy 1:</b> Perform Comprehensive Needs Assessment (CNA) and implement campus/district improvement plans to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> CNA and Campus Improvement Plan (CIP)/ District Improvement Plan (DIP) development</p> <p><b>Staff Responsible for Monitoring:</b> Director of State and Federal Programs and Principal</p> <p><b>Funding Sources:</b> Food items to host events - 199 - Local - 23649900114999000 - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Implement grant programs efficiently and effectively to accomplish program goals/objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance reports</p> <p><b>Staff Responsible for Monitoring:</b> Director of State and Federal Programs and Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Stafford will focus on Professional Learning and provide staff development on a weekly basis to increase teacher capacity targeting students participation in hands-on, engaging lessons in all content areas and utilization of district supplemental documents and research based activities that increase student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on curriculum based assessments, STAAR, K-5 Diagnostic Tools (mclass, TEMI, estar, mstar, Idel)</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Coordinator and Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 - Title I - \$2,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: Exceptional Learners:** To improve instructional programs to meet the needs of all exceptional learners


**Performance Objective 1: COLLEGE and CAREER READY**

- To increase performance in Index 4:Post-Secondary Readiness from 21% (target is 60) to 30%.


<p><b>Strategy 1:</b> Provide opportunities for students to participate in extra curricular activities such as UIL, Blubonnets, Robotics, Chess, makers space, drama, Patrols, Choir, Piano etc. Materials to include silhouette &amp; materials, t-shirts and snacks for district events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in Index 4</p> <p><b>Staff Responsible for Monitoring:</b> Principal and assigned sponsors</p> <p><b>Funding Sources:</b> Fund resource 865....Student Account Fund . - 199 - Local - 86500219062114800000 - \$1,500, - 211 - Title I - 21111639500114030000 - \$11,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Counselor will coordinate a campus visit for Fifth grade students to attend an orientation at the Middle School Campuses in the month of May. The students will learn the campus expectations and procedures before they begin attending the Middle School Campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in Index 4</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Funding Sources:</b> Transportation - 199 - Local - 11641200114811000 - \$65</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Stafford will host a Career Day</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in Index 4</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Funding Sources:</b> Materials/Snacks for Career day Volunteers - 199 - Local - 11649900114811000 - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Stafford will continue the partnership with OLLU and seek further opportunities for University support to provide students with college readiness opportunities through local university events. Field trips will incorporate College visits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in Index 4</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Funding Sources:</b> Community engagement snacks - 211 - Title I - 61649900114830000 - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				


**Strategy 5:** Students will learn the 6 character traits and applied to an educational setting as supported through Character Counts. The program supports SEL and builds skillsets that prepare students to be college and career ready.

**Comprehensive Support Strategy - Additional Targeted Support Strategy**

Reviews			
Formative			Summative
Nov	Jan	Apr	June
 65%			

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

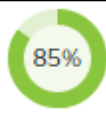




**Goal 5: Student Support Services:** To provide a well rounded education to increase student achievement

**Performance Objective 1: ATTENDANCE**

To increase campus-wide student attendance to 97% or higher.

**Evaluation Data Sources:** PEIMS reports on student attendance rates

<p><b>Strategy 1:</b> Establish neighborhood partnerships with community members and local businesses to promote campaigns such as "Edgewood Proud" and "Edgewood Night Out" to raise awareness of the importance of attendance. Create partnerships with local universities to provide students with college readiness experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Review attendance data</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Department</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Develop parent/student "Attendance Agreement" to promote family accountability and responsibility in increasing attendance. Provide positive outreach and communication with Parents of students with challenging ADA through phone calls and email messages to provide information to parents regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> Review attendance data and initiate parent contact program to increase communication and establish positive rapport with parents to eliminate obstacles that interfere with student ADA.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Department and Teacher, Parent Liaison, Teacher, Attendance Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Provide monthly incentives/rewards for grade level, classroom, and individual attendance</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ADA</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal and Attendance Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Stafford will provide students with a perfect attendance recognition award at the end of every 6 weeks and the school year to acknowledge their accomplishment</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ADA</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Stafford will implement callout/home visit procedure every morning to reach out to students who are not present by tardy bell. Stafford will target Tier II/III students with chronic attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ADA</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal and Morning Attendance Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 6:</b> Stafford will provide various safety measures as outline in our campus safety plan to reduce cross-contamination and keep campus clean, safe and healthy.  Items include gloves, sanitizers, masks, thermometer, disinfectant sprays/wipes, individualized student containers and signage, etc</p> <p><b>Strategy's Expected Result/Impact:</b> Increase or maintain ADA  <b>Staff Responsible for Monitoring:</b> Assistant principal  <b>Funding Sources:</b> - 211 - Title I - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




**Goal 5: Student Support Services:** To provide a well rounded education to increase student achievement


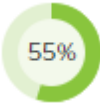



**Performance Objective 2: SPECIAL EDUCATION**

Increase the number of Special Education students meeting Approaches grade level standard STAAR in grades 3 - 5 (PBMAS Indicators)







- Increase Special Education student performance in Reading STAAR (3-5) from 11% to 25%
- Increase Special Education student performance in Math STAAR (3-5) from 32% to 39%
- Increase Special Education student performance in 4th grade Writing STAAR from 13% to 25%
- Increase Special Education student performance in Science STAAR 5th grade from 0% to 40%






**Evaluation Data Sources:** This objective will be evaluated using 2016-2017 PBMAS results.

<p><b>Strategy 1:</b> Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coordinator, Special Ed Teacher and Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Students will receive special education services and will have an assigned case manager that will maintain data, monitor progress, and ensure modifications and accommodations are in place, to guide stakeholders to make informed decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of case manager data</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Specialist and Special Ed Teacher and General Ed Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Students will receive related services as identified by the ARDC. Consultants will provide services such as: speech therapy, OT/PT Therapy, Deaf Interpreters, language interpretation, music therapy and psychological assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on CBA, benchmarks, STAAR, and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Special Ed Teacher and Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 5:</b> Students will utilize academic applications on iPads to extend and/or enhance lessons in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teacher and General Ed Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 6:</b> Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement based on IEP report card</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teacher and General Ed Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 7:</b> Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Instructional Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 8:</b> Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing</p> <p><b>Strategy's Expected Result/Impact:</b> use of eSped for all ARDs</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Special Ed Teacher and Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 9:</b> Special education department staff members and teachers will participate in professional development sessions to include research based instructional practices and strategies, accommodations, and modifications that address the academic, functional, and behavioral needs of students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement among students who participate in Special Education</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director and Special Education Coordinator</p> <p><b>Funding Sources:</b> - 199 - Local - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				



<p><b>Strategy 10:</b> Classroom teachers, coaches and Special Education teachers will participate in intensive planning sessions utilizing resources to ensure appropriate vertical alignment, vocabulary development, depth and complexity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR, "Look for" document and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 11:</b> Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coach and Special Ed Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 12:</b> Provide professional development opportunities for paraprofessionals and teachers who work with students having academic and/or behavioral difficulties.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in academic and behavioral difficulties</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 13:</b> Students will engage in differentiated instruction that addresses learning gaps identified through a variety of data sources as analyzed by special education case managers and teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coach, Special Education Teacher and General Ed Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 14:</b> Special Education students will receive a continuum of services in accordance with student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of Campus Master Schedules that demonstrates a continuum of services</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education and Special Ed Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 15:</b> Implement campus based documentation system of interventions/accommodations/accessibility features for Special Education students</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Coach/Coordinator and Campus Testing Coordinator, Special Ed Teacher, General Ed Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<b>Strategy 16:</b> Provide coaching to teachers with special education students in their classrooms on how to implement IEPs, differentiate instruction and assessments, handle behaviors, and document progress <b>Strategy's Expected Result/Impact:</b> Increased student achievement as a result of student participation in programs. <b>Staff Responsible for Monitoring:</b> Special Education Coach/Coordinator and Special Ed Teacher	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 5: Student Support Services:** To provide a well rounded education to increase student achievement

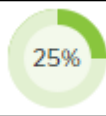



**Performance Objective 3: ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)**






Increase the number of English learners students meeting the STAAR passing standard Approaches grade level in grades 3 - 5 (PBMAS Indicators)

- Increase English learners performance in Reading STAAR (3-5) from 43 % to 70%.
- Increase English learners performance in Writing STAAR (3-5) from 61 % to 71%
- Increase English learners performance in Science STAAR (3-5) from 31% to 61%
- Increase English learners performance in Mathematics STAAR (3-5) from 60% to 70%
- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years from   % to 25%.

**Evaluation Data Sources:** The performance of this objective will be measured using STAAR Progress measure or ELL progress measure data.

<p><b>Strategy 1:</b> ELL students will develop English language proficiency through participation in sheltered instruction classes, dual language classes, and cultural/academic activities.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL student performance on curriculum based assessments, Texas English Language Proficiency Assessment System (TELPAS) and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist and Teacher</p> <p><b>Funding Sources:</b> - 199-Bilingual PIC 25 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> ELL students will engage in instructional programs to address their linguistic needs based on Language Proficiency Assessment Committee (LPAC) recommendations utilizing the ELLevation Platform.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR, appropriate program assessments and ELL student performance on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist , Assistant Principal and Teacher</p> <p><b>Funding Sources:</b> - 199-Bilingual PIC 25 - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> ELL students will participate in sheltered instruction classes, dual language classes, and cultural/academic activities to assist with making content comprehensible, develop academic language and increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR, TELPAS and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist and Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 4:</b> ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in writing activities based on ELPS English Language Proficiency Standards.</p> <p><b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist and LPAC Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 5:</b> ELL students will engage in instructional programs to address their linguistic needs based on LPAC recommendations utilizing the ELlevation Platform.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL student performance on TELPAS, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist, Assistant Principal and Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 6:</b> Provide training to teachers in sheltered instruction strategies to address the needs of EL students, such as Questioning, integrating language skills (reading, writing, listening and speaking), use of cognates, building academic language, visual tools, response signals, structured conversations, structured reading and writing activities, and others.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased EL student achievement results on CBA's, benchmarks, STAAR, TELPAS and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ESL/Bilingual Specialist</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 7:</b> Dual language teachers will participate in training opportunities to promote literacy in both Spanish and English.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR, Eduphoria reports and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual Specialist and Teacher</p> <p><b>Funding Sources:</b> - 199 - Local - \$1,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<p><b>Strategy 8:</b> Teachers and students will utilize research based bilingual resources at appropriate reading levels to supplement reading instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR, Eduphoria reports and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Literacy Coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5: Student Support Services:** To provide a well rounded education to increase student achievement

**Performance Objective 4: MIGRANT EDUCATION**

Ensure that identified Priority for Service (PFS) migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children. 100% of Priority for Service (PFS) migrant students will receive priority access to supplemental instructional and support opportunities.


Increase the number of Migrant students meeting the STAAR passing standard Phase-in 1 Level II in grades 3 - 8 (PBMAS Indicators)


- Increase Migrant student performance in Reading STAAR (3-5)
- Increase Migrant student performance in 4th grade Writing
- Increase Migrant student performance 5th grade Science
- Increase Migrant student performance Reading STAAR

**Evaluation Data Sources:** Provided through shared service arrangement with Region 20

<p><b>Strategy 1:</b> Provide parents of PFS students an update on the academic progress of their child. Timeline: Year Round</p> <p><b>Strategy's Expected Result/Impact:</b> Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list</p> <p><b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec Supervisors, Tutors) campus admin, or campus designee</p> <p><b>Funding Sources:</b> - Region XX Shared Services Agreement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide opportunities for campus counselors to participate in the Migrant Counselor Overview session to analyze migrant student educational needs. Timeline: Year Round</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of participants to this session by 100%. Sign-in sheets from overviews provided.</p> <p><b>Staff Responsible for Monitoring:</b> Region XX ESC MEP counselor</p> <p><b>Funding Sources:</b> - Region XX Shared Services Agreement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide on-line and face to face opportunities for district/campus staff to attend staff development for enhancing their knowledge of the migrant student population including migrant student needs. Videos, Face to Face overviews. Timeline: Year Round</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of participants at the ESC sessions/contact meetings by 100%. Participant evaluations, participant feedback, sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Region XX ESC MEP (Ed Spec Supervisor, ESC Counselor)</p> <p><b>Funding Sources:</b> - Region XX Shared Services Agreement</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 4:</b> Teachers of Migrant students will monitor/track student progress every 6 weeks and provide appropriate interventions for student to be successful</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation through URS</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Migrant Campus Representative</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 5: Student Support Services:** To provide a well rounded education to increase student achievement






**Performance Objective 5: GIFTED and TALENTED**

Increase advanced Level III student performance with Gifted and Talented students in 3-5th grade Reading from \_\_\_% to 50%.

**Evaluation Data Sources:** Advanced Level III STAAR performance

<p><b>Strategy 1:</b> GT Teacher will attend GT orientation, in depth training and consultative support and professional development services provided by Advanced Academic Specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased advanced level student performance</p> <p><b>Staff Responsible for Monitoring:</b> GT Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> GT teachers will consult with Advanced Academic Specialist for professional development opportunities in advanced instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on AP exams</p> <p><b>Staff Responsible for Monitoring:</b> GT Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Utilize testing materials for GT identification.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on advanced level assessments to include PSAT, SAT and ACT</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Librarian</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Provide information to parents regarding GT informational sessions</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Librarian</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				




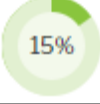



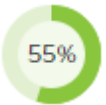

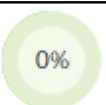

<b>Strategy 5:</b> Elementary GT students (K-5) will participate in advanced level math lessons. <b>Strategy's Expected Result/Impact:</b> Final Level II performance <b>Staff Responsible for Monitoring:</b> District GT Teacher, General Ed Teacher and Math Coach	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	 60%			
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 5: Student Support Services:** To provide a well rounded education to increase student achievement

**Performance Objective 6:** Guidance Program - To provide proactive developmental guidance program that addresses responsive services that support social and emotional well-being of students, parents, and staff.

**Evaluation Data Sources:** Increased academic achievement, increase student engagement measured by attendance

<p><b>Strategy 1:</b> Counselors and social workers will conduct groups targeting character traits, social skills, and organizational skills during Social Studies on a bi-weekly basis to reinforce SEL lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals. Increase in student attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker, Director of Student Support Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Social worker and Counselor will utilize Harmony curriculum to build social skills and increase student empathy.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 3:</b> The Counselor and Social Worker will organize events to promote positive family relationships through the support of school functions, PTA, and CCR events.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school climate reflected through PBIS surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Provide guidance content in a systematic manner to all students via classroom guidance and small groups. Areas addressed: self confidence development; motivation to succeed; decision making; goal setting; planning, problem solving; interpersonal effectiveness; communication skills; cross cultural effectiveness; and responsible behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of guidance lessons aligned with Harmony curriculum to promote students success</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				







<p><b>Strategy 5:</b> Address the immediate concerns of students for the purpose of prevention and intervention via individual counseling through small groups. Responsive services include: Academics; School related issues; tardiness; absences; truancy; behavior; school avoidance; drop out prevention; relationship concerns; physical/emotional/sexual abuse; grief/loss; substance abuse; family issues; harassment issues; coping with stress.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student discipline referrals and increase in attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 6:</b> Social workers will provide case management to students that need ongoing counseling support for academics, attendance, and or social emotional needs to include home visits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students academic success</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 7:</b> Identify homeless students and coordinate support services to ensure that homeless students are present in school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance rate for homeless student population</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 8:</b> The PSCC Committee will develop and implement a school wide climate and culture which emphasizes safety, respect and responsibility. We will utilize various signage, posters, and branding to promote "The Stafford Way" .</p> <p><b>Strategy's Expected Result/Impact:</b> Common area observations, benchmarks of quality, PSCC Survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, PSCC committee</p> <p><b>Funding Sources:</b> - 211 - Title I - \$15,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 9:</b> Implementation of Harmony Curriculum for SEL learning K-5 classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased incidents of bullying, Increase in positive school outlook measured by campus climate survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 10:</b> Counselor and Social Worker will provide training opportunities on anti-bullying prevention, policy, and procedures for reporting to students, staff, and parents through initiatives such as: Red Ribbon week and concert.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive survey results and reduced incidents of bullying</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				

<b>Strategy 11:</b> Counselor will share information regarding Childsafe to all employees. Childsafe will provide and document employee training on child and sex abuse reporting policies. <b>Strategy's Expected Result/Impact:</b> Childsafe reports <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<b>Strategy 12:</b> Counselor and Social Worker will provide training opportunities on suicide prevention, policy and procedures to students, staff, and parents. <b>Strategy's Expected Result/Impact:</b> Student support services <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Social Worker	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5: Student Support Services:** To provide a well rounded education to increase student achievement

**Performance Objective 7:** Create a healthy and safe environment for all students.

**Evaluation Data Sources:** attendance, survey, school safety rubric

<p><b>Strategy 1:</b> Implement social distancing environments by creating various signs, poster and labels for flooring, desks and hallways. Communication systems (radios) for communication between staff to ensure proper transitions and continued social distancing throughout the school day.</p> <p><b>Funding Sources:</b> - 211 - Title I - \$10,000, - 211 - Title I - 21111639500114030000 - \$10,700</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Utilize PPE supplies such as hand sanitizer, masks, shields, tissues, thermometers, individualized containers in order to reduce cross-contamination.</p> <p><b>Funding Sources:</b> supplies/materials - 211 - Title I - 211-11-6399.00-114-030-000 - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				