



<p><b><u>Call to Action</u></b></p> <p>Southwest ISD provides opportunities for all learners to be confident, resilient, and successful global citizens.</p> <p><u>Draft 2017-2018</u></p>	<p><b>CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN</b></p> <p><b>BIG COUNTRY ELEMENTARY</b></p> <p><b>2017-2018</b></p> 	
<p><b>DISTRICT MISSION &amp; VISION</b></p> <p><b>The mission of Southwest Independent School District</b> Southwest Independent School District will identify and develop the potential of all individuals.</p> <p><b>The vision of Southwest Independent School District</b> Southwest Independent School District will be the leader in educational innovation.</p> <p><b>The motto of Southwest Independent School District</b> Believe to achieve.</p>	<p><b>STRATEGIC PLAN GOALS</b></p> <p>GOAL 1: SWISD will provide a comprehensive framework of learning that is engaging, flexible, rigorous, supportive, and relevant to college/career readiness for all students.</p> <p>GOAL 2: SWISD will foster an environment in which social and emotional support is a priority for all.</p> <p>GOAL 3: SWISD will constantly utilize timely multifaceted communication that reaches all members of our SWISD community.</p> <p>GOAL 4: SWISD will create a safe, nurturing and engaging environment where all students succeed.</p> <p>GOAL 5: SWISD will capitalize on the strengths, resources, and abilities of our diverse community to become successful, global citizens.</p> <p>GOAL 6: We will provide professional development for instructional methodology that is relevant to needs of students, teachers, and administrators in a timely manner.</p>	<p><b>TITLE 1 SCHOOLWIDE COMPONENTS (CODE BY #)</b></p> <ol style="list-style-type: none"> <li>1. Comprehensive needs assessment</li> <li>2. School-wide reform strategies: behavior, Bear Bucks</li> <li>3. Instruction by highly qualified teachers</li> <li>4. High-quality and ongoing professional development</li> <li>5. Strategies to attract high-quality teachers</li> <li>6. Strategies to increase parental involvement</li> <li>7. Transition plans from early childhood programs</li> <li>8. Teachers involved in decision making of academic assessments</li> <li>9. Effective and timely assistance for struggling students</li> <li>10. Coordinated assistance of Federal, State, and local services and programs</li> </ol>

**2017-2018 CAMPUS IMPROVEMENT TEAM**

<b>Principal</b>	<b>Wendy Quillin</b>
<b>Assistant Principal</b>	<b>Lawrence White</b>
<b>Counselor</b>	<b>Ana Matsuzaki</b>
<b>Academic Coach</b>	<b>Shirley Reyes-Natal</b>
<b>Reading Specialist</b>	<b>Priscilla Sigler</b>
<b>Parent Representative</b>	<b>Mrs. Kincade</b>
<b>Parent Representative</b>	
<b>ELL Representative</b>	<b>Bonnie Garza</b>
<b>SPED Representative</b>	<b>Katherine Patty</b>
<b>SPED Representative</b>	<b>Linda Nichols</b>
<b>Paraprofessional Representative</b>	<b>Maxine Ortiz</b>
<b>DIT Elected Representative</b>	<b>Kelsey Hanson-Krueger</b>
<b>Science/Social Studies Teacher Leader</b>	<b>David Perez</b>
<b>Math K-2 Teacher Leader</b>	<b>Cecilia Collins</b>
<b>Math 3-5 Teacher Leader</b>	<b>Whitney Fullmer</b>
<b>RELA K-2 Teacher Leader</b>	<b>Stephanie Gerber</b>
<b>RELA 3-5 Teacher Leader</b>	<b>Melissa Galvan</b>
<b>Technology Representative</b>	<b>Andy Kinsey</b>
<b>Literacy Interventionist K-2</b>	<b>Melissa Barajas</b>
<b>Librarian</b>	<b>Leslie Smith</b>
<b>Community Liason</b>	<b>Matthew Kincade</b>

### **Big Country Mission Statement**

Big Country Elementary will prepare all students to achieve excellence by providing the highest quality of education to empower each to become lifelong learners who positively impact their families, communities, and the world.

### **Campus Vision Statement**

At Big Country Elementary, we strive to meet the needs of each student by providing quality instructional programs that ensure academic success. The staff at Big Country collaborates to do whatever is needed for the students to reach their potential. The Big Country staff is committed to working with parents as an educational team to build a positive learning environment.

### **Campus Motto Statement**

Believe to achieve.



## BIG COUNTRY ELEMENTARY CAMPUS PERFORMANCE GOALS/OBJECTIVES

1.	Campus attendance will meet 100% on test days with 98% overall for the year.
2.	The campus will improve EL STAAR Reading scores from 68% to 73% by June 2018.
3.	The campus will ensure that 50% of special education population will meet standards in all academic areas on STAAR (based on Federal safeguards) by June 2018.
4.	The campus will improve STAAR Writing scores from 76% to 79% and increase advanced scores from 9% to 15% by June 2018.
5.	The campus will improve STAAR Math scores from 87% to 89% by June 2018.
6.	The campus will improve STAAR Science scores from 80% to 85% by June 2018.
7.	The campus will improve the percentage of students on ISIP TIER 1 to 85% by June 2018.
8.	The campus will improve STAAR Reading scores from 82% to 87%.
9.	The campus will maintain distinctions in Top 25% Progress and Top 25% Closing Achievement Gap.
10.	The campus will maintain State Safeguards (15 out of 15).

S P G	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-------------	--	--	-----------------------	--------------------	----------	----------------------------	--------------------	-------------------------	---------------

1 4	Accelerated Instruction & RTI	Utilize a structured RTI process based in the district operating guidelines and eSped to help teachers identify at-risk students and provide needed interventions. Contact with parents upon change in RTI tier as well as discussions of academic and behavior needs.	Administration, RTI Committee,	RTI Coordinator  Assistant Principal	Weekly, Tuesdays  Aug 22, 2017 - May 26, 2018	Documentation during weekly RTI meetings, formative walk through will indicate implementation, grade level meetings, eSped documentation	Increase student achievement among at-risk students by one threshold for STAAR or state/district assessment	Progress Reports, Report Cards, Benchmark, & STAAR Accountability	2 8 9 6
4	Student Interventions: 504	Ensure all academically and behaviorally at-risk students are identified and put into RTI for support and progress monitoring. Meetings with parents to discuss student progress and needs.	Administration, Campus 504 coord.	District 504 Coordinator  Assistant Principal  Bilingual para.	Weekly, Tuesdays  August 22, 2017-June 1, 2018	Sign in sheets Agenda  100% of students in 504 will have an eSped file	100% of campuses will have a system in place for transfer and identification of students who need a 504 service plan	100% of students in 504 will have an annual meeting to review their progress in school	2 9 6
4	Attendance Plan	Develop incentives for 98% student attendance as a campus to include: attendance awards, rewards, Attend to Win, and EOY rewards/trip. Develop communication to include: parent call system, personal contact, Implementation of attendance plan to include parent training as per HB 5.	Administration and Attendance Committee.	Local Title I	Daily checks, monthly meetings, August 22, 2017-June 1, 2018	Daily attendance rates, Contact reports, Electronic Communication Log	Increase from 96%-98% campus attendance	Daily Attendance report	2 6
2 4	At-Risk Students	Continue to use intervention programs using RTI process. Provide teachers with professional development and coaching support to instruct programs with fidelity and success. In addition to provide a challenging curriculum for targeted students.	Administration, Academic coach	SCE, Title 1	Weekly, Sept 2017-June 1, 2018	Sign In sheets, agendas, lesson plans, student RTI forms and meeting notes	Reduce the percentage of students failing core content by 50 %	Decrease the number of tier 3 students w/ continued progress monitoring.	4 8 9 10

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

1 2 3 5	Career Day	Community members and parents are invited to come speak with students about their career. Speakers are encouraged to discuss college and career readiness	Counselor, Administration	Local	May 15, 2018	Sign In Sheets, understanding of career choices	Increase and understanding college and career readiness	Sign Ins	6
1 2 4	Clubs	Increase extracurricular engagement for students via WEE Do, Robotics, Solar Cars, and Chess Clubs that will in turn support Math, Science, social, and problem solving development.	Teacher facilitators	Local \$6500-stipends	Weekly beginning Sept 2017-June 1, 2018	Sign-ups, Student attendance,	Competitions, Parental and community involvement,	Competition	2
1	Coordinated Health	Fine Arts Teacher will provide health lessons to students during the 2017-2018 school year, these lessons will focus on healthy lifestyle choices.	Fine Arts teacher, Nurse	Local	January 2-10, 2018, January 11-17, 2018, January 23-27, 2018, April 3-7, 2018	Increase healthy lifestyle choices	Increase healthy lifestyle choices	Increase healthy lifestyle choices	3
1	Coordinated Health: Fitnessgram	Students will participate in the Fitnessgram test.	P.E. Teacher	Local	February, March, and April 2018	Increase healthy lifestyle choices	Increase in physical fitness on Fitnessgram from Fall baseline to EOY assessment in 2 categories.	Increase in physical fitness on Fitnessgram from Fall baseline to EOY assessment in 2 categories.	2
2	Counseling & Guidance	Counselor will provide classes on Anti-Bullying, College and Career readiness, How to avoid risky behavior training, including drug awareness, stranger danger, violence prevention, safety in schools, great kindness challenge, and character education.	Counselor and Classroom Teachers	Local Supplemental resources and incentives	September 22, 2017, October 3-7, 2017, and October 24-28, 2017,	Lesson Plans, observation	Monthly discipline reports, increased attendance	Monthly discipline reports, attendance reports	2

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

					January 23-February 3, 2018				
1	Curriculum Extensions	Provide extensions to classroom learning.	Classroom teacher	Local	K: 10/26/16, 3/29/17 1st: 2/15/17, 5/24/17 2nd: 2/17/17 3rd: 10/03/16, 05/24/17 4 <sup>th</sup> : 11/17/16, 05/10/17, 05/24/217 5 <sup>th</sup> : 04/04/17, 05/24/17	Field trip forms,	Increase in STAAR scores and enhance real world learning	Increase in STAAR scores	29
24	Discipline Management	To decrease the number of office discipline referrals by 10% through use of school wide positive reinforcement programs, such as Bear Bucks, discipline folder system, and school-wide rules.	All staff	Local Title I	Daily August 22, 2017-June 1, 2018	Office referral logs, Bear Buck inventory reduction	Office referral logs, Bear Buck inventory reduction	Office referral logs, Bear Buck inventory reduction	29
1	Dyslexia: 1	Providing support for dyslexia students in the general education and specialized setting. All teachers will receive training in Dyslexia, its characteristics, and the district process for referral	Reading Interventionist	Title I SCE Local	October 11, 13, 14, 18, 20, 21, 2017	Lesson plans, observations, sign in sheets, Agenda	Service identified students from previous year	Identify the students that need to receive intervention	234
16	Dyslexia: 2	All designated teachers who work with dyslexic students will receive training in the (DIP-Dyslexia Intervention Program)	Reading specialist , campus	Region 20	Monthly; October 10, 2017 January 30, 2018	Sign in sheets	100% of the dyslexic students will receive intervention using (DIP)	Passing scores on the DIP progress measures and or growth in	24

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	--------------------	----------	----------------------------	--------------------	-------------------------	---------------

								STAAR, ISIP, MOBY MAX	
1	Student intervention: Dyslexia/504	Provide training in dyslexia/504 and its characteristics, qualifying factors, and referral procedures to community.	Reading interventionist	Local	February 28, 2018	Sign-in sheets, flyer	Student referrals for dyslexia evaluation	Dyslexic students will receive the intervention they need.	269
24	Fine Arts: Special Projects	Support fine arts performances with equipment and supplies	Fine Arts Teacher, Principal	Title I SCE Local \$1400	November 10, 2017, December 13, 2017, and May 17, 2018	Lesson plans, walkthroughs, student performances and art show	Student performances and art show	Student performances and art show	2
24	Fine Arts: Experiences	Students experience and observe Fine Arts performances: Scobee band, Scobee Mariachi, High School Drama, etc.	Fine Arts Teacher	Local \$750	September 21, 2017 and May 24, 2018	Lesson plans, flyers	Students increase appreciation of fine arts	Field Trips, School visits.	26
1	Gifted and Talented	We will increase by 1% of the student population as identified GT students on our campus by ensuring that packets are completed for all potential candidates. Students will also explore higher education. As well as receive advanced learning opportunities.	All staff; GT Teacher Leader	Local \$1500-for stipend	1x Monthly, Wednesday, October 7, 2017, November 4, 2017, December 2017, January 10, 2018, February 2018, March 2018, May 2018.	Completed GT referral packets	Increase in number of student identified as GT	Increase in number of student identified as GT	2
3	Highly Qualified Teachers: 1 Recruitment	We will implement a panel interview process (Principal screening, and panel interview) for hiring highly qualified teachers.	Interview panel, Administration	Title I Local	August 2017, December 2017, May 2018	Interview Process (Principal screening, panel interview)	Increase in student success for STAAR, BEM, and Common Assessments	Increase in student success for STAAR, BEM, and Common Assessments	25



SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

5	Highly Qualified Teachers: 2	We will coordinate with partnering universities to utilize student teachers for possible hiring and recruitment	Administration	Title I Local	Daily - September to December 2017	Interview Process, Communication with professors and university community	Increase in student success for STAAR, BEM, and Common Assessments, iStation, Moby Max, and TTM	Teacher Retention, Increase in student success for STAAR, BEM, and Common Assessments	2510
6	Highly Qualified Teachers: 3 Retention	Continue training on curriculum, adding rigor, using data, and progress monitoring, new teachers will be assigned a mentor, consumables and other necessary supplies will be provided.	Administration, academic coach	Title I Local	Bi-monthly August 30, 2017 - June 1, 2018	Teacher retention	Increase in student success for STAAR, BEM, Common Assessments, iStation, Moby Max, and TTM	Teacher Retention, Increase in student success for STAAR, BEM, Common Assessments, iStation, Moby Max, and TTM	25
6	Highly Qualified Teachers: 4 Retention	Maximize staff morale in order to create a positive and productive learning environment for all by offering, snacks, incentives, and special recognition awards, prizes.	Administration, all staff	Local	Weekly; August 22, 2017 - June 1, 2018	Teacher retention, increased teacher attendance	Increase in student success for STAAR, BEM, and Common Assessments, iStation, Moby Max, and TTM	Teacher Retention, Increase in student success for STAAR, BEM, and Common Assessments	25
15	Library 1: Home Reading Connection	Read Across Southwest: Provide reading activities and materials to extend literacy skill building outside the school day and develop the student parent partnership for academic success.	Library Services	Title 1 Funds (\$6000)	Nov - Dec 2017 Apr - May 2018	Purchase orders, student enrollment, reading activities, fluency	100% of all students will increase reading fluency by 30 wpm from BOY to EOY.	Student Reading Scores, Cold Reads	26
24	Library 2: Obsolescence Plan	Librarian will update outdated books and will increase current library stock to meet the suggested 20 books per pupil	Librarian	Library Funds	April 15, 2018	Increased book inventory	Student book ratio increased to meet recommendations	Increased library book inventory, increased book circulation,	2

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

								increased reading scores on STAAR, ISIP scores, BEM, and common assessments	
16	Math: 1	Provide K-5 teachers with focused PD, modeling, coaching and support of best Math practices, Mentoring Minds, STAAR Bright, Moby Max, TTM	Math Content Leader, , Academic Coach	Local Title I SCE Supplemental resources, supplies Math Cart-Snacks, prizes	August 22, 2017-June 1, 2018	Lesson plans, observations, BEM, report cards, common assessment scores, STAAR, PLC Agendas	BEM, Common Assessments, STAAR scores, TTM, Moby Max	Increase Math STAAR passing rates by 10%	2349
16	Math: 2	Utilize online programs for diagnostic, accelerated, and enrichment instruction., Moby Max, TTM, Eduphoria	Classroom Teachers, Tech Facilitator,	Title I SCE Local	Monthly; August 22, 2017 - June 1, 2018	Lesson plans, observations, common assessment scores	Campus scores will increase on BEMs, Common Assessments, and STAAR scores, TTM, Moby Max	Increase , BEM, common assessments , and STAAR passing rate	289
1	Math:3	Provide manipulatives and math games to supplement the math curriculum.	Principal, Academic Coach,	Title 1 SCE Local	August 22, 2017 - June 1, 2018	Lesson plans, success on TTM	Increased BEM scores, common assessments, TTM, Moby Max	Increased BEM, common assessments , and STAAR scores	89
35	Family Engagement: 1 Home connection	Parent nights to include all grade levels and specials. Events will be content based to promote student-parent connections and enhance the parents' ability to understand how to help their student at home. And provide classes on Anti-Bullying, College and Career readiness, How to avoid risky behavior including drug awareness, stranger danger, violence prevention, and character education.	All staff, counselor,	Supplies Snacks, science boards, materials, math manipulatives, reading supplies Title I	September 13, 2017, October, 11, 2017 December 6, 2017, January 20, 1017, January 28, 2018, February	Registrations, sign-in sheets, flyers	Increase of parental support for teachers and students, increase the number pf parents attending meetings	Parent surveys	6

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

					27 - March 3, 2018, March 22, 2018				
5	Family Engagement : 3	Provide parents opportunities to volunteer at school through PTA involvement, classroom volunteers and special events.	Counselor, teachers,	Supplies Snacks Title I	February 27- March 3, 2018	Sign-in sheets, calendar sign-up	Increase of parental support, increase the number of parents attending meetings	Parent surveys	6
3	Family Engagement : 4	Utilize Remind and phone system to contact parents	Administration	Local	August 22, 2017 - June 1, 2018	Phone log	Increased parental involvement, sign-in sheets, increase the number of parents attending meetings	Sign-ins	6
1 2	Family Engagement : 5 Home literacy connection	Provide opportunity for parents to acquire materials and meeting info for literacy training.	Librarian, counselor	Little Read Wagon, Local	January 27, 2018	Flyer, sign in	Increased parental support for students, Increased reading skills for students, increase number of parents attending meetings	BEM, STAAR, Common Assessments, iStation, Moby Max	9
1	Physical Education	Students in kindergarten through 5 <sup>th</sup> grade participate in moderate or vigorous physical activity for at least 135 minutes during each school week.	P.E. Teacher, classroom teachers	Local	Daily; August 22, 2017 - June 1, 2018	Increase healthy lifestyle choices	Increase healthy lifestyle choices, lesson plans	Increase healthy lifestyle choices, lesson plans	2
2 4	Pre K: Fulltime FTE, Aides	Provide sufficient PreK teachers and paraprofessionals to meet the requirements necessary for our population of Pre K Students	Admin, HR	Local, Head Start, PreK grant,	August 22, 2017 - June 1, 2018	Teacher, para contracts, student ration, PEIMS reports	Improve student readiness for Kinder	Improve student readiness for Kinder.	2

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	--------------------	----------	----------------------------	--------------------	-------------------------	---------------

		<ul style="list-style-type: none"> <li>· Teacher &amp; instructional aides</li> <li>· Resources</li> <li>· Furniture</li> <li>· Assessments</li> </ul>		coordinated funds, \$200.000					
1 6	Primary Reading Readiness:1	Provide reading strategy training to parents to include STAAR events.	Reading Specialist, RELA teachers,	SA Reads, Little Read Wagon, resources	November 02, 2017 and March 22, 2018	Parent sign-in, flyers, hand outs	Parent participation, Increased reading scores on ISIP	Increased scores on ISIP, STAAR, BEM, Common Assessments	2 6
1	Primary Readiness Reading: 2 Progress Monitoring	Utilize ISIP's data reports to monitor students' progress/growth and document progress monitoring for RTI and intervention purposes in eSped	K-5th RELA Teachers	Local	Monthly; August 22, 2017 - June 1, 2018	progress monitoring monthly report; eSped RTI, Reward parties: popcorn, popsicle,	Progress on ISIP reports each month.	eSped reports, RTI,	2 8
1 6	Primary Readiness Reading : 3	Provide ongoing professional development on administration of ISIP and utilization of iStation as a resource/intervention	District/Campus Primary Reading Specialist, Academic Coach	Local	Bi-Monthly; August 22, 2017 - June 1, 2018	K-5 grade teachers, Staff Developments,	100% of K-5 RELA teachers will accurately administer and analyze ISIP monthly	Teacher sign-in logs, workshop enrollment.	4
1 6	Primary Readiness Reading : 4	Provide informational and training opportunities for parents on ISIP student data reports and progress monitoring and LEXILE levels	Classroom Teachers, Campus Reading Interventionist	Local Title 1	March 27, 2018	Parent sign-in sheets, flyers, hand-outs, and conference notes	Increase the number of parents attending reading training nights by 10% annually.	STAAR, BEM, RTI Common Assess, iStation, Moby Max	2 6
1	Progress Monitoring	Analyze progress monitoring to RTI and intervention purposes in eSped, iStation, TTM, and Moby Max	Administration, Reading committee	Local	Weekly; August 22, 2017 - June 1, 2018	RTI, Reward parties, snacks, recess	Progress monitoring system, review as scheduled by RTI coordinator	BEM, STAAR, common assessments	9
6	Professional Development	Professional development will be provided to staff in regards to	All staff; Administration,	Title I Local	August 15, 16, 17, 18,	Lesson plans, T-Tess,	Lesson plans, T-Tess,	Lesson plans, T-	2

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	--------------------	----------	----------------------------	--------------------	-------------------------	---------------

		curriculum (math, reading, science, writing, and social studies), collaborative planning, parent partnership, leadership development, classroom management, instructional strategies, gifted and talented, ELL, and technology.			2017; October 10, 2017, January 30, 2018, February 20, 2018, April 17, 2018	observations, & walkthroughs	observations, & walkthroughs	TESS, observations and walkthroughs, Agendas, sign in sheets	4
6	Professional Development for new and struggling teachers	Professional development will be provided to new and struggling teachers based on their specific needs. Said teachers will also receive a mentor teacher in relation to their grade level and content area.	Academic coach, Administration,	Title I Local	August 8, 9, 10, 11, 15, 16, 17, 18, 2017; October 10, 2017, January 30, 2018, February 20, 2018, April 17, 2018	Lesson plans, T-Tess, observations, & walkthroughs	Lesson plans, T-Tess, observations, & walkthroughs	Lesson plans, T-TESS, observations and walkthroughs, Agendas, sign in sheets	24
62	Professional Learning Community (PLC)	Provide on-going professional development and oversight of PLC process for teachers, new teachers, and struggling teachers.	Administration, Leadership team	PLC Professional Dev., Training materials, PLC Resources and books  Title I	Tuesday, Thursday, and Friday; August 30, 2017 - June 1, 2018	PD sign in, PLC Protocols, walkthroughs, PLC minutes, TTESS	Increased student achievement	Increased performance on BEM, STAAR, iStation, Moby Max data	24
1	Reading/ ELA: 1	During the 2017-2018 school year, the school will focus on increasing reading fluency of all students. Teachers will conduct fluency checks and have students track their fluency in their data binders. Professional development will be provided to teachers on how to increase reading fluency.	Classroom teachers, Leadership team	Local Title I SCE  Supplemental materials	Tuesday, Thursday, and Friday; August 30, 2017 - June 1, 2018	ISIP, STAAR, BEM, RTI documentation, monthly fluency assessment	Increase in BEM, ISIP, common assessments, and STAAR scores	BEM, ISIP, TELPAS, common assessments, and STAAR scores, fluency scores	248
	Reading/ ELA: 2	During the 2017-2018 school year students in need of intervention will	Leadership team,	Local Title I	Daily; August 22,	RTI documentation	BEM, ISIP, Common	BEM, ISIP, Common	

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

1		receive support during, before, and after the school day with materials such as Waterford, iStation, Moby Max, Tumblebooks, Curriculum Associates, Forde-Ferrier, tutoring, Reflex Math.	administration	SCE Supplemental materials	2017 - June 1, 2018		Assessment Scores, and STAAR scores	Assessment Scores, TELPAS, and STAAR scores	29
1	Reading/ELA: 3 Daily 5	Teachers will incorporate small group instruction and appropriate intervention resources from ISIP, FCRR, SAXON, and supplemental supports such as Waterford, iStation, Moby Max, Tumblebooks, Curriculum Associates, Forde-Ferrier, tutoring in order to provide targeted instruction.	Classroom teachers, Reading Interventionist,	FCRR, Daily 5 Resources, Supplemental Resources-Mentoring Minds, SAXON, CARS, STARS, STAAR Bright	Daily; August 22, 2017 - June 1, 2018	Lesson Plans, walkthroughs, TPRI data, RTI data, Progress Monitoring, monthly ISIP reports, Monthly fluency reports	Increase in student reading on grade level with fluency monthly checks	Progress Monitoring Data, RTI data, improve STAAR scores, ISIP, and fluency scores.	29
1 2 4	Reading: 4	Provide intensive one on one reading support for kinder and 1 <sup>st</sup> grade students that demonstrate a need for fundamental reading development	Librarian, classroom teachers	Local \$300	Daily; August 22, 2017 - June 1, 2018	Increased student performance of primary reading concepts	Increased ISIP score, tier development	Volunteer sign in, student performance logs by teacher	9
1	Reading: 5	Provide a variety of reading materials that extend learning and supplement the curriculum.	Principal, Academic Coach,	Scholastic News, Studies Weekly, A-Z reading, etc.	Daily; August 22, 2017 - June 1, 2018	Increased student performance of reading concepts	Increased ISIP score, tier development	Increased STAAR scores	2
1	Reading Readiness: Virtual Prek	Provide devices to all campuses to support early childhood instruction at home through the support of the VPK model.	Librarian, PreK clerk	Local Cost for iPad Title 1 for FtB \$30,000/11 campuses	September 26, 2017 to May 12, 2018	Sign-out Sheets, commitment letters by parents, Footsteps to Brilliance data records.	Attain 5 non-prekindergarten student participation in the VPK at each elementary campus.	Roster of participants and growth on FStB data.	6 7 10
1 4	Robotics & STEM	Participate in STEM & robotics club (grades 1-5), to support science, math, and technology instruction.	STEM teacher, STEM and Robotics Club Sponsor	Title I Local	Weekly; September 6, 2017 - June 1, 2018	Enrollment list for STEM & Robotics Club, sign in sheets	Increase in Science STAAR scores and TATEKS assessments	Increase in Science STAAR scores and TATEKS assessments	2

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	--------------------	----------	----------------------------	--------------------	-------------------------	---------------

								, sign in sheets	
2	Safe Drug-Free Schools and Communities	Students will participate in Red Ribbon Week while receiving instruction on drug safety.	Classroom teacher and counselor	General Supplies \$100.00	October 24-28, 2017	Lesson plans and completed second step activities	Decrease in the number of bully referrals by 10% annually.	Better school climate where all students feel safe	2910
2	Safety	Students will learn how to avoid risky behavior including drug awareness, stranger danger, and violence prevention.	Counselor and Classroom Teachers	Local	September 6-9, 17, 22, 23, 29, 2017, October 3-7, 2017, and October 24-28, 2017, January 23-February 3, 2018	Lesson plans, observations	Safety patrol presence	Safety patrol presence	2
1	Science	Implement and maintain a hands on program (STEMSCOPES) to include science vocabulary, expository texts, and use interactive journals PK - 5.	Classroom teachers, Science Content Teacher Leader,	Local Title I SCE  Supplemental resources, experiment supplies	Daily; August 22, 2017 - June 1, 2018	Lesson plans, observations, BEM, report cards, common assessment scores, STAAR	BEM, Common Assessments, STAAR scores	Increase Science STAAR passing rates by 10%	2
14	Special Education : 1	Teachers will provide intervention to all special education students in an effort to increase the number of IEP goals mastered.	Inclusion teachers, all staff,	SCE Local Title I, coordinated funds/ program	Daily; August 22, 2017 - June 1, 2018	Progress Reports, IEP's, STAAR, Moby Max, iStation Reports	Progress Reports, IEP's, STAAR, Moby Max. iStation Reports	Progress Reports, IEP's, STAAR, Moby Max, iStation reports	910
14	Special Education: 2	Increase understanding and consistent use of collaborative teaching and	Inclusion teachers, RTI committee	Exec. Director for Special Education, Special	Daily; August 22, 2017 - June 1, 2018	Training provided by campus and C&I Special education staff	Increase passing rates and achievement of special	Increase passing rates and achievement of special	2

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

6		instructional strategies by training all general and special education teachers		Education Coordinator , Campus Administrators, coordinated program		during conference and or faculty meetings, TTESS	education students taking STAAR assessment by 10%	education students taking STAAR assessment by 10%	4310
6	Special Education: 3	Train and require all inclusion teachers to utilize the District inclusion model for scheduling and collaborative teaching	All staff	Exec. Director for Special Education, Special Education Coordinators, Campus Administrators Coordinated funds	First Tuesday of every month, August 22, 2017- June 1, 2018	Data collected during walk through by campus administration and C&I department leaders, TTESS	Increase the performance of students with disabilities on all content area benchmarks and state assessments by 10%	Increase the performance of students with disabilities on all content area benchmarks and state assessments by 10%	24310
124	Special Education: 4	Increase the number of 3 to 5 year olds in less restrictive environments by sending 4 and 5 year olds to PreKinder and Kinder programs with specialized support.	Coordinated with PPCD/PreK/Kindergarten teachers	Exec. Dir. SpEd, SpEd Coords, Campus Admins, coordinated funds	Daily; - June 1, 2018	Staffing, rosters of students, and enrollment forms	Indicator 6 PEIMS Data, lesson plans	Indicator 6 PEIMS Data, lesson plans	2910
6	SSI: beginning of year	Train all 5 <sup>th</sup> grade teachers in SSI requirements for promotion and or retention based on the SSI guidelines for awareness of needs of students for the academic year. As well as knowledge of placement from previous year. Discuss needs of student with parents to ensure appropriate placement for academic success.	Principals or designees, ARC	Local	August 2017	Agenda, sign in sheets, grade placement paperwork in SSI folders for previous students	AIPs will be developed for all students in need of a plan	Implementation of AIP	46
6	SSI: end of year	Train all 5 <sup>th</sup> grade teachers in SSI requirements for promotion and or retention based on the SSI guidelines. Discuss needs of student with parents	Principals or designees, ARC	Local	March 2018	Agenda, sign in sheets, grade placement	AIPs will be developed for	Implementation of AIP during	46



SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

		to ensure appropriate placement for academic success.				paperwork in SSI folders	all students in need of a plan	summer school	
1 2 4	Student Recognition	Purchase trophies, awards, certificates, and ribbons to recognize student achievements and accomplishments as identified through report cards, TTM lessons passed, istation growth, bear bucks received, attendance growth, etc...	Content leads, counselor,	Local	Fridays; August 22, 2017 - June 1, 2018	Increased student performance and participation	Increased student performance and participation	Increased student performance and participation, success on STAAR, attendance, Tier 1 acquisition,	2
3 4 5	Student Led Conferences	Ensure continuous communication concerning behavior, academics, attendance, etc... by having student led conferences with parents and students facilitated by classroom teachers and ARC.	Classroom teachers, ARC	Local	No later than September 30, 2017	Sign-in sheets	Increase of parental support for teachers and students, increase the number pf parents attending meetings	Sign-in sheets	6
3 4 5 6	Technology Applications: 1 Obsolescence Plan	Increase integrated technology lessons, update and replace hardware, update and replace software, update and replace cases for iPads, replace cords and chargers for iPads and Chrome books, and continue technology training for teachers	All staff, Tech Facilitator,	Local Title I SCE	Daily; August 22, 2017 - June 1, 2018	Lesson plans, observations, BEM, report cards, common assessment scores, STAAR, TATEKS assessment	Lesson plans, observations, BEM, report cards, common assessment scores, STAAR, TATEKS assessment, STAR Chart	Lesson plans, observation, BEM, report cards, common assessment scores, STAAR, TATEKS assessment, STAR chart	2
1 6	Technology Applications: 2	Use current productivity and utility applications to support instruction through the use of one-to-one technology for all students.	Technology Specialist, all staff	Title I Local	Daily; August 22, 2017 - June 1, 2018	lesson plans, evidence of application use in instruction	Increase in TATEKS assessments, student products	Increase in TATEKS assessments , number of	2

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

						and student products		student products	
16	Technology Application:3 for teachers	Provide training for teachers to keep up with changing technology. Technology Tuesdays, Google suites, Class DOJO, etc...	TF, Academic Coach,	local	Daily; August 22, 2017 - June 1, 2018	Evidence of application use	Sign-in sheets, Evidence of application use	Increased use of applications	4
24	Transition Years: 1	Build classroom rosters with equity and based on the needs of students prior to the end of the school year, using the notes and identification categories from the sending teachers.	PEIMS clerk, Administration,	local	May 2018	Kinder Round-up, Letter, message on marquee	Schedule 100% of all K-4 <sup>th</sup> grade students based on teacher recommendation	Parent Surveys	27
24	Transition Years: 2	Prepare 5 <sup>th</sup> grade student for 6 <sup>th</sup> grade by providing middle school counselor to assist w/ class elective selection and providing a parent information session, a field trip the new campus, and band director consultation	Elementary and middle school counselors, administration,	local	February 28, 2018	Letter notifying parent of an informational meeting, scheduling forms, permission slips to attend field trip to middle school, flyer	Ensure 100% of all registration forms are completed and returned to Scobee Middle School by the deadline.	Parent and student surveys	7
24	Transition Years: 3	Register incoming Kinder students for following school year.	Counselor and PEIMS clerk	local	May 18, 2018 and May 22, 2018	Kinder Round-up, letter, message on marquee, completed registration	Register 90% of all kinder students prior to the beginning of school with assessments.	Parent Surveys	7
24	Transition year :4	Provide opportunity for PreK parents to attend child development training such a Love and Logic and others.	Counselor, PreK aide	PreK funds	Monthly, September 2017 - May 2018	Sign in sheets, increased parental support	Sign in sheets, increased parental support	More nurtured students, increased parental support.	6
16	Writing	Provide K-5 teachers with focused professional development, modeling, coaching, and support of best practices in writing to be used across all content areas	Classroom Teachers, Academic Coach	Professional development, training materials, supplemental resources	August 15, 16, 17, 18, 2017; October 10, 2017, January	Lesson Plans, Walkthroughs, Observations, Writing Protocols	BEM, Common Assessments, STAAR scores	BEM, Common Assessments, STAAR scores	234

SPG	TARGET AREA (Specific objectives based on campus and students' needs)	ACTION STRATEGIES (List only 1 Action Strategy per cell.)	RESPONSIBLE PERSON(S)	COST/ RESOURCES	TIMELINE	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE/ SUMMATIVE	Title 1 Comp.
-----	--	--	-----------------------	-----------------	----------	----------------------------	--------------------	----------------------	---------------

					30, 2018, February 20, 2018, April 17, 2018				
--	--	--	--	--	---	--	--	--	--