

Edgewood Independent School District

Gus Garcia Middle School

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Improvement Required



Mission Statement

Our campus will focus on bringing together students, parents, teachers, and business members to ensure successful academic and social development of all students.

Vision

GGMS students will attain a quality education that enables them to achieve their potential and participate now and in the future.

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Goals

Revised/Approved: August 24, 2018



Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.


Performance Objective 1: READING/WRITING







- Increase the percentage of students meeting Approaches grade level performance on STAAR middle school Reading from 63% to 70%
- Increase the percentage of students meeting Meets grade level performance on STAAR middle school Reading from 23% to 38%
- Increase the percentage of students meeting Masters grade level performance on STAAR middle school Reading from 10% to 15%
- Increase the percentage of students meeting Approaches grade level performance on STAAR 7th grade Writing from 38% to 50%
- Increase the percentage of students meeting Meets grade level performance on STAAR 7th grade Writing from 16% to 38%
- Increase the percentage of students meeting Masters grade level performance on STAAR 7th grade Writing from 2% to 10%

Evaluation Data Source(s) 1: The performance of this objective will be evaluated using 2018-2019 STAAR Scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on intensive grade level planning that utilizes supplemental resources, and research based strategies.	2.4, 2.6	ELAR Content Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
Problem Statements: Demographics 1							

<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity.</p>	2.4, 2.6	ELAR Content Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
<p>Problem Statements: Student Academic Achievement 1</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Students will participate in guided reading lessons in which text selection is interesting, age appropriate, well written and accurately leveled.</p>	2.4, 2.6	ELAR Content Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, Achieve 3000, and STAAR				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity.</p>	2.4, 2.5, 2.6	ELAR Content Coach and Coordinator	Increased student achievement results on Unit Assessments, benchmarks, STAAR, expected writing products embedded in the TEKS Resource System, and appropriate program assessments				
<p>Funding Sources: 211 - Title I - 1000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.</p>	2.4, 2.6	Dyslexia and 504 Specialist	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
<p>Funding Sources: 211 - Title I - 1000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) All students will have access to a variety of reading material to ensure they are reading on a daily basis to include, but not limited to, books, magazines, informative articles, etc.</p>	2.4, 2.5, 2.6	ELAR Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, Achieve 3000, and STAAR				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) Students will be writing critically in every content area, including electives, at least once a week.</p>	2.4, 2.5	ELAR Coach and Coordinator	Lesson plans, writing samples, and increased scores in Unit Assessments, Benchmarks, and STAAR				
<p>Funding Sources: 211 - Title I - 500.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Students will use Achieve 3000 to increase reading comprehension and lexile levels.</p>	2.4, 2.5, 2.6	ELAR Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, Achieve 3000 reports, and STAAR				

Critical Success Factors CSF 1 CSF 7 9) Teachers will utilize Lead4Ward strategies to increase student engagement, comprehension, and self-reflection.	2.4, 2.6	ELAR Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
	Funding Sources: 211 - Title I - 1000.00						
Critical Success Factors CSF 1 10) All 6th and 7th grade ELAR classes will be double-blocked with a reading and writing workshop model to allow sufficient time to bridge students' gaps in writing.	2.4, 2.5	ELAR Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High number of special education and LEP students with lower passing rates across STAAR tests compared to state. Root Cause 1: Students have knowledge gaps and teachers lack differentiation.
Student Academic Achievement
Problem Statement 1: Special education students are scoring lower than general population students and other sub pops (LEP, 504). Root Cause 1: Teachers don't plan for differentiation on a consistent basis.

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.


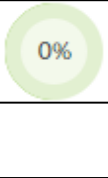




Performance Objective 2: MATHEMATICS

- Increase the percentage of students meeting Approaches grade level performance on STAAR 6-8 grade Math from 66% to 70%
- Increase the percentage of students meeting Meets grade level performance on STAAR 6-8 grade Math from 24% to 38%
- Increase the percentage of students meeting Masters grade level performance on STAAR 6-8 grade Math from 8% to 10%
- Increase the percentage of students meeting Approaches grade level performance on STAAR Algebra I EOC from 84% to 90%

Evaluation Data Source(s) 2: The performance of this objective will be evaluated using 2018-2019 STAAR scores.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating.</p>	2.4, 2.6	Math Coach and Coordinator	Increased student achievement on Unit Assessments, Benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized.				
<p>Critical Success Factors CSF 1</p> <p>2) Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include publisher provided software and apps, DreamBox, Performing Math, SpringBoard, and MSTAR.</p>	2.4	Math Coach and Coordinator	Increased student achievement on Unit Assessments, Benchmarks, STAAR, student product and "Look for" document that indicates instructional strategy is utilized.				
Funding Sources: 211 - Title I - 1500.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) All Algebra I students will be provided a double block to ensure ample time to address gaps in instruction.</p>	2.4, 2.5	Math Coach	Increased student achievement on Algebra I EOC				
<p>Critical Success Factors CSF 1</p> <p>4) Teachers will use "Making Mathematicians" Videos by Holly Young when planning for instruction by unit.</p>	2.4	Math Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				

<p>Critical Success Factors CSF 1</p> <p>5) Math Workshop model will be implemented in all classrooms which deepens conceptual understanding and encourages personal responsibility through engaging, student-centered activities that build a growth mindset.</p>	2.4, 2.6	Math Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
<p>Funding Sources: 211 - Title I - 2000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>6) Teachers will utilize Lead4Ward strategies to increase student engagement, comprehension, and self-reflection.</p>	2.4, 2.6	Math Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
<p>Funding Sources: 211 - Title I - 1000.00</p>							
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
Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.

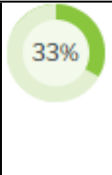




Performance Objective 3: SCIENCE

- Increase the percentage of students meeting Approaches grade level performance on STAAR 8th grade Science from 59% to 70%
- Increase the percentage of students meeting Meets grade level performance on STAAR 8th grade Science from 25% to 38%
- Increase the percentage of students meeting Masters grade level performance on STAAR 8th grade Science from 10% to 15%

Evaluation Data Source(s) 3: The performance of this objective will be evaluated using 2018-2019 STAAR Scores.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will utilize research-based, TEKS aligned supplemental product STEM scopes to improve and strengthen science vocabulary and engage in inquiry-based instruction.</p>	2.4	Science Coach and Coordinator	Increased student achievement results on Unit Assessments, Benchmarks, STAAR, and appropriate program assessments				
<p>Critical Success Factors CSF 1</p> <p>2) Students will engage in interactive conceptual word walls to reinforce and build science vocabulary and comprehension.</p>	2.4, 2.6	Science Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
Funding Sources: 211 - Title I - 500.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Students will engage in vertically aligned science lessons that focus on vocabulary development with depth and complexity based on intensive grade level planning that utilizes science resources, such as TCMPC Vertical Alignment document.</p>	2.4, 2.6	Science Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
<p>Critical Success Factors CSF 1</p> <p>4) Students will participate in engaging lessons through science labs and will demonstrate concepts through student performance assessments.</p>	2.4, 2.6	Science Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
Funding Sources: 211 - Title I - 1000.00							

<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Teachers will utilize Lead4Ward strategies to increase student engagement, comprehension, and self-reflection.</p>	<p>2.4, 2.6</p>	<p>Science Coach and Coordinator</p>	<p>Increased student performance on Unit Assessments, Benchmarks, and STAAR</p>				
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


Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.


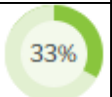




Performance Objective 4: SOCIAL STUDIES

- Increase the percentage of students meeting Approaches grade level performance on STAAR 8th grade Social Studies from 42% to 52%
- Increase the percentage of students meeting Meets grade level performance on STAAR 8th grade Social Studies from 8% to 38%
- Increase the percentage of students meeting Masters grade level performance on STAAR 8th grade Social Studies from 4% to 10%

Evaluation Data Source(s) 4: The performance of this objective will be evaluated using 2018-2019 STAAR Scores.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, various instructional strategies and identified critical thinking skills.</p>	2.4, 2.6	Social Studies Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in grades 6-8.</p>	2.4, 2.6	Social Studies Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR, interactive notebook samples, campus walkthroughs, and appropriate program assessments				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Students will utilize dual-coded STAAR-based assessment questions to help increase conceptual understanding of social studies TEKS.</p>	2.4, 2.6	Social Studies Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>4) Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-12.</p>	2.4, 2.6	Social Studies Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Teachers will utilize Lead4Ward strategies to increase student engagement, comprehension, and self-reflection.</p>	2.4, 2.6	Social Studies Coach and Coordinator	Increased student performance on Unit Assessments, Benchmarks, and STAAR				
<p>Funding Sources: 211 - Title I - 1000.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.


Performance Objective 5: INSTRUCTIONAL TECHNOLOGY

Student Achievement: Increase digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking.. 100% of classroom will have technology available for students.

Evaluation Data Source(s) 5: Technology integrated lessons and technology products.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students in 6 - 8 will participate in engaging technology lessons using Learning.com for the purpose of improving reading, math, writing, science and social studies instruction.		Instructional Technology Specialist	Technology products created by students				
2) Students will participate in viable technology lessons that support, extend and enhance the core content area lessons.		Instructional Technology Specialist	Technology products created by students				
Funding Sources: 211 - Title I - 5000.00							
3) Instructional coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool.		Principal	Classroom Walkthroughs and Co-Teach Lesson Plans				
4) A variety of training opportunities will be provided for all district staff.		Software Support Coordinator and Software Support Specialist	Attendance of professional development opportunities				
5) With the support of the technology department teachers will align technology usage in lessons with classroom instruction in order to bring relevance and real world connections to classroom lessons.		Instructional Technology Specialist	Classroom Walkthroughs				
6) Continue to replace and update technology equipment/ devices for student instruction to use so students have different forms of technology used in instruction.		Librarian	Inventory of technology devices				
Funding Sources: 211 - Title I - 10000.00							

<p>Critical Success Factors CSF 1 CSF 4</p>	2.4, 2.5, 2.6						
<p>7) Students will use Flocabulary, Brainpop, and Quizlet to improve comprehension and increase engagement in all contents.</p>							
<p>Funding Sources: 211 - Title I - 6000.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.

Performance Objective 6: PHYSICAL EDUCATION

Increase students' educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports. 70% of students will participate in activities that develop their physical and emotional well-being.

Evaluation Data Source(s) 6: Increased successful student participation in athletic programs.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in strength, conditioning, agility, and skills building programs.		Campus Coordinator	Measurement chart of student progress				
2) Students will be provided the tools, resources and venues to successfully participate in the athletic program		Campus Coordinator	Monthly evaluations on student progress				
3) Students will be provided athletic equipment and hardware for successful participation in desired sport(s).		Athletic Coach	Improve skill set in each sport				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.

Performance Objective 7: CAREER & TECHNOLOGY EDUCATION

Increase students' educational well-being by developing their knowledge and understanding of various types of career pathways and how they can reach these goals. 100% of students will work towards career goals in Achieve 3000.

Evaluation Data Source(s) 7: 100% of students will work towards a career goal by increasing their lexile level as measured by Achieve 3000.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will explore and understand new CTE TEKS and CTE courses through implementation of new TEKS curriculum.		CTE Director	Increased student achievement results on CBA, benchmarks, STAAR, campus walkthroughs and appropriate program assessments.				
2) Students will participate in continuous growth opportunities in the area of ELL and differentiated instruction by CTE staff.		CTE Director	Campus Walkthroughs				
3) All students will take Career Portals as an elective course on our campus during their 7th or 8th grade year to increase awareness and knowledge of possible career choices.		Principal	Master schedule and transcripts				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.

Performance Objective 8: ATTENDANCE

To increase district-wide student attendance to 95% or higher.

Evaluation Data Source(s) 8: PEIMS reports on student attendance rates

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Develop parent/student "Attendance Agreement" to promote family accountability and responsibility in increasing attendance.		PEIMS Department	Review attendance data				
2) Students will be provided incentives for perfect attendance throughout the year to include but not limited to dress down passes, food incentives, picnic.		Assistant Principal	Attendance Reports from PEIMS				
Funding Sources: 211 - Title I - 2000.00							
3) Attendance Committee will meet monthly to review student absences, data, and develop and implement procedures that will increase student attendance.		Assistant Principal	Sign-In sheets and Agendas				
4) Students with excessive absences will be invited to Saturday school to make up hours for missed instruction.		Assistant Principal	Saturday School Letters and Sign In Sheets				
Funding Sources: 211 - Title I - 500.00							
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Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.











Performance Objective 9: COLLEGE and CAREER READY

Secondary Schools: 100% of 8th graders will increase performance on Pre-Scholastic Aptitude Test (PSAT) - Scholastic Aptitude Test (SAT) - American College Testing (ACT) to meet the national average in 3 years.

Evaluation Data Source(s) 9: The performance of this objective will be evaluated using College Board Reports, Achieve 300 reports, and advanced level III STAAR performance.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students in 8th-12th grade will participate in college preparation coursework (e.g., Pre-AP, AP, PSAT) to promote general college readiness and improve academic performance on PSAT, ACT, AP and SAT exams.		District Advanced Academic Specialist	Student Performance on PSAT, ACT, SAT and AP exams				
2) Students will participate in test prep opportunities.		District Advanced Academic Specialist	Increased student performance on advanced level assessments to include PSAT, SAT and ACT				
3) Administer college readiness/entrance exams and analyze data to inform instruction.		District Advanced Academic Specialist	Increased student performance on PSAT, SAT and ACT				
4) Students will participate in Pre-Freshman Engineering Program (PREP) to encourage high school students to begin preparing for scientific and engineering career path in school.		Science Coordinator	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments. Increased student enrollment in STEM academy				
5) Students will engage in a variety of literary genres and modes of writing in preparation for future college admission assessments.		ELAR Coordinator	Increased student performance on state assessments (STAAR) and college admissions assessments				
6) Students will participate in curricular knowledge in real world situations by participating in extra curricular activities such as: -UIL -Robotics -Chess - Fine Arts -Academic Decathlon -Athletics		Principal	Student performance in extra curricular activities as evidenced by increased student performance on STAAR.				
Funding Sources: 211 - Title I - 3000.00							
7) Students will participate in the analysis of stimuli, discussion, and debate to formulate their own ideas and to write evidence-based arguments.		Social Studies Coordinator	Increased student achievement results on Unit Assessments, benchmarks, STAAR and student products.				

8) Counselors and Social Workers will Conduct Career Day at each campus where speakers discuss course of study students need to follow in order to enter chosen career/profession.		Director of Student Support Services	Increased career awareness.				
Funding Sources: 211 - Title I - 2000.00							
9) Counselors will set up a COLLEGE CORNER at each campus with information on ACT/SAT, TSI Testing, Financial Aid Forms, Scholarship Information and College Information.		Director of Student Support Services	Increased awareness of college and careers.				
10) 8th Grade Students completion of Choices Explorer or Planner with Bridges. (Career Interest Inventories)		Director of Student Support Services	Increased awareness of college and careers.				
11) Students and Parents will be provided transition guides to prepare for completion of high school in four years.		Director of Student Support Services	Graduation completion in four years				
Critical Success Factors CSF 1 CSF 4		GEAR UP Coordinator	Increased awareness of college and careers.				
12) Students in the GEAR UP cohort will attend activities that support college and career readiness.	Funding Sources: 274 - GEAR UP Grant - 1500.00						
Critical Success Factors CSF 1 CSF 7		GEAR UP Coordinator	Increased awareness of college and careers.				
13) Provide professional development opportunities for the GEAR UP cohort team that will provide support to meet the GEAR UP goals.	Funding Sources: 274 - GEAR UP Grant - 1500.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Organizational Learning and Leadership Development

Performance Objective 1: EFFECTIVE LEADERSHIP

100% of campus leadership will monitor teacher, staff, and student data and provide feedback on a weekly basis to meet campus goals.

Evaluation Data Source(s) 1:

State assessment scores and monitoring reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Perform Comprehensive Needs Assessment (CNA) and implement campus/district improvement plans to improve student performance.	2.4	Principal	CNA and Campus Improvement Plan (CIP)/ District Improvement Plan (DIP) development				
2) Implement grant programs efficiently and effectively to accomplish program goals/objectives.		Principal	Compliance reports				
3) Students will participate in hands-on, engaging lessons in all content areas of math, science, ELAR and social studies that include Texas Curriculum Management Program Cooperative (TCMPC), and district supplemental documents as a supplemental resource.		Curriculum Coordinator	Increased student performance on curriculum based assessments, STAAR, Kindergarten (K)-1 performance indicators and Envision Diagnostic Tool				
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Goal 2: Organizational Learning and Leadership Development





Performance Objective 2: 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 Source(s) 2: The performance of this objective will be measured using Eduphoria reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Increase expertise in TEKS through development of supplemental materials, assessment, data analysis, curriculum review.		Content Coaches and Coordinators	Increased student performance on curriculum based assessment and STAAR				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) 6th-8th ELAR teachers will participate in training and coaching sessions in writing and/or reading to ensure that all components of the ELAR Instructional Routines are addressed.</p>	2.4	ELAR Coach and Coordinator	CWT's using look for documents, student writing products, increase in student instructional reading levels and writing performances, Unit Assessments, and STAAR				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Core content teachers will participate in weekly PLCs to develop concepts, increase rigor, and improve delivery of instruction.</p>	2.4	Coaches and Principal	Increased student achievement results on Unit Assessments, Benchmarks, STAAR, and appropriate program assessments				
Funding Sources: 211 - Title I - 1500.00							
4) 6th - 8th grade math teachers will participate in grade-level appropriate staff development focused on pedagogy and content knowledge to improve student problem solving skills and conceptual understanding.		Math Coach and Coordinator	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
5) Participate in conferences and staff development sessions to advance improvement in education and target campus and district needs with a focus on accountability, innovation and school improvement through research-based practices.		Principal	Increased research based strategies that target school improvement and student success				
Funding Sources: 199 - State Compensatory PIC 30 - 6000.00							

6) Provide a three day New Teacher Academy which will familiarize participants with Technology, CHAMPS Classroom Management, Texas Teacher Evaluation and Support System (TTESS) training and a Curriculum Overview. The Academy will also provide an opportunity for team building for the Principal and New Teachers.		Staff Development Director	Eduphoria Workshop Reports				
7) Facilitate campuses to provide a qualified mentor to newly hired teachers with 0-3 years of experience. New Teacher Mentoring program includes Texas Beginning Educator and Support System (TxBESS) training for the mentor and regular mentor and new teacher meetings and new teacher observations of peers.		Staff Development Director	Mentor Training Schedule, Mentor Support Logs, New Teacher Peer Observation Logs, end of the year surveys				
8) New Teacher Induction and Mentoring Leads will support our teachers in their first year and build leadership capacity among our EISD teachers who have served as mentors. By: leading training, new teacher support meetings, an online New Teacher Professional Learning Community, modeling best practices and attending a professional learning event		Director of Professional Development	Session Survey Feedback and End of the Year New Teacher Survey Reduce the percentage of First Year Teachers leaving from % to 25%.				
9) Provide professional development opportunities (Region 20, CAST, Dana Center and STEM Conference) to keep up to date with current instruction in order to increase student engagement and performance.		Principal	Student performance on Unit Assessments, benchmarks and STAAR EOC.				
Funding Sources: 211 - Title I - 6000.00							
10) Instructional Coaches will provide program support and training to teachers on devices such as iPads and Promethean boards and programs such as txGradebook, SchoolWires, and ActiveInspire throughout the school day by modeling lessons for teachers and coteaching alongside teachers in the classroom or computer lab setting.		Instructional Coaches	Implementation of technology strategies through CWT's				
11) Teachers will use Wayfind for personal training and professional development, and complete their School Technology and Readiness (STaR) Chart.		Instructional Technology Specialist	Wayfind reports				
Critical Success Factors CSF 7		Social Studies Coach and Coordinator	Increased student achievement results on Unit Assessments, benchmarks, STAAR and samples of interactive notebooks.				
12) Teachers will attend professional development focusing on Social Studies process standards and integration of a variety of stimuli.		Funding Sources: 211 - Title I - 5000.00					

<p>13) Science classroom teachers will receive professional development to increase critical thinking and rigorous lessons. The professional development will help teachers encourage and support Science related academic programs.</p>		<p>Science Coach and Coordinator</p>	<p>Increased student achievement results on Unit Assessments, benchmarks, STAAR, Laiser Fische reports and appropriate program assessments.</p>				
<p>Funding Sources: 211 - Title I - 5000.00</p>							
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Goal 2: Organizational Learning and Leadership Development

Performance Objective 3: MEASUREMENT and ASSESSMENT

100% of teachers and campus leaders will implement an assessment program to measure student achievement and provide feedback on instruction.

Evaluation Data Source(s) 3: Compliance reports, assessments and program evaluations

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in curriculum based assessments and benchmarks to monitor student progress in TEKS mastery throughout the year. Resources: Data Management for Assessment and Curriculum (DMAC), STAAR ONE, STAAR Maker, Eduphoria, Test Hound, Lead4ward, and TEKS Bank item bank		District Test Coordinator	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
2) Teachers and Instructional Coaches will have the opportunity to help develop curriculum based assessments for every unit and administer them on campus.		Assessment Evaluator	Increase in supplemental duty forms				
3) Coordinators will collaborate with instructional coaches and academic deans to ensure the appropriate development of formative assessments in science classrooms.		Content Coaches and Coordinators	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate classroom formative assessments.				
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Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.




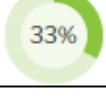
Performance Objective 1: SPECIAL EDUCATION








- Increase Special Education student performance in 7th grade Writing STAAR from 29% to 35%
- Increase Special Education student performance in Science STAAR (8th) from 27% to 35%
- Increase Special Education student performance in Social Studies STAAR from 21% to 35%

Evaluation Data Source(s) 1: This objective will be evaluated using 2018-2019 PBMAS results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of modalities.		Special Education Coordinator	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
2) Students will participate in co-teach classrooms in the areas of ELAR and Math at the secondary level using differentiated instructional strategies and accommodations provided in the general education classroom. This model of instruction will be provided based on student need.		Special Education Specialist	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
Funding Sources: 211 - Title I - 3000.00							
3) 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.		Special Education Specialist	Review of case manager data				
4) 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.		Special Education Director	Increased student performance on CBA, benchmarks, STAAR, and appropriate program assessments.				
5) Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.		Special Education Instructional Coordinator	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.				

6) Students will utilize academic applications on iPads or laptops to extend and/or enhance lessons in the classroom.		Special Education Director	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
Funding Sources: 199-Special Education PIC 23 - 1000.00							
7) Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).		Special Education Instructional Coordinator	Increased student achievement based on IEP report card				
8) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.		Special Education Instructional Coordinator	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
9) Secondary sheltered instruction coach will participate in training and coaching sessions to ensure that sheltered instruction strategies are implemented.		Bilingual/ESL Director	Increased student achievement results on Unit Assessments, benchmarks, STAAR, TELPAS, "Look for" document and appropriate program assessments.				
10) 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		Special Education Director	use of eSped for all ARDs				
11) 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.		Special Education Director	Increased student achievement among students who participate in Special Education				
Funding Sources: 211 - Title I - 2000.00							
12) Classroom teachers, AITs, coaches and Special Education teachers, will participate in intensive planning sessions utilizing resources to ensure appropriate vertical alignment, vocabulary development, depth and complexity.		Coaches/Principal	Increased student achievement results on Unit Assessments, benchmarks, STAAR, "Look for"document and appropriate program assessments.				
Funding Sources: 199 - State Compensatory PIC 30 - 2000.00							
13) Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities.		Special Education Specialists	Increased student achievement results on Unit Assessments, benchmarks, STAAR and appropriate program assessments.				
14) Provide professional development opportunities for paraprofessionals who work with students having academic and/or behavioral difficulties.		Special Education Coach					
15) 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.		Special Education Coordinator	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
Funding Sources: 211 - Title I - 10000.00							

16) Special Education students will receive a continuum of services in accordance with student needs.		Director of Special Education	Increased student achievement as a result of Campus Master Schedules that demonstrates a continuum of services				
17) Students from the Edgewood Transition Center (ETC) and students in Life Skills participating in Community Based Instruction (CBI) will receive district and city bus transportation services.		Special Education Director	Increased student achievement as a result of student participation in programs.				
Funding Sources: 211 - Title I - 2000.00							
18) Purchase general supplies for lessons and activities in the special education resource rooms and Life Unit classroom.		Special Education Instructional Coach	Increase student participation.				
Funding Sources: 199-Special Education PIC 23 - 1074.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 2: ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)

Increase the percentage of English language students (ELL) (6-12) meeting or exceeding their progress measure on STAAR from 37% to 42%.




Increase the number of English learners students meeting the STAAR Approaches grade level in grades 6 - 8 (PBMAS Indicators) from 55% to 65%









- Increase English learners performance in Social Studies STAAR from 40% to 50%
- Increase English learners performance in Reading STAAR (6-8) from 61% to 70%
- Increase English learners performance in Math (6-8) from 66% to 75%
- Increase English learners performance in Writing STAAR (6-8) from 20% to 35%
- Increase English learners performance in Science STAAR (6-8) from 57% to 65%

- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years from % to %.

Evaluation Data Source(s) 2: The performance of this objective will be measured using STAAR Progress measure or ELL progress measure data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) EL students will develop English language proficiency through participation in sheltered instruction classes, dual language classes, and cultural/academic activities.		ESL/Bilingual Specialist	ELL student performance on curriculum based assessments, Texas English Language Proficiency Assessment System (TELPAS) and STAAR				
	Funding Sources: 199-Bilingual PIC 25 - 1165.00						
2) EL students will engage in instructional programs to address their linguistic needs based on Language Proficiency Assessment Committee (LPAC) recommendations utilizing the ELLevation Platform.		ESL/Bilingual Specialist	Increased student achievement results on Unit Assessments, benchmarks, STAAR, appropriate program assessments and ELL student performance on TELPAS				
3) ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students		ESL/Bilingual Specialist	Students will engage in writing activities based on ELPS English Language Proficiency Standards.				

4) 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.		ESL/Bilingual Specialist	Increased EL student achievement results on Unit Assessments, benchmarks, STAAR, TELPAS and appropriate program assessments.				
5) Dual language teachers will participate in training opportunities to promote literacy in both Spanish and English.		Bilingual Specialist	Increased student achievement results on Unit Assessments, benchmarks, STAAR, Eduphoria reports and appropriate program assessments.				
6) Provide professional development opportunities to LOTE teachers addressing the new LOTE TEKS and effective instructional strategies second language learners		Director of Bilingual/ESL	Eduphoria Reports and classroom walkthroughs				
Critical Success Factors CSF 1 CSF 4		ELAR Content Coach	Increased student achievement results on Unit Assessments, benchmarks, and state assessments				
7) ELL students will utilize Rosetta Stone to build use of academic and conversational language.	Funding Sources: 211 - Title I - 3000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							






Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.


Performance Objective 3: MIGRANT EDUCATION

- Migrant Identification and Recruitment Action Plan. Identify and recruit 100% of migrant families residing in the Shared Service Agreement (SSA) and Non Project districts to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.
- Ensure 100% of eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).

Evaluation Data Source(s) 3: Provided through Shared Service Arrangement with Region 20.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Contact potential/current eligible migrant families based on family survey leads or referrals.- Timeline: Year Round		Region XX ESC MEP (Recruiters/SEA/Reviewers)	Recruiter logs and certified letters to parents after three attempts to contact the family; completed COEs, videos				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
2) Conduct community outreach and contact other federal agencies that serve migrant families. Timeline: Year Round		Region XX ESC MEP (Recruiters)	Recruiter logs, agency resource list				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
3) Contact current eligible migrant families to determine if new qualifying moves have occurred. Complete new COEs as needed. Timeline: July 1 - Oct 1 and As needed		Region XX ESC MEP (Recruiters)	Completed COEs and documentation of contact attempts on First Contact Spreadsheet, Unique Student Count Report.				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
4) Review Family Surveys for potential eligible students. Follow procedures as outlined in MEP procedural manual. Timeline Aug to Oct 31 for bng. of Sch Year and continue Year Round		Region XX ESC MEP staff	Complete COEs for qualifying family surveys.				
	Funding Sources: Region XX Shared Services Agreement - 0.00						
5) Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer. Timeline: Year round		Region XX ESC MEP (Recruiters/SEA/Reviewers)	Completed COE and SDF for all families having a new QAD				
	Funding Sources: Region XX Shared Services Agreement - 0.00						

6) Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Region XX ESC MEP (Recruiters, System Specialist, Ed Spec)	Monthly Residency Verification Report	0%			
Funding Sources: Region XX Shared Services Agreement - 0.00						
7) Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff. Timeline: Year round	Region XX ESC MEP (OSY Recruiter/Recruiters/Ed Spec Counselor)	Community Outreach Fair passports to visit agencies who provide services. Sign-in sheets from agencies attending events.	0%			
8) Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven years from the date eligibility ends. Timeline: Year round	Region XX ESC MEP staff	Compliance with Records Retention policies by April 30	100%	100%	100%	
Funding Sources: Region XX Shared Services Agreement - 0.00						
9) Validate eligibility through re-interview process according to instructions set forth by TEA.	Region XX ESC MEP staff	100% accuracy rate	0%			
Funding Sources: Region XX Shared Services Agreement - 0.00						
10) Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	Region XX ESC MEP	Identified strengths and weaknesses to redesign the services provided by ESC-20 MEP.	0%			
Funding Sources: Region XX Shared Services Agreement - 0.00						
						

Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

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 Reading (6-8) from 36% to 52%
- Increase Migrant student performance in 7th grade Writing from 60% to 70%
- Increase Migrant student performance in 8th grade Science from 0% to 28%
- Increase Migrant student performance in 8th grade Social Studies from 0% to 28%

Evaluation Data Source(s) 4: Provided through shared service arrangement with Region 20

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Monthly NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.		Region XX ESC MEP (System Specialists)	NGS Monthly Reports	0%			
	Funding Sources: Region XX Shared Services Agreement - 0.00						
2) Provide SSA migrant contacts a copy of the PFS criteria, monthly updated NGS PFS reports, and expectation of procedures to follow with PFS students. Timeline: Monthly		Region XX ESC MEP (Ed Spec Supervisors, System Specialists) District Designee	Emails to district contacts with PFS Reports	0%			
	Funding Sources: Region XX Shared Services Agreement - 0.00						
3) Provide all migrant parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.		Region XX ESC MEP (Ed Spec Supervisors, Recruiters)	PFS Criteria letter, sign-in sheets from Community Outreach, recruiter logs	0%			
	Funding Sources: Region XX Shared Services Agreement - 0.00						

4) Provide parents of PFS students with the knowledge of local and state requirements for promotion, graduation and post-secondary opportunities Timeline: Community Outreach Fair, PAC meetings; individual meetings/phone calls with parents as needed	Region XX ESC MEP team (migrant tutors, campus designee)	Counselor follow-up, student feedback, agendas, sign-in sheets; tutor timesheets				
Funding Sources: Region XX Shared Services Agreement - 0.00						
5) Provide parents of PFS students an update on the academic progress of their child. Timeline: Year Round	Region XX ESC MEP (Ed Spec Supervisors, Tutors) campus admin, or campus designee	Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list				
Funding Sources: Region XX Shared Services Agreement - 0.00						
6) Provide parents of PFS students information about available community and /or social services.	Region XX ESC MEP (Ed Spec Supervisors, recruiters, tutors) District designee	Parent evaluations/feedback, counselor follow-up, tutor feedback, student feedback				
Funding Sources: Region XX Shared Services Agreement - 0.00						
7) Develop a set of written procedures that outline a variety of strategies for migrant students with late entry and/or early withdrawal and saved course slots in elective and core subject areas. Timeline: Aug. - Nov.	Region XX ESC MEP (Ed Spec) District contact or appropriate designee	Written procedures from a group of SSA districts				
8) Collect and analyze sources of student data (transcripts, testing data) to determine progress toward graduation. Timeline: Year Round	Region XX ESC Counselor, Ed Spec Supervisor, System Specialists, Migrant tutors	Increased number of students completing credits and/or passing state assessments. Not on time for graduation report.				
Funding Sources: Region XX Shared Services Agreement - 0.00						
9) Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant course work, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/services. Timeline: Year Round	Region XX ESC Ed Spec, Ed Spec Supervisor, ESC Counselor, District designee	Increased number of students completing partial credit and/or passing state assessments. Partial credit report, retention report, formal/informal assessment.				
Funding Sources: Region XX Shared Services Agreement - 0.00						
10) Coordinate with Region 20 Migrant Education Program staff to provide resources and tools to promote student academic success. Timeline: Year Round	Region XX ESC MEP (Ed Spec, Ed Spec Supervisor, migrant tutors, recruiters, ESC counselors)	NGS supplemental count report				
Funding Sources: Region XX Shared Services Agreement - 0.00						

11) Identify dropout students/out-of-school youth (OSY) and provide information regarding options for obtaining diploma/GED. Timeline: Year round		Region XX ESC MEP (OSY Recruiter, Ed Spec Supervisor), District designee	Identify and provide information regarding options to 100% of OSY students. Supplemental report, OSY Report, Student Termination Report				
Funding Sources: Region XX Shared Services Agreement - 0.00							
12) Identify state, federal and local programs that serve PFS students during the current school year in order to ensure migrant services are supplemental. Timeline: Year round		Region XX ESC MEP (Ed Spec Supervisor), District designee	Completed documentation for supplemental tutoring form from each SSA district on file (or district version).				
Funding Sources: Region XX Shared Services Agreement - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

Performance Objective 5: GIFTED and TALENTED

Increase Masters level student performance with Gifted and Talented students in 6th through 8th grade Reading from 45% to 60%.

Evaluation Data Source(s) 5: Percent of GT students meeting Masters STAAR performance

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Provide GT orientation, in depth training and consultative support to EISD teachers through Region 20 CO-Op and professional development services.		Advanced Academic Specialist	Increased advanced level student performance				
2) Provide GT teachers, Pre-AP, AP teachers and advanced academic specialist professional development opportunities in advanced instructional strategies.		Advanced Academic Specialists	Increased student performance on AP exams				
Funding Sources: 199 - Gifted & Talented PIC 21 - 1230.00							
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Goal 4: Student Support Services: To provide a well-rounded education to increase student achievement.



Performance Objective 1: GUIDANCE PROGRAM

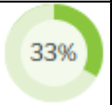
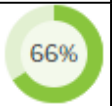




100% of students will have access to a proactive developmental guidance program that addresses responsive services that supports social and emotional well-being of students, parents, and staff.










Evaluation Data Source(s) 1: Increased academic achievement and graduation rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Counselors and social worker will conduct morning, lunch and after school groups targeting character traits, social skills and organizational skills		Director of Student Support Services	Decrease in the number of discipline referrals				
2) Social workers will utilize curriculum and work with student groups to build social skills, increase morale, on campus and encourage community service opportunities completed by students e.g. Random Acts of Kindness		Director of Student Support Services	Decrease in the number of discipline referrals				
3) Provide guidance content in a systematic way to all students via classroom guidance and small groups. Areas addressed through: GUIDANCE CURRICULUM Self-confidence development - Motivation to succeed - Decision-making, goal- setting, planning, and problem-solving skills - Interpersonal effectiveness - Communication Skills - Cross Cultural Effectiveness - Responsible Behavior		Director of Student Support Services	Increased number of guidance lessons provided to students will promote student success.				

<p>4) Address the immediate concerns of students for the purpose of prevention and intervention via individual counseling and small groups. Areas addressed through RESPONSIVE SERVICES:</p> <ul style="list-style-type: none"> -Academic Concerns - School-related issues - Tardiness -Absences - Truancy - Misbehavior - School-avoidance -Drop-out Prevention -Relationship concerns -Physical/sexual/emotional abuse -Grief/loss -Substance abuse -Family issues -Harassment Issues -Coping with stress 		Director of Student Support Services	Decreased in discipline referrals. Increased in Student Attendance.				
<p>5) Assist students to monitor and understand their own development for the purpose of student planning and goal setting Areas addressed through: INDIVIDUAL PLANNING:</p> <p>Educational:</p> <ul style="list-style-type: none"> - Acquisition of study skills - Awareness of educational opportunities - Lifelong learning - Utilization of test scores <p>Career:</p> <ul style="list-style-type: none"> - Knowledge of potential career opportunities - Knowledge of career and technical training - Knowledge of positive work habits <p>Personal-Social:</p> <ul style="list-style-type: none"> - Development of healthy self-concepts - Development of adaptive and adjustive social behavior 		Director of Student Support Services	Students will gain self-knowledge and awareness of personal/social development.				

<p>6) Include program and staff support activities and services for the purpose of guidance and counseling program delivery and support. Areas addressed through: SYSTEM SUPPORT:</p> <ul style="list-style-type: none"> - Guidance program development and management - Parent Education Teacher/administrator consultation -Staff development for educators -School improvement planning -Counselor's professional development -Research and Publishing assistance -Community Outreach -Public Relations planning, evaluation and interpretation of standardized testing program. 		Director of Student Support Services	Evidence of support for Student Support Services staff and community.				
<p>7) Social Workers will provide case management to our students that need on-going counseling. They will provide intense case management to include home visits.</p>		Director of Student Support Services	Increase in Student Academic Success.				
<p>8) Student Support Services Staff members will participate in department meetings, professional development conferences and workshops.</p>		Director of Student Support Services	Increase knowledge of researched based techniques.				
<p>9) Students will participate in Human Sexuality Education related to sexually transmitted diseases, human immunodeficiency virus, and abstinence as preferred choice of behavior in relationship to all sexual activity.</p>		Director of Student Support Services	Increase four year graduation rate and reduce dropout rate				
<p>10) Identify homeless students and coordinate support services to ensure that homeless students are present at school</p>		School Age Parent /Homeless Specialist	Increased attendance rate for homeless student population				
<p>11) Provide CHAMPS Classroom Management Training to new teachers by November. Attendees will implement CHAMPS strategies to enhance classroom management and positively impact student achievement.</p>		Hearing and Truancy Officer	Sign-in Sheets from training, Survey Feedback from training, CHAMPS strategy sharing guide, Decrease in classroom referrals				

12) To support and monitor campus PBIS programs and teams. A PBIS Guide will be provided to all campuses. PBIS District Coaches will be trained and perform a fall and a spring Common Area Observation of their campus. They will facilitate an end of year Benchmark of Quality to measure team effectiveness. A spring PBIS Survey will be given to parents, students and staff to measure safety and civility at all campuses.		Hearing and Truancy Officer	2015-2016 PBIS Guide, Fall and Spring Common Area Observations, Benchmarks of Quality, PBIS Survey Results				
13) Utilize an online (computer and hand held devices) reporting system to give students and parents an additional option for reporting bullying situations for middle and high school students. Elementary schools use bullying boxes. This allows for quick response time from a designated staff member.		Director of Student Support Services	Increase in the number of situations handled within 24 hours				
14) Counselors and Social Workers will provide training opportunities on anti-bullying prevention, policy and procedures to students, staff and parents		Director of Student Support Services	Positive survey results and reduced bullying incidents				
15) Childsafe will provide required training on child and sex abuse reporting policies to all staff members		Director of Student Support Services	Childsafe reports				
16) Counselors and Social Workers will provide training opportunities on suicide prevention, policy and procedures to students, staff and parents.		Director of Student Support Services	Student Support Service log				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 2: GRADUATION and DROPOUT PREVENTION

-To decrease the drop-out rate in grades 7-8 from .4% in 2017 to .1 % in 2018

Evaluation Data Source(s) 2: Increase in graduation rate; the performance of this objective will be evaluated using School Age Parent Program (SAPP) reports and district graduation reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Complete Personal Graduation Plans for all 6th - 12th grade students, as required by Texas Education Agency.		Director of Student Support Services	Increase graduation rate.				
2) SAPP social workers will provide case management to students to ensure all services are provided to students in a timely manner. Case managers assist teenage parents by connecting them to resources e.g. Medicaid, childcare, Children's Environmental Health Initiative (CEHI) etc.		School Age Parent Homeless Specialist	Increase the number of school age parents graduating in four years.				
3) Student attendance, dropout and recovery rate will be monitored with a systemic program Project RED(Recovering Every Dropout)		Director of Student Support Services	Increase four year graduation rate and reduce dropout rate				
4) Students will participate in summer school acceleration/enrichment programs to prepare them for subsequent grade levels.		Curriculum Coordinator	Meet requirement for promotion to subsequent grade level				
5) Students will have the opportunity to attend tutorials and receive homework assistance in all the areas including, but not limited to math, reading, science, social studies, and writing before and after school and Saturday Schools (targeting students who fail any classes, STAAR, unit assessments, and benchmark exams).		Instructional Coach	Intervention Logs and Grades				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Student Support Services: To provide a well-rounded education to increase student achievement.

Performance Objective 3: Decrease the number of students whose health screenings go unaddressed to fewer than 6.8% for vision, and fewer than 1.6% for hearing.

Evaluation Data Source(s) 3: The performance of this objective will be evaluated using reports from the Child Health Reporting System.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) We will continue to collaborate with the School Health Advisory Council (SHAC) to address the district-wide health needs of students.		Director of Health Services/Wellness	Review of SHAC agendas from quarterly meetings				
2) School nurses will connect with parents of students who are uninsured to resources providing assistance for the identified needs(s).		Director of Health Services/Wellness	Student referral log data				
3) The department will provide professional development training to nurses so they can provide quality care to all students.		Director of Health Services/Wellness	Sign-in sheets and state mandated certificates				
= Accomplished = Continue/Modify = No Progress = Discontinue							







Goal 5: Family/Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success.




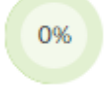
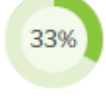
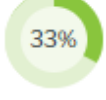


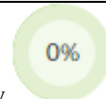

Performance Objective 1: PARENTAL and COMMUNITY INVOLVEMENT

Increase the number of parents involved in their children's school by 10%.

Evaluation Data Source(s) 1: The performance of this objective will be evaluated by attendance numbers of parents participating in meetings and events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Parents Liaison will keep web pages updated weekly with new information, relevant dates and monthly projects		Parent Engagement Coordinator	Distribution of Campus Parental Involvement website URL links, usage statistics, and the availability of computer labs for parent use.				
2) Work with GEAR UP team at the campus and at both high schools to meet GEAR UP goals for parent participation to attend any event, goal is 75%. Parents to attend three or more events, goal is 50%.		Parent Engagement Coordinator	Sign in documentation and GEAR UP ASPR report				
3) Parent Liaisons will conduct a Community Walk once a month to visit families and share department services and encourage parents to get involved.		Parent Engagement Coordinator	Number of families visited.				
4) Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress.		Parent Engagement Coordinator	Number of parents using Parents Portal.				
5) Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities.		Parent Engagement Coordinator	Increase in Parental Involvement.				
6) Increase parent involvement with a district-wide PTA initiative for all campuses, to include the PTA Summit.		Parent Engagement Coordinator	Increase in Parental Involvement.				

7) Collaborate with District Curriculum Specialists to conduct workshops for parents. To present strategies and skills to students master TEKS. In addition present to parents strategies on how to support their child's learning. Learning activities will be given to students to take home.		Parent Engagement Coordinator	Parent Questionnaire and Sign In Sheets				
8) Campus Based Parent Meeting that will provide information to Parents on STAAR/EOC requirements. To help parents understand passing standards.		Parent Engagement Coordinator	Parent Questionnaire and Sign In Sheets				
9) Parent Liaisons will work with the Special Education Department to provide resources and workshops to parents of students in Special Education.		Parent Engagement Coordinator	Sign in sheets and flyers				
10) Parent Liaisons will provide training sessions, tools, meetings and activities on all core content areas to help parents and teachers develop skills to support learning at home during the school year and summer months to help transition into the next school grade.		Parent Engagement Coordinator	Survey of parents at the end of each training in order to generate understanding of content area and increase knowledge of materials presented				
Critical Success Factors CSF 5 11) We will host 2 Family Nights - one in the fall and one in the spring - to teach parents content-specific activities they can use at home.		Instructional Coaches	Increase Parental Involvement.				
Critical Success Factors CSF 1 CSF 5 CSF 6 12) Parent liaison will attend professional development through Region 20 for strategies to increase parental involvement.		Principal	Increased parental involvement				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on intensive grade level planning that utilizes supplemental resources, and research based strategies.
1	1	4	Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity.
1	1	7	Students will be writing critically in every content area, including electives, at least once a week.
1	4	1	Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, various instructional strategies and identified critical thinking skills.
1	4	2	Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in grades 6-8.
1	4	3	Students will utilize dual-coded STAAR-based assessment questions to help increase conceptual understanding of social studies TEKS.
1	4	4	Students will participate in strategies for direct vocabulary instruction involving content and academic terminology in Social Studies grades K-12.