

Edgewood Independent School District

Loma Park Elementary School

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Mission Statement

Transforming the lives of students through quality education in partnership with the community.

Vision

A premier school district preparing students for any change in life.

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Goals

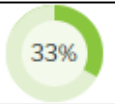
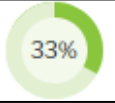
Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.




Performance Objective 1: READING/WRITING

- The percentage of students in grades 3-5 who meet Approaches Grade Level standard on reading STAAR will increase from 65% to 70%, Meets standards will increase to 35% and Masters standard will increase to 15% by the end of school year 2019.
- Increase the percentage of students meeting approaches grade level performance on Domain I: Student Achievement from 62% to 70%, meets to 35% and masters to 15%.
- The percentage of students in 4th grade who meet Approaches Grade Level standard on writing STAAR will increase from 58% to 70%, Meets standards will increase to 35% and Masters standard will increase to 15% by the end of school year 2019.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
Targeted Support Strategy 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 to include dictionaries and research based strategies such as Tiered Vocabulary.	Principal, Literacy Coaches	Increased student performance on CBA, Benchmarks, and STAAR				
Funding Sources: 211 - Title I - 11099.05						
Critical Success Factors CSF 1 2) Students will develop the knowledge and skills to begin reading by participating in research-based literacy instruction with a focus on effective instructional practices that promote early reading success. Students will participate in whole group carpet instruction, small guided reading groups, and work stations at various tables set up in the classroom to enhance their literacy skills. (Kinder/First grade)	Principal, Literacy Coaches	Increased student performance on the iStation Indicators of Progress (ISIP) Reading Assessment, NSGRA, Fountas & Pinnell reading levels, "Look-for" document and CBAs.				
Funding Sources: 199 - State Compensatory PIC 30 - 9548.33						

<p>Targeted Support Strategy Critical Success Factors CSF 1</p>	Principal, Literacy Coaches	Increased student achievement results on Unit assessments, benchmarks, STAAR and appropriate program assessments.				
<p>3) Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity.</p>		<p>Funding Sources: 199 - State Compensatory PIC 30 - 27500.00</p>				
<p>Critical Success Factors CSF 1</p>	Principal, Literacy Coaches	Increased student achievement results on Curriculum Based Assessment's (CBA's), benchmarks, STAAR,(Imagination Station) Istation reports and appropriate program assessments.				
<p>4) Students will participate in guided reading lessons using the classroom leveled libraries, in which text selection is interesting, age appropriate, well written and accurately leveled.</p>		<p>Funding Sources: 211 - Title I - 1580.00</p>				
<p>Targeted Support Strategy Critical Success Factors CSF 1</p>	Principal, Coaches	Increased student achievement results on CBA, benchmarks, STAAR, expected writing products embedded in the YAG and appropriate program assessments.				
<p>5) Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity. Independent writing centers will be set up in each classroom to enable the students to practice the research-based writing strategies collaboratively.</p>		<p>Funding Sources: 211 - Title I - 3307.12</p>				
<p>Critical Success Factors CSF 1</p>	Principal, Dyslexia/504 teacher	Increased students achievement in state, district, and local assessments as measured by the goals above.				
<p>6) Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.</p>						
<p>7) Students in grades 1-5 will demonstrate mastery on teacher created assessments that focus on current TEKS.</p>						
		<p>Funding Sources: 211 - Title I - SIP - 0.00</p>				
<p>Targeted Support Strategy</p>	Principal, AP, Literacy Coaches	Increased student achievement in all areas of reading and writing.				
<p>8) All students will participate in the balanced literacy model (including guided reading and writing, shared reading and writing, independent reading and writing) using appropriate text from the Scholastic leveled library.</p>						
<p>Critical Success Factors CSF 1</p>	Literacy Coach, Principal, AP	Increased student achievement in Reading.				
<p>9) Students grades 3-5 will use Motivation Reading resources to help master TEKS and prepare for STAAR in Reading.</p>						

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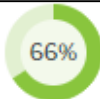
Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.




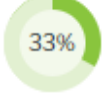


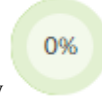

Performance Objective 2: EARLY LITERACY

Increase the end-of-year percentage of students on level in literacy skills for Center for Improving Readiness of Children for Learning and Education (CIRCLE) Pre-K outcomes to an average score of 20 out of 28 and increase the end-of-the-year performance for kindergarten through Second Grade (iStation) literacy skills from 61% to 63%.

Evaluation Data Source(s) 2: The performance of this objective will be evaluated using CIRCLE and IStation results.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Pre-kindergarten students will participate in progress monitoring of literacy skills, from the administration of CIRCLE and Learning Accomplishment Profile V.3 (LAP 3), as well as tracking progress with the use of a planner that is uniform across the grade levels PK-2.</p>	Principal, Literacy Coach	Increased student performance on the CIRCLE, end of year assessment and LAP3 Planner for PK-2 students				
Funding Sources: 211 - Title I - 870.00						
<p>Critical Success Factors CSF 1</p> <p>2) Pre-K 2nd grade students will take the Istation Indicators of Progress (ISIP) monthly assessment to measure the student's reading ability and skill development over time.</p> <p>PreK-2nd graders will engage in learning using the computer program ABC mouse to supplement literacy, math, science and social studies curriculum.</p>	Principal, Literacy Coaches	<p>Increase student performance on Circle, beginning-of-year (BOY), middle-of-year (MOY), end-of-year (EOY) and Istation reports</p> <p>Provide engaging learning experiences using technology to increase student performance.</p>				
Funding Sources: 211 - Title I - 35000.00						
<p>Critical Success Factors CSF 1</p> <p>3) Pre-K through 2nd grade students will participate in Istation intervention program based on their individual tier. Tier 3 students use the program for 90 or more minutes per week. Tier 2 students use the program for 60 minutes per week. Tier 1 students use the program for 30 minutes per week.</p>	Principal, Literacy Coaches	Increase student performance on Circle, BOY, MOY, EOY and Istation reports				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (social and emotional development, language and communication, emergent literacy reading and writing, science, and social studies), as well as various skill based learning centers in the classroom that promote collaboration with classmates to practice the aspects of prekindergarten guidelines. This will ensure the students are entering Kindergarten prepared.</p>	Principal, Literacy Coaches	Increase student performance on CIRCLE, BOY, MOY, EOY and Istation reports				
<p align="center">Funding Sources: 211 - Title I - 3307.12</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>5) Prek 4 and Kinder English Language Learner (ELL) students will participate in a summer bilingual program to develop and enhance biliteracy skills to prepare students for subsequent grade levels.</p>	Principal, Literacy coaches, Bilingual coach	Increase student achievement using CIRCLE and Istation data				
<p>6) Loma Park will hire Pre-Kindergarten teachers to provide students with appropriate learning activities and experiences in the core academic subject area assigned to help them fulfil their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.</p> <p>Loma Park will also hire Pre-Kindergarten and two Kindergarten Educational Aides to assist the individual students and small groups in academic content areas as needed. Under the direct supervision of a certified teacher.</p>	<p align="center">Funding Sources: 211 - Title I - 269478.00</p>					
<p>7) All students will participate in the balanced literacy model (including guided reading and writing, shared reading and writing, independent reading and writing) using appropriate text from the Scholastic leveled library.</p>	Principal, AP, Literacy Coaches	Increased student achievement in all areas of reading and writing.				
<p 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 3: MATHEMATICS

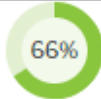


- The percentage of students in grades 3-5 who meet Approaches Grade Level standard on math STAAR will increase from 64% to 70%, Meets standards will increase to 35% and Masters standard will increase to 15% by the end of school year 2019.

- Increase the percentage of students meeting the Approaches Grade Level Performance on Domain 1: Student Achievement from 62% to 70%, meets to 35% and masters to 15%.








Increase the the percent of students performing on grade level in early Pre-K math skills (CIRCLE) from 81% to 85%. Increase end-of-year percentage of students on level in math skills Kindergarten through Second Grade from 75% in 2017-2018 to 79% in 2018-2019.

Evaluation Data Source(s) 3: The performance of this objective will be evaluated using 2018-2019 STAAR Scores;The performance of this objective will be evaluated using CIRCLE and Envision Diagnostic Tool results.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Targeted Support Strategy 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>	Principal, AP, Literacy Coaches	increased student achievement on CBA, 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 Dream Box, publisher provided software and apps, and EStar/Mstar.</p>	Principal, AP, Math Coach	Increased student performance on CBA, Benchmarks, STAAR and software usage and performance data.				
<p>Critical Success Factors CSF 1</p> <p>3) K-2 students will participate in intervention for math fluency based upon the data received from the administration of the Texas Early Mathematics Inventory (TEMI).</p>	Principal, AP, Math Coach	Increased student achievement results on TEMI assessments.				

<p>Critical Success Factors CSF 1</p> <p>4) Pre-kindergarten students will participate in progress monitoring of early math skills from the administration of CIRCLE.</p>	Principal, Math Coach	Increased student achievement results on CIRCLE, and BOY, MOY, EOY assessments				
<p>Critical Success Factors CSF 1</p> <p>5) Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (mathematics) to ensure Kindergarten Readiness.</p>	Principal, Math Coach	Increased student achievement results on LAP 3, CIRCLE, and BOY, MOY, EOY assessments				
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>6) Students in grades 1-5 will demonstrate mastery on unit assessments that focus on current TEKS. Teachers will utilize the Lead4ward leadership reports, to target areas of weakness.</p>	Principal, Math Coach	Analyze the data from the leadership reports to determine the proper plan of action for instruction.				
<p>Targeted Support Strategy</p> <p>7) All students, including the Hispanic sub group, will use the problem-solving process addressed in the process standards that incorporates analyzing, planning, solving, justifying, and evaluating to improve their critical thinking.</p>	Principal, Math Coach	Increased student achievement on unit assessments, EStar/MStar, and on STAAR testing.				
<p>Targeted Support Strategy</p> <p>8) All students, including the Hispanic sub group, will complete math tasks (i.e. Exemplars and Performing math) to demonstrate understanding of the problem-solving process.</p>	Principal, Math Coach	All students will acknowledge and be aware of exemplars in order to transfer problem-solving skills on assessments.				
<p>Targeted Support Strategy</p> <p>9) All students, including the Hispanic sub group, will use dreambox as an additional support to increase learning and achievement in their math classrooms.</p>	Principal, Math Coach	Students will show continuous growth through targeted practice based on intervention lessons provided by the program and assigned by the teacher.				
<p>Targeted Support Strategy</p> <p>10) Math teachers will implement Math workshop models to increase effective instruction in the classroom with the focus on student learning for all students, including the Hispanic sub group.</p>	Principal, AP, Math Coordinator, Math Coach, Teachers	Students will be actively engaged in meaningful opportunities that will have an impact on student achievement, and enhance performance on their assessments.				
<p>Targeted Support Strategy</p> <p>11) Teachers will use the RtI protocols and process to accurately identify student in need of intervention needs, based on BOY, MOY, EOY, TEMI and Estar/Mstar assessments.</p>	Principal, Math Coach, Teachers, Counselor	Increased student achievement on unit assessments, EStar/MStar, and on STAAR testing.				

<p>Targeted Support Strategy</p> <p>12) All students, including the Hispanic sub group, in K-5 will participate in math intervention for math fluency and algebra readiness through the use of Building RtI modules.</p>	Principal, Math Coach	Increased student achievement results on BOY, MOY, EOY assessments.				
<p>13) Pre-K teachers will administer and use the CIRCLE assessment and monitor data a minimum of 3 times per year.</p>	Principal, AP, Math Coach	Increased student achievement results on CIRCLE, and BOY, MOY, EOY assessments.				
<p>14) Students will participate in developmentally appropriate lessons that incorporate Pre-K guidelines to ensure kindergarten readiness.</p>	Principal, AP, Math Coach, Teachers	Measurable growth and prepared for Kindergarten.				
<p>Critical Success Factors CSF 1</p> <p>15) Students grades 3-5 will use Motivation Math resources to help master TEKS and prepare for STAAR in math.</p>	Principal, AP, Math Coach, Teachers	Increased student performance on Math assessments.				
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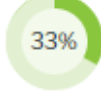
Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.






Performance Objective 4: SCIENCE

- The percentage of students in grade 5 who meet Approaches Grade Level standard on Science STAAR will increase from 53% to 70%, Meets standards will increase to 35% and Masters standard will increase to 15% by the end of school year 2019.
- Increase the percentage of students meeting the Approaches Grade Level Performance Domain 1: Student Achievement from 62% to 70%, meets to 35%, masters to 15%.

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

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will engage in interactive conceptual world wall to reinforce and build science vocabulary and comprehension.</p>	Principal, AP, Science Coach	Increased student achievement results on CBA, benchmarks, STAAR and Laserfiche reports.				
<p>Critical Success Factors CSF 1</p> <p>2) K-5 students will participate in a Science Fair. Students will explore scientific processes and applications of real-world scenarios.</p>	Principal, AP, Science Coach	Presentation of science projects.				
Funding Sources: 199 - Local - 500.00						
<p>Critical Success Factors CSF 1</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>	Principal, AP, Science Coach	Increased student achievement results on CBA, benchmarks, STAAR, appropriate program assessments and Laiser Fische reports.				
<p>Critical Success Factors CSF 1</p> <p>4) Students will participate in some type of formative assessments to monitoring student progress of science concept development such as Mentoring Minds Science resource.</p>	Principal, AP, Science Coach	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				

<p>Critical Success Factors CSF 1</p> <p>5) Students will participate in engaging lessons through science labs & will demonstrate concepts through student performance assessments.</p>	<p>Principal, AP, Science Coach</p>	<p>Increased student achievement results on CBA, benchmarks, STAAR and Laiser Fische reports.</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 the time.

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

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) The Literacy and Content Coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool.	Literacy and Content Coaches	Classroom Walkthroughs and Co-Teach Lesson Plans				
Critical Success Factors CSF 1 CSF 4 2) The Robotics teacher will facilitate a beginners coding program for grades K-5 with the use of code.org.	Principal, Robotics teacher					
= 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

To enhance a students educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports. Students will be actively engaged in physical education 100% of the time.

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

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will participate in strength, conditioning, agility, and skills building programs.</p>	Principal, Coaches	Measurement chart of student progress				
Funding Sources: 199 - Local - 250000.00						
<p>Critical Success Factors CSF 1</p> <p>2) Students will be provided the tools, resources and venues to successfully participate in the athletic program</p>	Principal, Coaches	Monthly evaluations on student progress				
<p>Critical Success Factors CSF 1</p> <p>3) Students will be provided athletic equipment and hardware for successful participation in desired sport(s).</p>	Principal, Coaches	Improve skill set in each sport				
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Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.



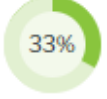

Performance Objective 7: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION



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) 7: The performance of this objective will be measured using Eduphoria reports.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Science classroom teacher will participate in monthly science PLC's to develop science concepts, increase rigor and to improve delivery of science instruction.</p>	Principal, A.P., Science Coach	Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will attend PLC's and training, during the school day, provided by campus leadership and content coaches to plan, and align TEKS for student achievement.</p>	Principal, A.P. Science Coach, Literacy Coaches, Math Coach and Science Coach	Improvement in student scores, participation, attendance and overall well being				
	Funding Sources: 211 - Title I - 32835.00					
<p>3) Literacy and Content Instructional Coaches will plan, coordinate, and implement a comprehensive school-wide program which facilitates learning; for modeling of effective lessons; for coaching teachers in all curriculum areas on how to enhance students literacy skills; for identifying staff development needs of the school and for providing staff development related to literacy as part of the problem solving process; and for working with school and community groups to help all students reach their highest potential.</p>	Principal	Increased student achievement results on unit assessments, benchmark tests, and STAAR. Students will have more engaging classroom instruction that is student centered to improve student outcomes.				
	Funding Sources: 211 - Title I - 253000.00					
<p>Targeted Support Strategy</p> <p>4) Teachers will attend after school PLC sessions facilitated by campus leadership and content coaches to: analyze data and focus on instructional practices (i.e. writing learning targets, vocabulary development, reviewing student work & performance assessments) to support the needs of all students, including the Hispanic sub group.</p>	Principal, AP, Content Coaches	Increased student performance on unit and/or 6 week assessment; improvement on ISIP, TEMI, Estar/Mstar.				

<p>Targeted Support Strategy</p> <p>5) Pre-K-5th grade teachers will attend 1/2 day extended planning sessions to: analyze data, unwrap unit plans (using TCMPC and URGs) and TEKS, develop action plans, review student work products (i.e. compositions) to support the needs of all students including the Hispanic sub group.</p>	<p>Principal, AP, Content Coaches, Teachers</p>	<p>Increased student performance on unit and/or 6 week assessment; improvement on ISIP, TEMI, Estar/Mstar.</p>				
<p>Targeted Support Strategy</p> <p>6) Teachers will attend on-campus professional development targeting: balanced literacy, reading and writing strategies, vocabulary, and depth of knowledge to fully address the needs of all students, including the Hispanic subgroup.</p>	<p>Principal, AP, Content Coaches, IPSI</p>	<p>Increased student performance on unit and/or 6 week assessment; improvement on ISIP, TEMI, Estar/Mstar.</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 8: ATTENDANCE

To increase campus-wide student attendance to 96% or higher.

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

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Establish neighborhood partnerships with parents to promote campaigns such as "Edgewood Proud" and to raise awareness of the importance of attendance.</p>	Principal, A.P., Social Worker, Parent Liaison, Data Clerk	Review attendance data				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) Implement "Attendance Agreement" to promote family accountability and responsibility in increasing attendance.</p>	Principal, A.P., Social Worker, Parent Liaison, Data Clerk	Review attendance data				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Create an attendance committee to help collaborate with teachers, parents and students in areas of attendance improvement</p>	Principal, A.P., Social Worker, Parent Liaison, Data Clerk	Review attendance data				
<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 9: COLLEGE and CAREER READY

- To increase performance in Domain 1: Meets ___% and Masters at ___%

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

Summative Evaluation 9:

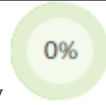
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will participate in curricular knowledge in real world situations by participating in extra curricular activities such as: -Robotics -Chess -Fine Arts -Athletics-Golf.</p>	Principal, Librarian, Robotics teacher	Student performance in extra curricular activities as evidenced by increased student performance on STAAR.				
<p>2) Students will participate in the externally operated after school challenge program providing K-5 students with homework assistance, educational games, and enrichment activities such as fine arts, nutrition, and physical fitness.</p>	Principal	Increased student attendance and academic achievement.				
Funding Sources: 211 - Title I - 5455.00						
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Students will participate in college and career readiness events to promote post-secondary education such as, College night and college campus visits</p>	Principal, Counselor	Increase number of students applying to college				
<p>Critical Success Factors CSF 1</p> <p>4) Counselors and Social Workers will Conduct Career Day at Loma Park where speakers discuss course of study students need to follow in order to enter chosen career/profession.</p>	Counselor	Increased career awareness.				
<p>Critical Success Factors CSF 1</p> <p>5) Counselors will provide students with ongoing guidance lessons about college and have students in 3-5 complete a daily planner routinely to keep up with assignments and goals to prep for the future.</p>	Counselor, Teachers, Principal	Increased career awareness, and assist in students organizing themselves within the classroom to prepare for the future.				
Funding Sources: 211 - Title I - 1372.50						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Organizational Learning and Leadership Development

Performance Objective 1: Loma Park Elementary will continue to engage in the professional learning community process. We will implement PLC structure at 100%.

Evaluation Data Source(s) 1: state assessment scores and monitoring reports

Summative Evaluation 1:

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

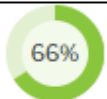
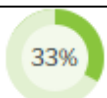

Performance Objective 1: SPECIAL EDUCATION











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

- Increase Special Education student performance in Reading STAAR (3-5) from 30% to 34%.
- Increase Special Education student performance in 4th grade Writing STAAR from 52% to 55%.
- Increase Special Education student performance in Science STAAR 5th grade from 54% to 57%.

Evaluation Data Source(s) 1: This objective will be evaluated using 2017-2018 PBMAS results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
Comprehensive Support Strategy 1) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.	Special Education Teacher/Principal	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
Comprehensive Support Strategy 2) Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.	Special Education Teacher/Principal	Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.				
3) Students will utilize academic applications on iPads to extend and/or enhance lessons in the classroom.	Special Education Teacher/Principal	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				

<p>Comprehensive Support Strategy</p> <p>4) Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).</p>	<p>Special Education Teacher/Principal</p>	<p>Increased student achievement based on IEP report card</p>				
<p>5) Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing</p>	<p>Special Education Teacher/Principal</p>	<p>use of eSped for all ARDs</p>				
<p>6) Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities.</p>	<p>Principal</p>	<p>Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.</p>				
<p>Critical Success Factors CSF 1</p> <p>7) Special Education teacher will co - teach with a 5th grade teacher in the area of Reading during inclusion.</p>	<p>Principal</p>	<p>Increase student achievement on Benchmarks, checkpoints and STAAR assessments</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

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 number of English language learners meeting the Approaches Grade level Standards on STAAR (PBMAS Indicators) in reading from 54% to 70%, meets at 35% and masters at 15%.

- Increase English learners performance in Writing STAAR (4th) meeting the approaches grade level standards from 64% to 70%, meets at 35% and masters at 15%.
- Increase English learners performance in Science STAAR (5th) meeting the approaches grade level standards from 50% to 70%, meets to 35%, and masters to 15%.
- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years .

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students	ESL/Bilingual Teachers	Students will engage in writing activities based on ELPS English Language Proficiency Standards.				
2) ELL students will engage in instructional programs to address their linguistic needs based on LPAC recommendations utilizing the ELlevation Platform.	ESL/Bilingual Teachers	ELL student performance on TELPAS, STAAR				
= 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

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 in grades 3 - 5 (PBMAS Indicators)

- Migrant student performance in Reading STAAR (3-5) will meet 75%.
- Increase Migrant student performance in 4th grade Writing n/a
- Increase Migrant student performance 5th grade Science n/a

Evaluation Data Source(s) 3: Provided through shared service arrangement with Region 20

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Provide all migrant parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.	Parent Liaison/ Administration	PFS Criteria letter, sign-in sheets from Community Outreach, recruiter logs				
	Funding Sources: Region XX Shared Services Agreement - 0.00					
2) Provide parents of PFS students an update on the academic progress of their child. Timeline: Year Round	Administration	Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list				
	Funding Sources: Region XX Shared Services Agreement - 0.00					
3) 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	Administration	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					
= Accomplished = Continue/Modify = No Progress = Discontinue						

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

Performance Objective 4: GIFTED and TALENTED

50% of our Gifted and Talented students in grades 3rd-5th will perform at the masters level on state assessments.

Evaluation Data Source(s) 4: Master grade level expectations on STAAR performances

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) District Elementary GT students will be offered a GT curriculum that includes the GT Texas Performance Standards.</p>	District GT Teacher	Project completion for every GT student.				
<p>Critical Success Factors CSF 1</p> <p>2) Elementary GT students (K - 5) will participate in advanced level lessons.</p>	District GT Teacher	Masters levels performance				
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Goal 4: Student Support Services: To Provide a well-rounded education to increase student achievement.




Performance Objective 1: GUIDANCE PROGRAM



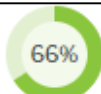
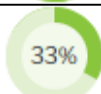




To a provide proactive developmental guidance program to 100% of the classes that addresses responsive services that supports social and emotional well-being of students, parents and staff.

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

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Counselors, social workers and Communities in Schools (CIS) staff will conduct morning, lunch and after school groups targeting character traits, social skills and organizational skills	Counselors/Social Worker	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	Social Workers	Decrease in the number of discipline referrals				
Funding Sources: 199 - State Compensatory PIC 30 - 50666.00						
3) Counselors and Social Workers will organize events to promote positive family relationships	Counselors	Positive survey results				
4) 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	Counselors/Social Worker	Increased number of guidance lessons provided to students will promote student success.				

<p>5) 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 -Relationship concerns -Physical/sexual/emotional abuse -Grief/loss -Substance abuse -Family issues -Harassment Issues -Coping with stress 	Counselors/Social Worker	Decreased in discipline referrals. Increased in Student Attendance.				
<p>6) 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 	Counselors/Social Worker	Students will gain self-knowledge and awareness of personal/social development.				
<p>7) 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>	PBIS Representative/ Administration	Sign-in Sheets from training, Survey Feedback from training, CHAMPS strategy sharing guide, Decrease in classroom referrals				

8) Implementation of anti-bullying comprehensive curriculum in K-12 classrooms	Counselors/ Social Worker	Decreased number of bullying incidents				
9) 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				
10) Childsafe will provide required training on child and sex abuse reporting policies to all staff members	Counselors	Childsafe reports				
11) Counselors and Social Workers will provide training opportunities on suicide prevention, policy and procedures to students, staff and parents.	Counselors/ Social Worker	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: 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) 2: The performance of this objective will be evaluated using reports from the Child Health Reporting System.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) School nurses will connect with parents of students who are uninsured to resources providing assistance for the identified needs(s).	Nurse	Student referral log data				
2) Nurse will attend training so they can provide quality care to all students.	Nurse	Sign-in sheets and state mandated certificates				
= Accomplished = Continue/Modify = No Progress = Discontinue						


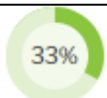



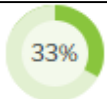


Goal 5: Family and Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success.



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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Parent Liaison will build respectful relationships with families and conduct parent workshops linked to learning.	Parent Liaison/ Administration	sign-in documentation				
Funding Sources: 211 - Title I - 19201.00						
2) Parent Liaisons will increase the parent engagement program by providing parents with training sessions, workshops that are aligned with school and district achievement goals and to connect families to help children at home.	Parent Liaison/ Administration	Sign-in sheet data showing attendance trends at parental involvement activities				
3) Parents Liaison will keep web pages updated weekly with new information, relevant dates and monthly projects	Parent Liaison/ Administration	Distribution of Campus Parental Involvement website URL links, usage statistics, and the availability of computer labs for parent use.				
4) Conduct surveys to parents at the beginning of the year and at the end of the year to find out what topics parents are interested in to increase their awareness and participation in meetings.	Parent Liaison/ Administration	Number of Returned Surveys				
5) Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress.	Parent Liaison	Number of parents using Parents Portal.				
6) Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities.	Parent Liaison	Increase in Parental Involvement.				

7) Increase parent involvement with a district-wide PTA initiative for all campuses, to include the PTA Summit.	Parent Liaison/ Administration	Increase in Parental Involvement.				
8) Campus Based meeting to provide parents of K-1 students to provide training in ESL, dual language and early literacy, in collaboration with Bilingual/ESL Department	Parent Liaison	Parent Questionnaire and Sign In Sheets				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities.
3	1	2	Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.
3	1	4	Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).