

**Edgewood Independent School District**  
**Emma Frey Alternative Education**  
**2018-2019 Goals/Performance Objectives/Strategies**



# Mission Statement

The Mission of Emma Frey Disciplinary Alternative Education Program:

To prepare each student to function academically and socially, at an acceptable level, upon returning to a regular school environment.

In a disciplined, caring and stimulating learning environment, each child will be encouraged to achieve his/her full potential in their academic, personal, social, emotional, physical and moral development in which the team of highly-trained staff provides quality teaching to address the special needs of our 100% at risk pupils that will result in success at both, the Emma Frey DAEP and home campus.

# Vision

The Vision of the Emma Frey Disciplinary Alternative Education Program:

Success, Nothing Less!

# Table of Contents

Goals .....	4
Goal 1: Student Achievement: Improve academic outcomes and prepare student to be career and college ready .....	4
Goal 2: Organizational Learning and Leadership Development .....	17
Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners. ....	20
Goal 4: Student Support Services: To provide a well-rounded education to increase student achievement. ....	27
Goal 5: Family/Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success. ....	29

# Goals


## Goal 1: Student Achievement: Improve academic outcomes and prepare student to be career and college ready







### Performance Objective 1: READING/WRITING

- The percentage of students in grades 3-8 who meet Approaches Grade Level standard on reading STAAR will increase from 61% to 63% by the end of school year 2019.
- The percentage of students in grades 3-5 who meet Approaches Grade Level standard on reading STAAR will increase from 61% to 63% by the end of school year 2019.
- The percentage of students in grades 6-8 who meet Approaches Grade Level standard on reading STAAR will increase from 59% to 61% by the end of school year 2019.
- Increase the percentage of students meeting Approaches Grade Level performance on STAAR English I End of Course (EOC) from 39% to 44% by the end of school year 2019.
- Increase the percentage of students meeting Approaches Grade Level performance on STAAR English II EOC from 41% to 46% by the end of school year 2019.
- Increase the percentage of students meeting Approaches Grade Level standard in Reading on Index 1: Student Achievement from 56% to 58% by the end of school year 2019.
- Increase the percentage of students meeting Approaches Grade Level performance on STAAR 4th grade Writing from 50% to 53% by the end of school year 2019.
- Increase the percentage of students meeting Approaches Grade Level performance on STAAR 7th grade Writing from 45% to 49% by the end of school year 2019.

**Evaluation Data Source(s) 1:** The performance of this objective will be evaluated using 2017-2018 STAAR Scores.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on level planning that utilizes supplemental resources, and research based strategies.	Curriculum Coordinator	Increased student performance on CBA, Benchmarks, and STAAR				

2) Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity via independent and guided reading.	ELAR Specialists	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 250.00						
3) Students will have access to in class support to work on reading and writing skills during their SLP (Service Learning Project) during huddle or other structured time during the day.	Principal					
<b>Funding Sources:</b> 199 - Local - 1000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1: Student Achievement:** Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 2:** Performance Objective 2: Increase student attendance from 82.6% to 88.0%/

**Evaluation Data Source(s) 2:** Student attendance reports.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Implement a Campus Attendance Team to monitor overall school attendance, make daily phone calls and conduct home visits.	Campus Principal	Increase in student attendance; improved student academic performance;				
2) Create student attendance incentives such as the "Prize Patrol" or gift card drawings for classes/students with perfect attendance	Campus Principal	Increase in student attendance; improved student academic performance;				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 1500.00						
3) Students will be able to participate in a campus wide leveling system that rewards students with good attendance, citizenship and academics. Students will be receive a color specific uniform shirt.	Campus Principal	Increase in student attendance; improved student academic performance;				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 1500.00						
4) Students will be provided incentives for perfect attendance throughout the year to include but not limited to jean passes, food incentives, picnic table with umbrellas, field trips, Game Truck	Campus Principal	Increase in student attendance; improved student academic performance;				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 2000.00						
5) Students will be able to participate in school-wide Service Learning Projects which include building/maintaining gardens, flower beds and identified areas around school.	Campus Principal	Increase in student attendance; improved student academic performance;				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 500.00						
6) Students will be required to wear uniform which includes khaki pants, khaki shorts, black or brown, white or grey shoes, white or grey socks, white/grey/maroon/black jacket,	Campus Principal	Increase in student attendance; improved student academic performance;				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 1000.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1: Student Achievement:** Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 3:** Performance Objective 3: MATHEMATICS

Increase the percentage of students meeting Approaches Grade Level performance on STAAR 3-5 grade Math from 70% to 72% by the end of school year 2018.

- Increase the percentage of students meeting Approaches Grade Level performance on STAAR 6-8 grade Math from 64% to 66% by the end of school year 2019.



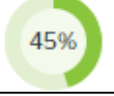

- Increase the percentage of students meeting Approaches Grade Level performance on STAAR Algebra I (EOC) from 76% to 78% by the end of school year 2019.

- Increase the percentage of students meeting Approaches Grade Level standard in Math on Index 1: Student Achievement from 68% to 70% by the end of school year 2019.

Increase the end-of-year percentage of students on level in early Pre-K math skills (CIRCLE) to an average score of 21 out of 28. Increase end-of-year percentage of students on level in math skills Kindergarten through Second Grade from 80% in 2017-2018 to 90% 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, TEMI, ESTAR, MSTAR, ESTAR/MSTAR Diagnostic Assessment results.

**Summative Evaluation 3:**

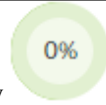
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students will use mathematical processes to acquire and demonstrate a district problem solving model that incorporates analyzing, planning, solving, and justifying/evaluating.	Campus Principal	Increased student achievement on unit/common assessments, benchmarks, STAAR, and performance tasks that indicate a problem solving model is utilized				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 250.00						
2) Students will engage in mathematics instruction designed around mathematics proficiency (conceptual understanding, productive disposition, procedural fluency, strategic competence, and adaptive reasoning).	Campus Principal	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR				
3) 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, and MSTAR.	Math Instructional Coach	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 250.00						
4) Students will have access to in class support to work on math skills during their Huddle or Edgenuity time.	Assistant Principal	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 1: Student Achievement:** Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 4:** Performance Objective 4: SCIENCE

- Increase the percentage of students meeting Approaches Grade Level performance on STAAR 5th grade Science from 66% to 68% by the end of school year 2018.
- Increase the percentage of students meeting Approaches Grade Level performance on STAAR 8th grade Science from 57% to 59% by the end of school year 2018.
- Increase the percentage of students meeting Approaches Grade Level performance on STAAR Biology EOC from 76% to 78% by the end of school year 2019.
- Increase the percentage of students meeting Approaches Grade Level performance in Science on Index 1: Student Achievement from 67% to 69% by the end of school year 2019.

**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
1) Students will utilize research-based, TEKS aligned supplemental product STEM scopes to improve and strengthen science vocabulary and engage in inquiry-based instruction.	Science Instructional Coach	Increased student achievement results on unit assessments, benchmarks, STAAR and Laserfiche reports.				
2) Students will engage in interactive conceptual world wall to reinforce and build science vocabulary and comprehension.	Assistant Principal	Increased student achievement results on unit assessments, benchmarks, STAAR				
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	Assistant Principal	Increased student achievement results on unit assessments, benchmarks, STAAR				
4) Students will participate in engaging lessons through science labs & will demonstrate concepts through student performance assessments.	Assistant Principal	Increased student achievement results on unit assessments, benchmarks, STAAR				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 500.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 1: Student Achievement:** Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 5:** Performance Objective 5: Social Studies

- Increase the percentage of students Approaching Grade Level Standard on STAAR 8th grade Social Studies from 43% to 47% by the end of the school year 2019.
- Increase the percentage of students Approaching Grade Level Standard on STAAR US History EOC from 86% to 88% by the end of the school year 2018.
- Increase the overall percentage of students Approaching Grade Level Standard in Social Studies in Index 1: Student Achievement from 64% to 66% by the end of the school year 2019.

**Evaluation Data Source(s) 5:** The performance of this objective will be evaluated using 2018-2019 STAAR Scores.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students will engage in Social Studies instruction designed around process standards by incorporating stimuli, varied instructional strategies, and dual coded STAAR based assessment questions in order to increase critical thinking and problem solving skills.	Campus Principal	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR				
2) Social Studies teachers will engage in instructional planning that is aligned to the cognitive level of the TEKS, ensuring that they address the historical details, while also addressing broader conceptual themes.	Campus Principal	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR.				
3) Students will analyze primary sources and other stimuli to build reading, critical thinking, and writing skills to deepen their understanding of history in grades 3-12.	Social Studies Instructional Coach	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR.				
4) Students will internet-based instructional material on a variety of platforms to increase learning. Those instructional materials include publisher provided software and apps, Flocabulary.	Social Studies Instructional Coach	Increased student achievement results on common assessments, benchmarks, performance assessments, and STAAR.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						








**Goal 1:** Student Achievement: Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 6: INSTRUCTIONAL TECHNOLOGY**

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

**Evaluation Data Source(s) 6:** Technology integrated lessons and technology products.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students in K - 8 will participate in engaging technology lessons using Learning.com for the purpose of improving reading, math, writing, science and social studies instruction.	District Instructional Technology Specialist	Technology products created by students				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 250.00						
2) Students will participate in viable technology lessons that support, extend and enhance the core content area lessons via Achieve 3000 and Edgenuity.	District Instructional Technology Specialist	Technology Specialist Technology products created by students				
3) Instructional Technology Specialist will support and promote implementation of technology in school operations through training/coaching.	District Instructional Technology Specialist	Technology Specialist Technology products created by students				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1:** Student Achievement: Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 7: PHYSICAL EDUCATION**

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

**Evaluation Data Source(s) 7:** Increased successful student participation in athletic programs.

**Summative Evaluation 7:**

Strategy Description	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 PE Coach	Measurement chart of student progress				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 250.00						
2) Students will be provided the tools, resources and venues to successfully participate in the PE program	Campus PE Coach	Improve skill set in each sport				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 250.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						






**Goal 1: Student Achievement:** Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 8: CAREER & TECHNOLOGY EDUCATION**

- Increase Career and Technical Education performance in EOC Math from 73% to 75% by the end of the school year 2019
- Increase Career and Technical Education performance in EOC English Language Arts from 50% to 53% by the end of the school year 2019
- Increase Career and Technical Education EOC Science from 78% to 80% by the end of the school year 2019
- Increase Career and Technical Education in EOC Social Studies from 88% to 90% by the end of the school year 2019
- Increase Career and Technical Education Limited English Proficiency Science EOC from 61.6% to 65% by the end of the school year 2019
- Increase Career and Technical Education Limited English Proficiency Social Studies EOC from 54.5% to 58% by the end of the school year 2019
- Increase Career and Technical Education Limited English Proficiency English Language Arts EOC from 19% to 28% by the end of the school year 2019
- Increase Career and Technical Education Economically Disadvantaged English Language Arts EOC from 49.1 % to 52% by the end of the school year 2019
- Increase Career and Technical Education Special Education Mathematics EOC from 45.6% to 50% by the end of the school year 2019.
- Increase Career and Technical Education Special Education Science EOC from 46.6% to 53% by the end of the school year 2019.
- Increase Career and Technical Education Special Education Social Studies EOC from 48.7% to 53% by the end of the school year 2019.
- Increase Career and Technical Education Special Education English Language Arts EOC from 18.8% to 28% by the end of the school year 2019.

**Evaluation Data Source(s) 8:** PBMAS data results

**Summative Evaluation 8:**

Strategy Description	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, CTE Specialist	Increased student achievement results on CBA, benchmarks, STAAR, campus walkthroughs and appropriate program assessments.				
2) Students will continue to maintain graduation endorsements with the use of Edgenuity and course work sent from home campus.	School Counselor	Edgenuity Reports, Graduation Plans				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>						







**Goal 1:** Student Achievement: Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 9: MEASUREMENT & ASSESSMENT**

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

**Evaluation Data Source(s) 9:** Compliance reports, assessments and program evaluations

**Summative Evaluation 9:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students will participate in assessments and benchmarks to monitor student progress in TEKS mastery throughout the year.	Campus Test Coordinator	Increased student achievement results on assessments and benchmarks.				
2) Teachers and Instructional Coaches will have the opportunity to help develop curriculum based assessments every nine weeks.	Assessment Evaluator	Increase in supplemental duty participants and submitted review forms.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 1: Student Achievement:** Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 10: COLLEGE and CAREER READY**

-The percent of 4-year longitudinal College Career Ready Graduates will increase from 87.4% for the graduating class of 2017 (reported in July 2018) to 89.4% (reported in 2019).

Secondary Schools: Increase performance on Pr-Scholastic Aptitude Test (PSAT) - Scholastic Aptitude Test (SAT) - American College Testing (ACT) to meet the national average in 3 years; - Increase the percentage of students scoring a 3 or higher on Advanced Placement (AP) Exams from 15% to 27%.

- To increase performance in Index 4:Post-Secondary Readiness from 70 (target is 60) to 72 by the end of the school year 2019. Secondary Schools: Increase early awareness and readiness toward undergraduate programs.

**Evaluation Data Source(s) 10:** The performance of this objective will be evaluated using TAPR, College Board Reports, Achieve 300 reports, and Masters STAAR performance.

**Summative Evaluation 10:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students will participate in curricular knowledge in real world situations by participating in extra curricular activities such as: -	Campus Principal	Student performance in extra curricular activities as evidenced by increased student performance on STAAR.				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 500.00						
2) Students in grades 8 through 12 will take the Texas Success Initiative (TSI) assessment in preparation for college readiness and promote entry to dual credit courses	Campus Counselor	Successful completion of TSI and increased enrollment in dual credit courses.				
3) Student Objectives are clearly posted and referenced through the lesson in every classroom	TTESS Admin	Increased student performance on campus and district assessments and STAAR.				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Goal 1: Student Achievement:** Improve academic outcomes and prepare student to be career and college ready

**Performance Objective 11: GRADUATION and DROPOUT PREVENTION**


-The Four-Year Longitudinal Graduation Rate (Graduated, Continued in School, or Received GED) will increase from 87.4% (Class of 2016 reported in 2017) to 90.0% (reported in 2018).

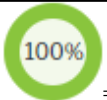



-To decrease the drop-out rate in grades 7-8 from .4% in 2015-2016 to .1 % in 2016-2017. -To decrease the drop-out rate in grades 9-12 from 2.5% in 2015-2016 to 2.0% in 2016-2017.

Increase percentage of school age parents graduating from high school from 86% to 88%.

**Evaluation Data Source(s) 11:** 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 11:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students will participate in summer school acceleration/enrichment programs to prepare them for subsequent grade levels	Campus Principal	Meet requirement for promotion to subsequent grade level and DAEP completion				
2) SAPP Social Workers will provide case management and counseling services to students in School Age Parent Program to ensure all supportive services are provided. Social workers will assist teen parents by connecting them to needed resources and services to remove barriers and improve academic performance	School Age Parent/Homeless Specialist	Increase the number of school age parents graduating from high school.				

 = Accomplished    
  = Continue/Modify    
  = No Progress    
  = Discontinue



## Goal 2: Organizational Learning and Leadership Development

**Performance Objective 1:** Building effective leadership practice: Create leadership focused professional development tracks designed around building leaders, developing professional learning networks, learning by exposure, collaboration and knowledge sharing, and reflective practice

**Evaluation Data Source(s) 1:** District and State assessments and assumptive assessments

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Perform Comprehensive Needs Assessment (CNA) and implement campus/district improvement plans to improve student performance.	Campus Principal	CNA and Campus Improvement Plan (CIP)				
2) Leverage Leadership strategies will be implemented to support campus administration.	Campus Principal	Campus Performance				
3) Create a professional development plan for PLCs and Campus Staff Development days focused on the implementation of research based teaching strategies, effective data analysis, use of instructional technology and the creation of engaging learning environments.	Campus Principal	Increased student achievement on state and district assessments				
4) Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating.	Math Instructional Coach	Increased student achievement on CBA, benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized.				
5) Campus administration will attend the summer TASSP conference to participate in workshops to learn methods to bring back to support the campus.	Campus Principal	Campus Performance				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 1250.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**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	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.	Curriculum Coordinator	Increased student performance on curriculum based assessment and STAAR				
2) Elementary 3-5 and Secondary 6-12 ELAR teachers will participate in training and coaching sessions in writing and/or reading to ensure that all components of the Balanced Literacy Model are addressed.	Curriculum Coordinator	CWT's using look for documents, student writing products, increase in student instructional reading levels and writing performances. CBA's and STAAR data				
3) Science classroom teacher will participate in monthly science PLC's to develop science concepts, increase rigor and to improve delivery of science instruction.	District Science Specialist	Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.				
4) 3 to 12th 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.	District Math Specialist	Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments.				
5) 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				
	<b>Funding Sources:</b> 199 - Local - 0.00, 255 - Title II - 0.00					
6) 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				

7) 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 50% (2014-2015 percentage) to 25%				
8) Curriculum, Instruction, and Assessment (CIA) Specialists will provide professional development opportunities and coaching to all district teachers.	CIA Coordinator	Eduphoria reports, classroom walkthroughs				
<b>Funding Sources:</b> 255 - Title II - 0.00						
9) Teachers will attend professional development focusing on Social Studies process standards and integration of a variety of stimuli.	District Social Studies Specialist	Increased student achievement results on CBA's, benchmarks, STAAR and samples of interactive notebooks.				
<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 750.00						
10) 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.	District Science Specialist	Increased student achievement results on CBA's, benchmarks, STAAR, Laser Fische reports and appropriate program assessments.				
11) Math curriculum specialists will attend targeted and focused professional development workshops that will be turned-around for district math teachers.	District Math Specialist	Increased student achievement results on CBA's, benchmarks, STAAR, Eduphoria reports and appropriate program assessments.				
= Accomplished       = Continue/Modify       = No Progress       = Discontinue						

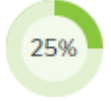
# Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.






## Performance Objective 1: ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)

- Increase the percentage of English learners (ELL) meeting or exceeding progress on STAAR from 52% to 55% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in Reading STAAR (3-5) from 56% to 58% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in Writing STAAR (4th) from 70% to 72% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in Social Studies STAAR (8th) from 44% to 48% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in Science STAAR (5th) from 66% to 68% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in Reading STAAR (6-8) from 50% to 53% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in EOC Algebra I (8-12) from 59% to 61% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in Writing STAAR (7th) from 49% to 52% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in Science STAAR (8th) from 57% to 59% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in EOC (9-12) ELA I 17% to 27%by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in EOC (9-12) ELA II from 17% to 27% by the end of the school year 2018.
- Increase English learners meeting Approaches Grade Level performance in EOC (9-12) Biology from 55% to 59% by the end of the school year 2018 (PBMAS Indicator).
- Increase English learners meeting Approaches Grade Level performance in EOC (9-12) US History from 52% to 56% by the end of the school year 2018 (PBMAS Indicator).
- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years from 13.2% to 12% (PBMAS Indicator).

**Evaluation Data Source(s) 1:** The performance of this objective will be measured using STAAR, TELPAS and PBMAS data.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) High school ELL students will be monitored to ensure that graduation requirements are met in accordance with their cohort group. Project Recover Every Dropout (Red)	ESL/Bilingual Director	Performance-Based Monitoring Analysis System (PBMAS) report, graduation rate for ELL students				
2) ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students	Assistant Principal	Students will engage in writing activities based on ELPS English Language Proficiency Standards.				

3) ELL students will engage in instructional programs to address their linguistic needs based on LPAC recommendations utilizing the ELLevation Platform.	Assistant Principal	Students will engage in writing activities based on ELPS English Language Proficiency Standards.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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


**Performance Objective 2:** Migrant Identification and Recruitment (ID&R) Action Plan. Identify and recruit 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 all eligible migrant families residing in the districts are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school.


**Evaluation Data Source(s) 2:** Provided through Shared Service Arrangement with Region 20.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) 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.						




= 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:** GIFTED and TALENTED

Increase advanced Level III student performance with Gifted and Talented students in 6th through 8th grade Reading from 31% to 50%.

**Evaluation Data Source(s) 3:** Masters STAAR performance

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Engage in professional development in the area of Gifted and Talented (GT) and advanced instructional strategies	Advanced Academic Specialists	meet GT professional development requirements, Increased student performance				
 = 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:** 504 / Dyslexia

To meet the needs of our dyslexia population with identification, instruction and program monitoring

**Evaluation Data Source(s) 4:** Program self evaluation based on number of referrals, parent survey and membership

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.	Dyslexia and 504 Specialist	Increased students achievement in state, district, and local assessments as measured by the goals above.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						





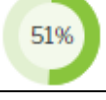



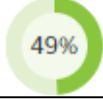




**Goal 3:** Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

**Performance Objective 5:** SPECIAL EDUCATION Increase the number of Special Education students meeting the STAAR passing standard Phase-in 1 Level II in grades 3 - 8 (PBMAS Indicators) - Increase Special Education student performance in Reading STAAR (3-5) from 16% to 39% - Increase Special Education student performance in 4th grade Writing STAAR from 9% to 34% - Increase Special Education student performance in 7th grade Writing STAAR from 4% to 30% - Increase Special Education student performance in Science STAAR 5th grade from 18% to 40% - Increase Special Education student performance in Algebra I EOC from 31% to 53% - Increase Special Education student performance in Science STAAR (8th) from 8% to 34% - Increase Special Education student performance in Social Studies STAAR from 2% to 29% - Increase Special Education student performance in EOC ELA I from 7% to 33% - Increase Special Education student performance in EOC ELA II from 10% to 35% - Increase Special Education student performance in Biology from 46% to 59% - Increase Special Education student performance in EOC Social Studies from 2% to 29%

**Evaluation Data Source(s) 5:** This objective will be evaluated using 2017-2018 PBMAS results.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) 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 Teacher	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
	<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 500.00					
2) 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 Teacher	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
3) 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 Teacher	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
4) Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs)	Special Education Teacher	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
5) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of modalities.	Special Education Teacher	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				

6) Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities.	Assistant Principal	Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.				
7) Special education students students will have access to a REFOCUS ROOM which is utilized to help a student deescalate, calm down, refocus, and reflect on event(s) or action(s) that may caused them to be agitated. Items in the room include, stress balls, mermaid fabric, bean bags, music listened on headphones, punching bag, coloring books, modeling clay, Play-Dough, ambient lighting,	Assistant Principal	Decrease referrals, and return trips to DAEP				
	<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 1000.00					
8) Campus counselor and identified staff will attend and then provide professional development opportunities for staff members who work with students having academic and/or behavioral difficulties.	Campus Principal	Decrease in referrals and DAEP return placements				
	<b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 750.00					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

**Performance Objective 1:** Provide a proactive developmental guidance program that addresses responsive services that support social and emotional well being of students.

**Evaluation Data Source(s) 1:** Increase social emotional learning and academic achievement

**Summative Evaluation 1:**

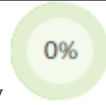
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Students will participate in hands-on, engaging lessons in all content areas of math, science, ELAR and social studies that include Texas Curriculum Management Program Cooperative (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				
2) Provide a variety of research-based and effective behavioral practices that help with positive classroom management reinforcement to assist with increased student achievement.	Assistant Principal	Reduced discipline referrals and DAEP returns.				
3) Childsafe will provide required training on child and sex abuse reporting policies to all staff members	Campus Principal	Childsafe reports				
4) Counselors and Social Workers will provide training on suicide prevention, policy and procedures to students, staff and parents.	Campus Counselor	Student Support Safe schools training log.				
5) Counselors will provide training on suicide prevention, policy and procedures to students, staff and parents.	Campus Counselor	Student Support Safe schools training log.				
6) Counselors will promote healthy relationships and provide guidance lessons and counseling services on Dating Violence.	Campus Counselor	Decrease in discipline and counseling referrals.				
7) Counselors will provide guidance lessons on character education and conflict resolution. There will be one character trait that they will focus on each month.	Campus Counselor	Improved Student Behavior and Academic Success				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

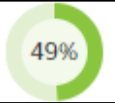




# Goal 5: Family/Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success.

## Performance Objective 1: FAMILY and COMMUNITY INVOLVEMENT

Increase the number of families involved in school and district events

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

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) Campus counselor will attend and then provide professional development opportunities for staff members who work with students having academic and/or behavioral difficulties.	Campus Principal	PEIMS reports				
<b>Funding Sources:</b> 199 - Local - 0.00, 211 - Title I - 0.00, 199 - State Compensatory PIC 30 - 0.00						
2) Collaborate with Counselors and to present resources to Parent Liaisons to use to connect parents with community organizations and outside referrals.	Parent Liaison	Sign-In Sheet				
3) The principal will promote the Parent Portal to parents. This will help parents keep up with their child's progress.	Campus Principal	Number of parents using Parents Portal.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						