

Alvord Elementary School

ALVORD ELEMENTARY SCHOOL CAMPUS IMPROVEMENT PLAN

ALVORD INDEPENDENT SCHOOL DISTRICT CAMPUS IMPROVEMENT PLAN **ALVORD ELEMENTARY SCHOOL** 2018-2019

IT IS THE PURPOSE OR MISSION OF THE ALVORD INDEPENDENT SCHOOL DISTRICT TO PROVIDE A SAFE ENVIRONMENT AND A SOUND EDUCATIONAL PROGRAM FOR ALL STUDENTS ALLOWING THEM TO DEVELOP TO THEIR FULL POTENTIAL INTELLECTUALLY, PHYSICALLY, AND SOCIALLY IN ORDER TO BECOME RESPONSIBLE CITIZENS AND CONTRIBUTING MEMBERS OF SOCIETY. INHERENT WITHIN THIS PURPOSE AND MISSION IS THE BELIEF THAT ALL STUDENTS CAN LEARN AND THAT THE SCHOOL, THE HOME, AND THE COMMUNITY CAN MAKE A DIFFERENCE IN THE LIVES OF ITS STUDENTS.

WORKING TOGETHER FOR EXCELLENCE IN EDUCATION

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Alvord Elementary School Site-Based Decision Making Committee

Bridget Williams, Principal

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THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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NO CHILD LEFT BEHIND GOALS:

- GOAL #1: All students will achieve high academic standards by attaining proficiency or better in reading and mathematics.
- GOAL #2: All students will be taught by highly qualified teachers.
- GOAL #3: All students will be educated in schools and classrooms that are safe, drug free, and conducive to learning.
- GOAL #4: All limited English proficient students will become proficient in English.
- GOAL #5: All students will graduate from high school.

Alvord Elementary NEEDS ASSESSMENT, PRIORITIES, and PROGRAM OUTCOMES Completed 4-19-18 by AES Committee

1. The percentage of 5th grade students who approach grade level on the STAAR Math assessment will be higher than the state percentage score of 58% scaled score. AES will increase from the 2017 score of 82% to 83% by May 2019.

Baseline Data: 2018 TAPR STAAR 1st administration results

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY SCHOOL YEAR: ALVORD ELEMENTARY 2018-2019

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Data Sources Reviewed:			
<ul style="list-style-type: none"> ● AEIS Report, STAAR Data, TEA Performance Reports, AYP Report, STAAR Data, Staff Developed Surveys, Discipline Reports from TxEIS, Disaggregated P.E.I.M.S. Data, Assessment Data from Benchmarks, CBA (Curriculum Based assessments), TELPAS and iStation ● 2018-19 Campus Improvement Plan and Campus Needs Assessment, Technology Plan, Student Handbook and Student Code of Conduct, Title I, Part A Plan 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> ● Enrollment is 333 students. ● 100% of the professional staff is considered highly qualified in their positions. 19 General education teachers, 1 Special Education teacher, 1 library aide, 2 full time Special Education aides school year ● 18 Pre-K students 	<ul style="list-style-type: none"> ● 5% of student enrollment retained, with the largest percentage in first grade in 2016-17. ● 40 % of student enrollment is listed as free or reduced lunch recipients. ● Small rural school with decreasing income from taxing entities. 	<ul style="list-style-type: none"> ● Continue using the K-2nd grade math assessment tool with the Go Math Curriculum adoption to track individual progress, PK uses Frog Street. ● Purchase software from Study Island again to provide programs to support Math, ELA, and Science literacy in PK-5th grade. ● Purchase software again and staff development for PK-5 iStation Math and Reading programs ● Provide additional tutoring/additional instruction within the school day. ● Provide extended day (before or after school) tutorials ● Provide accelerated, intensive program for ‘At-Risk’ students failing the STAAR through tutoring, computerized instruction and specialized reading/math classes.
Student Achievement	<ul style="list-style-type: none"> ● A majority of students are ‘Approaching’ goals in Reading/ELA, and Math based on 1st administrations of 2018 STAAR exams. ● First administration of 5th grade Math showed 87% are at the Approaches level 7%age points higher than last year. ● 1st administration of 5th gr Math 	<ul style="list-style-type: none"> ● 6 -5th gr students did not meet APPROACHES standards on the Reading STAAR exam on the 1st administration. 6 -5th gr students did not meet APPROACHES standards on the Math STAAR exam on the 1st administration in 2017. ● Increase the number of GT (Gifted and Talented) and other subgroup 	<ul style="list-style-type: none"> ● Campus instructional focus and resources need to be directed toward the subgroups. TAPR showed in 2017 for All assessments and ESL population..85% scored on all assessments, 87% in Reading (state 75%), 88% Math (state 79%), Writing 76% (state 67%, and Science 79% (state 79%) ● More focus shall be concentrated on the area of Science instruction in lower grade levels. ● Addition of a Reading Interventionist (not dyslexic)

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	<p>STAAR 70% of the Students Scored at the MEETS level on the Math STAAR compared to last year's 45%.</p> <ul style="list-style-type: none"> ●22% of 5th graders scored at the Mastered level on the Math assessment down by 2%age points of 24%. ●1st administration of the 5th grade Reading STAAR showed 87% reached at the Approaches level up from 80% for last year. 61% reached the MEETS level compared to 62% last year, and 24% reached the MASTERED level compared to the 33% last year . ●Have seen growth for the Economic Disadvantage and LEP students in Writing, Math and Reading benchmarks throughout the year. 	<p>students scoring in the MASTERS level.</p> <ul style="list-style-type: none"> ●Need to work on curriculum alignment and instructional assessments. 	<p>teacher) for the lower grade levels (K-2nd) would be beneficial.</p> <ul style="list-style-type: none"> ●Continued use of the RTI addressing students' needs in small groups. <ul style="list-style-type: none"> ● An Rtl Reading and Math interventionist could be utilized for all grade levels to address the needs of our subgroups and help with our inclusion students under the Special Education umbrella.
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> ●Good student/teacher ratio average is at 18:1 for the 2017-18 school year. ●Teachers feel comfortable to visit with administration regarding areas that need improvement or have concerns. ●Parent Volunteer program has been very beneficial to the teachers and students. ●Teachers have created a safe and secure environment for students in their classrooms and around the building. ●The staff has "high expectations "for all their students. ●Improved Security features 	<ul style="list-style-type: none"> ●More input from teachers and parents in development of the student handbook and student code of conduct. ●Many reports from students and parents about the facilities needing updates/upgrades (most concerns dealt with the gymnasium faults – improper A/C or proper heating). ●Concerned about the lack of available space on campus for our growing numbers and needed programs; especially during state assessment time when meeting student accommodations. 	<ul style="list-style-type: none"> ● Send new staff to the Great Expectations training for character building. ●Provide for faculty and parent volunteers to review and make recommendations to the Student Handbook. ●Great concern of the lack of safety features around gym, Music, PK area, 4th/5th grade play area (fenced), etc. Smoke detectors, alarms for fires (drills) and disasters (tornado). No PA system connected to out buildings. ●More individualized discipline in upper grade levels (not taking recess time away from whole classes).

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	throughout the building.		
Staff Quality/ Professional Development	<ul style="list-style-type: none"> ● Three-fourths of staff have an ESL certificate and seven-eighths have a G/T endorsement etc. ● 100% of teaching staff is “highly qualified”. ● Staff have created a family type atmosphere. They see success as a team effort. ● Professional development is encouraged and supported throughout the year. ● Staff shall receive 4 days of staff development during the summer. 	<ul style="list-style-type: none"> ● We do not have a new teacher, “mentor” program. ● Need more training with behavior management techniques. ● Need more training on meeting the needs of our ESL population. ● Many requests for more training using the Great Expectations Model. 	<ul style="list-style-type: none"> ● Develop and improve a mentor program for new teachers to the campus. ● Provide staff development in key areas as identified by staff put in the CIP. ● Provide math training through researched-quality workshops ● Provide TEKS alignment through Margaret Kilgo Services (Scope and Sequence). ● Provide character building training through Great Expectations for staff to continue improving the safe environment/climate for the campus for students and staff. ●
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ● Provide a rigorous curriculum with high academic standards for students at all grade levels ● Provide curriculum that is appropriate for all student ability groups. ● Improvements in instruction using various technologies. ● Scores on STAAR and STAR literacy exams show measured effectiveness of curriculum. ● This coming year we will have data from the iStation program to utilize working with students in specified 	<ul style="list-style-type: none"> ● Vertical teaming is needed for all subject areas. ● Training needed to continue to assist teachers in developing a scope and sequence framework for all core subjects. ● Improved classrooms/lab settings for Science experiments. 	<ul style="list-style-type: none"> ● Utilize a technology assistant to ● Provide professional development in teaching teachers more effective writing techniques and strategies. ● Continued purchase of Study Island software for K-5th grade Math, ELAR and Science development. ● Continue purchasing Istation software programs for K-5 Reading and Math instruction enhancement and assessment programs. ● Updates were made to the Renaissance Reading Program (A.R.) now continued use and evaluation of the program will be monitored.

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	areas of need in Reading and Math.		
Family and Community Involvement	<ul style="list-style-type: none"> ●Very effective Parent Volunteer Program/PTO ●Breakfast for AES Families ●Open House/Meet the Faculty Night. ●Fall Festival <ul style="list-style-type: none"> ●Christmas Store w/Family Night ●Rise and Shine Presentations ●Rodeo Day for K-1st. ●Title I Parents Night ●Spirit Item sales from September to November ● 3rd-5th grade dictionary project ● School Supplies purchased for the 2018-2019 ●Refreshments/snacks for Jump Rope for Heart ● Meals/Snacks for Teacher Appreciation Week ● School spirit t-shirts purchased for all students and faculty to wear to field trips and on field day events ● Bounce houses, snow cones, snacks for field day events ● Coffee/tea and condiments for Teachers' lounge ●Family members and small business personnel to serve on Campus Improvement Team 	<ul style="list-style-type: none"> ●Need to continue to improve parental and community involvement on our campus. ●Allow teachers and students to do new engaging learning activities together. 	<ul style="list-style-type: none"> ●Reading night once or twice a year where parents and students come and read together incorporated through the PTO organization. ●Special meeting with non-native speaking families to discuss school activities and questions concerning student and school.

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School Context and Organization	<ul style="list-style-type: none"> ●The teachers feel they have a voice in the decision making process through the DEIC, Campus Needs Assessment Plan and the campus improvement plan. ● Through the evaluation of teachers and paraprofessional schedules, adequate time is devoted to the organization. ●Excellent student to teacher ratio 18:1. 	<ul style="list-style-type: none"> ●Allow for more input from teachers regarding aspects that have a major impact on students and teachers, Student handbook, Student Code of Conduct. ●Para-professional help is needed for areas of need with the Rtl students and with the Special Education inclusion areas. ●Drop off and pick up procedures modified for car students. 	<ul style="list-style-type: none"> ●Continued assistance from the Parent Volunteer group to further help with the RTI students. ●Develop a strategy for teacher input on the Student Handbook/Code of Conduct. ●Through RTI for all grade levels, provide extra help for students who are struggling.
Technology	<ul style="list-style-type: none"> ●Computers and Smart Boards in every classroom PK-5th grade and Dyslexia Reading Therapy. ●Full computer lab ●Two Mini iPad carts ● 1 to 1 Chromebooks for 2nd through and 5th graders ●Technology will be used to enhance lessons, student interaction and enrichment, class activities, research for more class projects and assessment. ●The use of technology has shown to improve student performance. 	<ul style="list-style-type: none"> ●Many members of staff need exposure and/or training more up to date types of technology (iPads, podcasting, advanced smart board, etc.) ●Computer lab is used for testing which limits the use of the lab for class time. 	<ul style="list-style-type: none"> ●Provide training to assist the teachers in developing new world based lessons utilizing the learning for students through new ideas and interactive activities. ●Ensure that each classroom has a instructional presentation platform ●Align technology standards and student expectations.

Goal Statement #1: Provide a rigorous curriculum with high academic standards for students at all grade levels.

- Provide "world class" curriculum based upon state and national standards and expectations.***
- Provide curriculum that is appropriate for all student ability groups.***

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Performance Objective #1A: 90% or more of Pre-Kindergarten through 2nd Grade students and 90% or more of each subgroup will attain a minimum proficiency or better on reading readiness and reading assessments.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1A.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p>1A.2 Use frequent and systematic assessment of student performance to direct and improve instruction.</p> <p>1A.3 Provide support through instructional modeling, mentoring, and staff development.</p> <p>1A.4 Provide support through specialized and supplemental reading programs.</p> <p>1A.5 Provide tutoring/ additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."</p> <p>1A.6 Provide additional tutoring/ additional instruction <u>outside of the school day</u> and year for students who are not making adequate progress towards passing or are "At-Risk."</p>	.1 Guided Reading materials and supplies.	.1 Provided by the state	.1 Principal	.1 Fall 2018 Spring 2019	.1 Grading records, walkthrough and PDAS records
	.2 DRA, Reading, BOY, MOY, EOY STAR Test, Curriculum Benchmarks, iStation BOY, MOY, EOY,	.2 Provided by 255 funds & IMA/EMAT funds	.3 Principal .3 Principal .4 Principal, ESL Coordinator	.2 K-2 nd October, February, April or May	.2 Assessment results .3 Walkthrough and PDAS results, Session registrations and attendance records
	.3 AISD Staff Development, ESC XI, Kilgo Scope & Sequence Training and other workshops	.3 Title II Funds	.5 Teacher* and Principals	.3 Fall 2018	.4 Assessment results from item 1A.2 and grading reports
	.4 Dyslexia Literacy Groups	.4 Local Funds Comp Ed funds	.6 Principal	.4 Fall 2018 Spring 2019	.5 Assessment results from item 1A.2 and grading reports
	5 Support materials; RTI	5 None		.5 Fall 2018 Spring 2019	.6 Assessment results from item 1A.2 and grading reports
	.6 Supplemental instructional materials	.6 Local Funds		.6 Fall 2018 Spring 2019	

Performance Objective #1B: 3rd through 5th grade students and students of each subgroup will attain a minimum

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proficiency or better on the STAAR Reading and Language Arts (including Writing) tests for their grade levels.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1B.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods.</p> <p>1B.2 Use systematic assessment of student performance to improve instruction. (6-wk checkpoints)</p> <p>1B.3 Provide tutoring/ additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."</p> <p>1B.4 Provide time for vertical and horizontal teams to meet to assess the instructional program and recommend improvements.</p> <p>1B.5 Provide support through instructional modeling, mentoring, and staff development.</p> <p>1B.6 Provide support through specialized and supplemental reading and language arts programs.</p>	.1 Adopted materials Support materials (Measuring Up, STAAR,	.1 \$0	.1 Teachers* and Principals*	.1 Fall 2018 Spring 2019	.1 Grade reports
	.2 Curriculum Adoption Assessment materials	.2 \$0 \$0	.2 Teachers* and Principals	.2 End of each 6-weeks	.2 Checkpoint results Benchmark results
	.3 Support materials	.3 None	.3 Principals*	.3 Fall 2018 Spring 2019	.3 Grade reports
	.4 Kilgo Scope & Sequence Training	.4		.4 Fall 2018 Spring 2019	.4 Revised Improvement Plans Registration and Session Records.
	.5 Abydos/New Jersey Writing training	.5 None	.4 Teachers and Principals*	.5 Fall 2018 Spring 2019	.5 Walkthrough and T-TESS results, and attendance records
	.6 AISD Staff Development	.6 None	5. Principals*	.6 Fall 2018	.6 Master Schedules, class lists, reading and program assessments
	.6 Dyslexia Services/Rtl		.6 Teachers* and Principals		

Performance Objective #1C: 90% or more of Pre-Kindergarten through 2nd Grade students and 90% or more of each subgroup will attain a minimum proficiency or better on district wide Math assessments.

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Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1C.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods. 1C.2 Utilize iStation and Study Island along with Textbook Adoption Assessments Proclamation 14). 1C.3 Provide support through instructional modeling, mentoring, and staff development. 1C.4 Provide support through specialized and supplemental math programs.	.1 Adopted materials Support materials .2 Local Assessment funds .3 AISD Staff Development, ESC XI, Kilgo Scope & Sequence Training. (Fed. Funds) .4 Supplemental materials	.2 \$800 .3 \$2000 .4 \$1000	.1 Teachers* .2 Teachers* and Principals* .3 Teachers and Principals* Superintendent .4 Teachers and Principals*	.1 Fall 2018 Spring 2019 .2 Fall 2018 Spring 2019 .3 Fall 2018 Spring 2019 .4 Fall 2018 Spring 2019	.1 Grade reports .2 BOY/MOY/EOY Assessment results .3 Walkthrough and T-TESS results and attendance records .4 Program assessments/reports, Grade reports
Performance Objective #1D: 3rd through 5th grade students and students of each subgroup will attain a minimum proficiency or better on the STAAR <u>Math</u> test for their grade levels.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1D.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods. 1D.2 Use a systematic assessment of student performance to improve instruction. (Check points, consider purchasing the ITBS assessment) 1D.3 Provide support through instructional modeling, mentoring, and staff development. 1D.4 Provide support through specialized and supplemental math	.1 Adopted materials Support materials .2 Curriculum Adopted Assessments .3 AISD Staff Development, ESC XI, Kilgo Scope and Sequence Training. CAMT (Fed. Funds) .4 Supplemental materials, Study Island,	.1 None .2 None .3 \$5000 .4 \$3000	.1 Teachers* and Principals .2 Teachers .3 Teachers, Principals .4 Principals*	.1 Fall 2018 Spring 2019 .2 End of 6-weeks period .3 Fall 2018 Spring 2019 .4 Fall 2018	.1 Grade reports .2 Check point results Benchmark results And CBA results .3 Walkthrough and T-TESS results and attendance records .4 Grade reports

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<p>programs (Study Island, iStation) and calculators.</p> <p>1D.5 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.</p> <p>1D.6 Provide tutoring/additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."</p> <p>1D.7 Provide additional tutoring/additional instruction <u>outside of the school day</u> for students who are not making adequate progress towards passing or are "At-Risk."</p>	iStation	.5 None	.5 Teachers and Principals*	.5 Fall 2018 Spring 2019	<p>.5 Revised Improvement Plans Study Island Science and Math reports. Istation instructional support and assessment reports</p> <p>.6 Grade Reports</p> <p>.7 Grade Reports</p>
	.5 Staff Development Day/ Special times during conference periods	.6 None	.6 Teachers* and Principals	.6 Fall 2018 Spring 2019	
	.6 Support Material		.7 Teachers* and Principals	.7 Fall 2018 Spring 2019	
	.7 Supplemental instructional materials Extra-duty pay				

Performance Objective #1E: 100% of the PK-5 students in each grade level (with the exception of those excused by IEP or §504 Committee) will participate in a fine arts curriculum that includes opportunity for advanced and rigorous study.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1E.1 Appraisals (especially continuous classroom visits) to the curriculum expectations.	.1 Walkthrough forms and appraisers	.1 None	.1 Principals	.1 Fall 2018 Spring 2019	.1 Walkthrough and appraisal forms and documentation.
1E.2 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements	.2 Staff Development Day/ Kilgo Scope and Sequence Training. Substitutes for release time	.2 Local	.2 Principals	.2 Spring 2019	.2 Revised Improvement Plans

Performance Objective #1F: 100% of the K-5 students in each grade level (with the exception of those excused by IEP or §504 Committee) will participate in a physical education curriculum that includes opportunity for advanced and rigorous study. All students will demonstrate 15-20% improvement passing all components of Physical Fitness Testing.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1F.1 Tie mentoring and appraisals	.1 Walkthrough forms	.1 None	.1 Principals*	.1 Fall 2017	.1 Walkthrough and

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<p>(especially continuous classroom visits) to the curriculum expectations.</p> <p>1F.2 Monitor each student's progress through exercises daily. (All students)</p> <p>1F.3 Design and present lessons using Heart Rate Monitors to target struggling students. (All students)</p> <p>1F.4 The students will demonstrate knowledge of the Fitnessgram, Presidential Fitness Challenge standards.(All students)</p> <p>1F.5 The students perform proper Fitness gram, Presidential Fitness technique to maximize success.(All students)</p> <p>1F.6 The students will participate in a weekly fitness activity to increase their levels of fitness.(All students)</p> <p>1F.7 Students will be involved in fitness and a healthy lifestyle through the Coordinated School Health Program.</p> <p>1F.8 Students will target upper body strength and flexibility</p> <p>1F.9 Continuation of our running program whereby miles are accumulated and PR(Physical Progress) noted with running charms provided as incentives. (All students)</p> <p>1F.10 Students will learn different</p>	<p>and appraisers</p> <p>.2 Instructor</p> <p>.3 PE Central, PE Lesson Fit-N-Wise</p> <p>.4 Fitnessgram DVD</p> <p>.5 Trained instructors</p> <p>.6 PE Instructors,</p> <p>.7 PE Instructors</p> <p>.8, PE Instructors</p> <p>.9 PE Instructors</p> <p>.10 Instructors</p>		<p>.2 PE Instructors</p> <p>.3 PE Instructors, Fit-N-Wise Specialist</p> <p>.4 PE Instructors</p> <p>.5 PE Instructors</p> <p>.6 PE Instructors</p> <p>.7 PE Instructors</p> <p>.8 PE Instructors</p> <p>.9 PE Instructors</p> <p>.10 PE Instructors</p>	<p style="text-align: center;">Spring 2018</p> <p>.2 Ongoing</p> <p>.3 Bi-Weekly</p> <p>.4 Ongoing</p> <p>.5 Pre-test</p> <p>.6 Weekly</p> <p>.7 Ongoing</p> <p>.8 Ongoing</p> <p>.9 Ongoing</p> <p>.10 Ongoing</p>	<p>appraisal forms and documentation.</p> <p>.2 Fitness gram, Presidential Fitness Challenge</p> <p>.3 Fitness gram, Presidential Fitness Challenge</p> <p>.4 Fitness gram, Presidential Fitness Challenge</p> <p>.5 Fitness gram, Presidential Fitness Challenge</p> <p>.6 Fitness gram, Presidential Fitness Challenge</p> <p>.7 Fitness gram, Presidential Fitness Challenge</p> <p>.8 Fitness gram, Presidential Fitness Challenge</p> <p>.9 Fitness gram, Presidential Fitness Challenge</p> <p>.10 Fitness gram, Presidential Fitness</p>
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sports skills in PE class that will enhance future extra-curricular success as well as show school-wide support/appreciation for our JH/HS activities					Challenge
Performance Objective #1G: 100% of the PK-5 students will participate in a career awareness and guidance program.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1G.1 Conduct PK-5 programs on career awareness and guidance.	.1 Guidance curriculum	.1 None	.1 Counselor*	.1 Fall 2018- Spring 2019	.1 Guidance Lesson Plans
Performance Objective #1H: 90% or more of Special Education and §504 students and 90% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1H.1 Assure that each student in Special Education is educated to the fullest extent of his or her potential.	.1 Support instructional materials and equipment	.1 Local	.1 Teachers and Principals	.1 Aug. 2018	1 Grade reports and STAAR alternative assessment results
1H.2 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.	.2 Staff Development Day/ Kilgo Training Scope & Sequence Training	.2 Local/Federal	.2 Principals .3 Principals/504 Coordinator	.2 Spring 2019 .3 Aug. 2018	.2 Revised Improvement Plans .3 Grade reports and STAAR assessment results
1H.3 Assure that each student in §504 is educated to the fullest extent of his or her potential.	.3 Support instructional materials and equipment	.3 None	.4 Principals and Counselor	.4 Aug. 2018	.4 Review of personnel files
1H.4 Ensure all teachers and teacher assistants have proper certification and/or endorsements and/or certificates of training required to teach in this special program	.4 AISD	.4	.5 Teachers, Teachers' aides and Principals*	.5 Fall 2018 Spring 2019	.5 Staff Development Calendar
1H.5 Provide research based staff development, with input from staff	.5 AISD	.5 Local/Federal	.6 Principals, Special Teachers, General	Summer	

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<p>1 H.6 Ensure that all students with disabilities have access to the general curriculum</p> <p>1 H.7 Provide training to teachers regarding modifying curriculum for students with disabilities</p> <p>1 H.8 Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities</p> <p>1 H.9 Provide training to ARD committee</p> <p>1H.10 Address PBMAS Performance and Compliance</p>	<p>.6 AISD</p> <p>.7 AISD</p> <p>.8 Local, Special Education</p> <p>.9 Special Education</p> <p>.9 ESC, Special Education and Federal Funds</p> <p>.10 Local</p>	<p>.6</p> <p>.7</p> <p>.8</p> <p>.9</p> <p>.10</p>	<p>Education Teachers .7 Special Education Teacher, ESC</p> <p>.8 Principals* and Special Education Teacher</p> <p>.9 ARD Committee</p> <p>.10 ESC, Wise County Shared Services</p> <p>.11 Superintendent</p>	<p>.6 Aug 2018- May 2019</p> <p>.7 August 2018</p> <p>.8 Fall 2018 Spring 2019 Summer</p> <p>.9 Fall 2018 Spring 2019</p> <p>.10 August 2018</p> <p>.11 Spring 2019</p>	<p>.6 ARD/IEP, Student Schedules</p> <p>.7 Agenda, Sign in Sheets</p> <p>.8 Parent Involvement Activity Calendar, Sign in sheets</p> <p>.9 AYP Reports</p> <p>.10 Training schedule, Sign-in Sheet</p> <p>.11 Agenda, Written strategies developed</p>
<p>Performance Objective #1I: 90% or more of students who are English Language Learners (was LEP) and 75% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.</p>					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
11.1 Utilize Structured Curriculum as the instructional format.	.1 Materials	.1 \$	.1 ESL Teachers*	.1 Spring 2019	.1 Campus schedules, grade reports
11.2 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.	.2 Staff Development Day	.2 \$.2 ESL Coordinator*	.2 Spring 2019	.2 Revised Improvement Plans
		.3 \$.3 ESL Coordinator*	.3 Fall 2018	

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<p>11.3 ESL training opportunities for staff.</p> <p>11.4 Closely monitor English proficiency assessment results to direct instruction on a both the student and program levels.</p> <p>1 1.5 Identify and provide all LEP students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language</p> <p>1 1.6 Conduct a comprehensive needs assessment of all BL/ESL student to determine strengths and weaknesses</p> <p>1 1.7 Ensure that information to parents is provided in the home language</p> <p>1 1.8 Provide opportunities for parents of BE/ESL students to participate in school-sponsored activities</p> <p>1 1.9 Continue to recruit and retain highly qualified BE/ESL staff including minorities</p> <p>1 1.10 Increase the number of LEP students in learning English</p>	<p>.3 AISD Staff Development, ESC XI [ESL] .4 TELPAS [ESL],</p> <p>.5 ESL Fund, Title 1 funds, local funds</p> <p>.6 STAAR, TELPAS, LPAC Records,</p> <p>.7 ESL Funds, Local funds,</p> <p>.8 Local funds, ESL Funds, Title I funds, Special Education</p> <p>.9 Local Funds, ESL Funds</p> <p>.10 Title I, Part A, Local,</p>	<p>.4 \$1000</p> <p>.5</p> <p>.6</p> <p>.7</p> <p>.8</p> <p>.9</p> <p>.10</p>	<p>.4 ESL Coordinator*</p> <p>.5 ESL Certified Teacher</p> <p>.6 Administrator/ Coordinator</p> <p>.7 Administrator, BE/ESL Teachers, LPAC</p> <p>.8 Administrator, Teacher, LPAC members, SBDM committee</p> <p>.9 Administrator, SBDM</p> <p>.10 Teachers/ Paraprofessionals</p>	<p>Spring 2019</p> <p>.4 Fall 2018 Spring 2019</p> <p>.5 Beginning of the school year/as new student enrolled</p> <p>.6 September 2018 and/or May 2019</p> <p>.7 Ongoing</p> <p>.8 Fall 2018 Spring 2019</p> <p>.9 Spring Semester 2018/Summer</p> <p>.10 Each Six weeks</p>	<p>.3 Walkthrough and T-TESS results, Session registrations and attendance records .4 Assessment results</p> <p>.5 Home Language Survey List of ESL Student, TELPAS Scores, STAAR Scores</p> <p>.6 Disaggregated scores of students, Written annual evaluation of BE/ESL program</p> <p>.7 List of qualified translators, copies of notices sent to parents .8 School calendar of parent involvement activities, Parent Sign-in Sheets</p> <p>.9 Positions posted, Fully certified staff hired</p> <p>.10 Benchmark Test, LPAC records, PEIMS</p>
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1 I.11 Increase the number of LEP students attaining English proficiency 1 I.12 Reevaluate students who are transferred out of a bilingual program from other districts/schools	State				
	.11 Title I, Local, State, .12 Local, State, Meeting times	.11 .12	.11 Teachers/ Paraprofessionals .12 Administration, LEP Teachers, LPAC	.11 Each Six Weeks .12 Each Semester	.11 Benchmark Test, RPTE, LPAC records .12 Benchmark test, Report Cards, STAAR, LPAC information

Performance Objective #1J: Individual Acceleration (or Intervention) Plans will be developed and successfully implemented for 100% of the students designated as being at-risk of dropping out of school per the State Compensatory Education criteria.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1J.1 Construct and Implement Student Support <u>CARE Teams</u> to determine individual plans. 1J.2 Student Support Teams will refer students to other programs, interventions, and agencies as needed. 1 J.3 Develop a policy for identifying, entering, and exiting students from the At-Risk Program. 1 J.4 Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification 1 J.5 Conduct a comprehensive needs assessment which includes but is not limited to STAAR, dropout rate, RPTE, to identify areas to accelerate 1 J.6 Serve K-2 students who failed	.1 Intervention Teams – CARE Team	.1 None	.1 Lead by the campus Principal and Counselor*, with participation by the campus Teachers, Support Staff	.1 August 2018	.1 SST Minutes, IAP’s, IEP’s
	.2 Referral Procedures	.2 None		.2 Upon determination of the SST	.2 SST Minutes, IAP’s, IEP’s
	.3 Local		.2 Counselor*, Principals	.3 August 2018	.3 Meeting to develop policy
	.4 Local-Campus assessments, STAR, DRA		.3 Superintendent, Principals*	.4 Beginning of school	.4 List development, all teachers with list and supporting documentation
	.5 Local, Title I, Part A, SCE		.4 Principals*, Teacher	.5 August 2018	.5 data disaggregated for at-risk students, results of comprehensive needs assessment
	.6 Local, A-Z Reading	.3	.5 Counselor, Teacher, Site Base Team		.6 DRA Results and Study

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<p>readiness test with accelerated, intensive program for early literacy, A-Z Program.</p> <p>1 J.7 Serve LEP students through an accelerated program to acquire proficiency in the English Language</p> <p>1 J.8 Provide accelerated, intensive program for At-Risk students failing the STAAR through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc.</p> <p>1 J.9 Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff</p> <p>1 J.10 Conference with parents, encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL</p> <p>1 J.11 Staff training of implementing specific TEKS</p>	<p>Program</p> <p>.7 Local, ESL Fund Rosetta Stone</p> <p>.8 Local</p> <p>.9 Local, Title II, BL/ESL,</p> <p>.10 Local,</p> <p>11. Local</p>		<p>.6 Principals*, Teacher*</p> <p>.7 Certified ESL Classroom Teachers, Principals*</p> <p>.8 Principals*, Teacher*</p> <p>.9 ESC, Principals</p> <p>.10 Principal, SCE Staff</p> <p>11. Principal/ Teachers</p>	<p>.6 Fall 2018</p> <p>.7 Daily</p> <p>.8 August 2018 May 2019</p> <p>.9 Fall 2018 Spring 2019 Summer</p> <p>.10 August 2018 May 2019</p> <p>11. August 2018</p>	<p>Island/Exact Path along with Istation</p> <p>.7 Progress Report, LPAC Meetings, STAAR, results</p> <p>.8 Progress Reports, Report Card grades, Benchmark tests, STAAR, Completion Rate</p> <p>.9 Staff Development, Calendar, Teacher/ paraprofessional attendance Certificates, Sign-In Sheets</p> <p>.10 Parent involvement calendar, Evaluation of parent involvement activities</p> <p>11. Staff development</p>
<p>Performance Objective #1K: 75% or more of Migrant and Immigrant students and 75% or more of each subgroup will attain a minimum proficiency or better on the STAAR or alternative assessment test for their grade levels.</p>					

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Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1K.1 Provide supplemental tutorial and support interventions based on Priority of Services (Needs)	.1 Instructional Materials	.1 \$	.1 Migrant Coordinator*, Principal	.1 Aug. 2018	.1 Grade reports, records of purchases and services provided, surveys
1K.2 Provide recruiting and community support services	Health Interventions Clothing	.2 \$	.2 Migrant Coordinator*, Principals	.2 Aug. 2018	.2 Completed PEIMS records
1 K.3 Name District contact person to coordinate the identification and recruitment of migrant student	.2 .3 Local	.3	.3 Administration	.3 August 2018	.3 Observation, Person Named
1 K.4 Survey all new enrollees	.4 Local	.4	.4 Secretary	.4 Ongoing	.4 Interview, Eligibility determined
1 K.5 Update migrant student list for PEIMS and other district personnel	.5 Local	.5	.5 MEP Coordinator	.5 As needed	.5 Student List
1 K.6 Refer migrant families and students for educational support and support agencies	.6 Local	6	.6 MEP Coordinator	.6 As needed	.6 Log Entries, Referrals made

Performance Objective #1L: The Pre-K program shall be designed to develop the skills necessary for success in the required public school curriculum, including language, mathematics, and social skills.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
1L.1 Ensure that all teachers/paraprofessionals that teach in the program have the proper certification and/or endorsements	.1 Local, Title I,	.1	.1 Administration	.1 August 2018	.1 Interview Process, Teacher Certification
1L.2 Provide research based staff development for professional/	.2 Local, Title I,	.2	.2 Administrator ESC	.2 Fall, Spring, Summer	.2 Survey, staff development calendar,

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<p>paraprofessional staff with input from staff</p> <p>1L.3 Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities</p> <p>1L.4 Provide Pre-K curriculum reflecting a balance of all areas of learning and encourages children to be actively involved and experience a variety of activities and materials (Frog Street Step-Up Literacy Program)</p> <p>1L.5 Provide activities i.e. registration day, round up, classroom/campus visitation, to ensure a smooth transition for children into the public school</p> <p>1L.6 Identify four-year-old students through communication to the population in the district with children who are eligible in both English and Spanish</p>	<p>.3 Local, Title I, ESL, Special Education</p> <p>.4 Local,</p> <p>.5 Local, Title I,</p> <p>.6 Local</p>	<p>.3</p> <p>.4 \$2,000.00</p> <p>.5</p> <p>.6</p>	<p>.3 Administrator SBDM</p> <p>.4 Pre-K Teacher</p> <p>.5 Pre-K Teacher</p> <p>.6 Administration</p>	<p>.3 August - May</p> <p>.4 Daily</p> <p>.5 Spring</p> <p>.6 May -July</p>	<p>Attendance Certificates</p> <p>.3 Parent Involvement Calendar, agenda, minutes of planning meetings, sign-in sheets</p> <p>.4 Observation, Lesson Plans, Summary of assessment instruments</p> <p>.5 Activities scheduled Notification, agenda, handouts, Observation</p> <p>.6 Newspapers, Letters, Notices posted, etc. Copies of Notices</p>
<p>Performance Objective #1M: The G/T program shall be designed to increase opportunities for students to strive for a higher quality of success in and out of the regular education classroom.</p>					

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Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1M.1 Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer students, appeals of district decisions regarding program placement</p> <p>1M.2 Continue an ongoing student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements</p> <p>1M.3 Provide an advanced and challenging curriculum to all G/T students in all grades through the use of independent study projects such as the Texas Performance Standards Project or other district approved projects; differentiation in the regular classroom, advanced level products using technology such as laptops, internet research, Google programs and iPad minis and presentation software.</p> <p>1M.4 Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment</p> <p>1M.5 Continue to provide</p>	.1 Local	.1	.1 Administration, G/T endorsed teachers, G/T Selection Committee	.1 May— August	.1 Agendas, Minutes, Sign-in sheets, written policies, handbooks
	.2 Local	.2	.2 Administration, G/T Staff, G/T Selection Committee	.2 August-May	.2 Training of staff on G/T characteristics, List and record of student nominations
	.3 Local, G/T funds, ESC Kilgo Scope and Sequence	.3	.3 General G/T Staff	.3 August - May	.3 Lesson Plans, Student Projects/Student scores STAAR
	.4 Local, G/T Funds	4	.4 G/T Staff, G/T Selection Committee	.4 Fall to Spring	.4 List of students to be tested, List of test for students with language other than English/Non-verbal tests
	.5 Local, G/T Funds	.5	.5 Administration	.5 Fall Spring and Summer	.5 Staff development calendar, Attendance Certificates

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<p>opportunities for all professional staff to obtain 30 hours of G/T training and 6 hours annually.</p> <p>1M.6 Revision-Serve the needs of the G/T students with differentiated instruction in the regular classroom providing a higher level of depth, complexity and rigor in the four core academic areas. Serve the needs of G/T students through enrichment classes that promote cooperative learning, independent studies, and creativity.</p> <p>1M.7 Provide opportunities for G/T identified students to work together as a group, work with other students, and work independently during the school day as well as the entire school year</p>	.6 Local	.6	<p>.6 All classroom teachers will receive their 30 hour GT endorsement, G/T Staff</p> <p>.7 G/T Staff Core Teachers with GT endorsements</p>	.6 April -August	6 Notes, minutes from meetings, G/T Curriculum revisions
	.7 Local, G/T Funds	.7		.7 Weekly	.7 Lesson Plans, Schedules, Student surveys

Performance Objective #1N: The goal of the dyslexia program is to assist the students having difficulties with words and/or language that is not within the students control. Also, it is to encourage and assist the development of their talents.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>1N.1 Identify students with dyslexia or a related disorder and provide appropriate instructional services</p> <p>1N.2 Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties using the MTA Kit.</p> <p>1N.3 Annually align SBOE approved</p>	.1. Local	.1	.1 Administration, School Board, Dyslexia Staff	.1 late Fall for 1st grade, Beginning of school yr for new students or academic needs appear.	. 1 Staff Training, List of students eligible. Behavior chcklist with characteristics
	.2 Local,	.2 \$1,500.00	.2 Dyslexia Staff/school board		.2 Continue use of MTS to cover more reading strategies.
	.3 Local time	.3	.3 Dyslexia Staff	.2 Early Fall-	3 Written Procedures, Students identified .4 Older students more practice in higher level

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<p>procedures and district/campus procedures</p> <p>1N.4 Provide services for students who may be eligible under Section 504</p> <p>1N.5 Provide services to students at his/her campus</p> <p>1N.6 Monitor students' progress</p> <p>1N.7 Ensure teachers of dyslexic students have proper certification and/or endorsements</p> <p>1N.8 Conduct a comprehensive needs assessment to determine students in program areas of strengths and weakness</p> <p>1N.9 Provide opportunities for parents of dyslexic students to participate in school-sponsored activities</p> <p>1N.10 Remain current on dyslexia information contained in the latest Dyslexia Handbook (current is revised State is 2014 and district is 2018)</p> <p>1N.11 Administer K-2 assessments</p> <p>1N.12 Apply results of early assessment instruments to instruction and report to the Commissioner of Education</p> <p>1N.13 Test for Dyslexia at appropriate time; purchase or develop programs that include descriptors listed in the state</p>	<p>.4 Local,</p> <p>.5 Local,</p> <p>.6 Local.</p> <p>.7 Local, Title I, Part A, ESC Training</p> <p>.8 Local, DRA and other assessment tests</p> <p>.9 Local</p> <p>.10 Local</p> <p>.11 Local</p> <p>.12 Local</p> <p>.13 Local, Federal</p>	<p>.4</p> <p>.5</p> <p>.6</p> <p>.7</p> <p>.8</p> <p>.9</p> <p>.10</p> <p>.11</p> <p>.12</p> <p>.13</p>	<p>.4 Administrators, 504 Committee</p> <p>.5 Administration, Dyslexia Staff</p> <p>.6 Dyslexia Teacher</p> <p>.7 Administration</p> <p>.8 Dyslexia Teacher</p> <p>.9 Administrator, Dyslexia Teacher</p> <p>.10 Administrator/ Dyslexia Staff</p> <p>.11 Teachers</p> <p>.12 Administrators</p> <p>.13 Teachers, Dyslexia Teacher</p>	<p>Late Spring</p> <p>.3 August</p> <p>.4 Daily</p> <p>.5 Daily</p> <p>.6 Each 6-weeks</p> <p>.7 Spring and Summer</p> <p>.8 August - December</p> <p>January -May</p> <p>.9 Fall</p> <p>.10 Spring - Summer</p> <p>.11 Within 1st 6-weeks of school</p> <p>.12 Fall</p>	<p>reading skills; minimum of forty minutes, four days a week of instruction.</p> <p>.5 Drafts of written procedures, written procedures adopted</p> <p>.6 Lists of students identified, list of students served</p> <p>.7 Class Schedule, List of students receiving services</p> <p>.8 Report cards, Skill mastery. List of Teachers using qualifying procedures</p> <p>List of Students identified, Disaggregated data</p> <p>.9 School Calendar of Parent involvement</p> <p>.10 Copy of latest Dyslexia Handbook revised 2017-2018 school year.</p> <p>.11 Assessments administered, Results of assessments</p> <p>.12 Assessments administered, Report to commissioner</p> <p>.13 Assessments administered, Development/purchase programs</p>
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handbook					
1N.14 Notify parents in writing before an assessment or identification procedure is used with an individual student	.14 Local	.14	.14 Administrator, Teachers	.13 Fall to Spring	.14 List of students tested, Copies of Parent notifications
1N.15 Inform parents of all services and options available to students eligible	.15 Local	.15	.15 Administrator, Teachers	.14 As needed	.15 List of students, Copies of information/conference given to parents
1N.16 Ensure identification of dyslexia is made by a committee that includes persons knowledgeable about the reading process, dyslexia and dyslexia instruction, the assessments used, and the meaning of the collected data	.16 Local	.16	.16 Administrator	.15 As needed	.16 Names of Committee members, Documents showing each committee members' qualifications
1N.17 Local school board annually evaluate dyslexia program	.17 Local	.17	.17 Administration, Local School Board	.16 Fall to Spring	.17 Use classroom set of books to read more as a class and read different types of literature. Work with 4 th and 5 th graders on higher order comprehensive skills.
1N.18 Use the Rate Practice Book and Comprehensive Practice Book from Scottish Rite.	.18 Local			.17 Fall to Spring and Summer	.18 Evaluation Prepared, Board minutes

Performance Objective #10: Title I, Part A provides supplemental resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all

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children to meet the state performance standards. Title I, Part A, supports campuses in implementing either a school wide program or a targeted assistance program. Alvord Elementary in Alvord ISD is a Title I School wide campuses.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>10.1 Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STAAR, DRA, TELPAS, Istation, ESSA indicators, AYP, Staff development</p> <p>10.2 Ensure school wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, Content Mastery Lab, Computer Assisted Instruction such as laptops, data projectors, calculators, Interactive whiteboards, Portable science labs, Microscopes, Science experiment materials, iPad minis, etc.)</p> <p>10.3 Provide research based staff development for professional staff and paraprofessionals. Activities will align to Response to Intervention. We are providing research based progress-monitoring tools, technology, and professional development around effective implementation in the classrooms. We have received some training on the implementation of RTI strategies</p>	.1 Local, AEIS-It	.1	.1 Administrators, Counselor, SBDM	.1 August to September	.1 Disaggregated Data, Areas of strengths and weaknesses identified
	.2 Title I, Title II, ESL, Local,	.2	.2 Administrators, Teachers, SBDM	.2 Daily	.2 Daily Class schedules, Increased student STAAR scores
	.3 Title II, Local	.3	.3 Administrators, Teachers, ESC	.3 Fall	.3 Staff Development Calendar, Attendance Certificates
		.4			

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<p>for needs of students...we will use the current technology and further training to take this a step further.</p> <p>10.4 Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high needs schools</p> <p>10.5 Provide parent involvement activities that are planned by parents in order to increase parent involvement</p> <p>10.6 Conduct a preschool registration and/or round up to assist children in the transition from early childhood programs to elementary school</p> <p>10.7 Provide effective, timely, additional assistance to students (including homeless children) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas</p> <p>10.8 Coordinate federal, state, and local services and programs and integration with the school wide program</p> <p>10.9 Coordinate and integrate Title I, Part A services with other</p>	.4 Local		.4 Administrators	.4 Spring/Summer	.4 Course vacancy list, Highly qualified staff hiring
	.5 Local	.5	.5 Administrators, Parent Representatives, SBDM	.5 April/May	.5 Sign-in sheets at activities to determine increase/decrease
	.6 Local	.6	.6 Pre-k Early Childhood Teachers	.6 Spring of school year	.6 Scheduled/Teacher lesson plans/List of activities and/or handouts, List of children/parents attending
	.7 Title I, ESL, Local, SCE, Title II,	.7	.7 Administrators, Counselors, Teachers, Homeless Education Liaison	.7 Each 6-weeks	.7 3-Week progress reports, Report Cards
	.8 Title I, Part A, ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title I, Part C, SCE, Local, Special Education	.8	.8 Administrators, SBDM, ESC	.8 Fall	.8 Agenda, Minutes of meetings, List of programs by campus/district
			.9 Administration, SBDM		.9 Schedules, agendas and minutes of planning

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<p>educational services such as Head Start, Reading First, Early Reading First, other preschool programs, LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program</p> <p>10.10 Evaluate parent involvement program and include parents in the process</p> <p>10.11 Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents</p> <p>10.12 Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved</p> <p>10.13 Revise annually the School-Parent Compact and provide in English and Spanish</p> <p>10.14 Provide parents information on the level of achievement of parent's child on STAAR and timely notice that the parent's child has</p>	.9 Title I, Part A, BE/ESL, Special Education,	.9		.9 Fall	meetings, List of programs by campus/district
	.10 Evaluation Document		.10 Principals		.10 Results of evaluation, Adjustment made to program
	.11 Time	.10	.11 Administrators, SBDM	.10 Spring	.11 Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement
		.11	.12 Administration	.11 May	.12 Meeting Scheduled, Sign-in sheets, agenda
	.12 Time		.13 Administrators, SBDM	.12 Fall	.13 Agendas, minutes, drafts of compact, Written compact
		.12	.14 Administrator	.13 Spring - Summer	.14 List of students and teachers not certified, Copy of notice sent to parents
	.13 Time				
	.14 Local	.13		.14 Within the	

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been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified 10.15 Continue to monitor student progress and participation through AYP 10.16 Address PBM Performance Compliance 10.17 Provide additional instruction through the interactive/engaging computer programs.	.15 Local .16 Local .17	.14 .15 .16 .17	.15 Administrators, Counselors, Teachers .16 Administrator .17 Principals	first Four Weeks of 'Not Highly Qualified' Teacher/Sub's time period .15 Spring .16 Spring .17 Spring	.15 AYP report disaggregated, AYP annual report results .16 TAPR, ESSEA report, Strategies written .17 Disaggregated data, Benchmarks
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Performance Objective #1P: 3rd through 5th grade students and students of each subgroup will attain a minimum proficiency or better on the STAAR Science test for their grade levels.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document	Re
1P.1 Teach the TEKS and local objectives at the appropriate level of academic rigor using scientifically researched instructional methods. 1P.2 Use a systematic assessment of student performance to improve instruction. (Check points) 1P.3 Provide support through instructional modeling, mentoring, and staff development. 1P.4 Provide support through specialized and supplemental science programs. 1P.5 Vertical and horizontal teams will meet to assess the instructional program and recommend improvements.	.1 Adopted materials Support materials Science lab equipment	.1 ~\$1000 [255]	.1 Principals*, Teacher	.1 Fall to Spring	.1 Grade Reports	
	.2 Released STAAR ?'s Study Island Kilgo Scope and Sequence TEK benchmarks	.2 None .3 \$300 for CAST [255]	.2 Teachers and Principals .3 Teachers and Principals	.2 End of 6-weeks period .3 Fall to Spring	.2 Benchmark Results Study Island Results .3 Walkthrough and T-TESS results and attendance records	
	.3 AISD Staff Development, ESC XI, Annual CAST Science Teachers Workshop Convention, and other workshops.	.4 None	.4 Principals*	.4 Fall	.4 Grade Reports	
	.4 Supplemental materials	.5 None	.5 Principals	.5 Fall to Spring	.5 Revised Improvement Plans	
	.5 None					
	.6 Support Material	.6 "Science lab	.6 Teachers and	.6 Fall to Spring	.6 Grade Reports	

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<p>1P.6 Provide tutoring/additional instruction <u>within the school day</u> for students who are not making adequate progress towards passing or are “At Risk.”</p> <p>1P.7 Provide additional tutoring/additional instruction outside of the school day and year for students who are not making adequate progress towards passing or are “At-Risk.”</p> <p>1P.8 Provide “hands-on” approach to science instruction using scientific lab equipment and techniques whenever possible.</p> <p>1P.9 Provide computers for integration of technology TEKS in the teaching of science. Computers will be used in data collection in science laboratory investigations, online “virtual labs”, and virtual field trips, online manipulative and online assessments such as the Gizmos program</p> <p>1P.10 Utilize the Gizmo Science lab application in the computer lab or on the laptops/tablets</p> <p>1P.11 Consider a centralized Science lab and classroom area for science supplies for experiments and investigations.</p>	<p>“Measuring Up to STAAR”</p> <p>.7 Supplemental instructional materials</p> <p>.8 Standard Science lab equipment specifically called for in the TEKS; Portable Science lab</p> <p>.9 Computers for Science lab</p> <p>.10</p> <p>.11 State funds</p>	<p>workbook ~\$15 each x number of students [255]</p> <p>.8 \$100 annual equipment replacement/ upgrade costs [255]</p> <p>.10 Local funds/255 funds</p> <p>.11</p>	<p>Principals</p> <p>.7 Teachers and Principals</p> <p>.8 Principals, Teachers</p> <p>.9 Technology Director*, Principal, Teachers</p> <p>.10 Teachers, Principal, Counselor</p> <p>.11 Superintendent, Principal, Board members and citizens?</p>	<p>.7 Fall to Spring</p> <p>.8 Fall to Spring</p> <p>9 Fall to Spring</p> <p>.10 Fall to Spring</p> <p>.11 Fall to Spring</p>	<p>Benchmark Score PEIMS Data. Study Island</p> <p>.7 Grade Reports</p> <p>.8 Grade Reports Benchmark Scores, Study Island</p> <p>.9 Benchmark Scores Grade Reports, Study Island</p> <p>.10 Benchmark Scores, Grade Reports</p> <p>.11 Provide Science lab for hands-on experiments to take place to teach Science TEKS.</p>
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Goal Statement #2: Ensure that a safe and drug free environment is maintained in each school.

Performance Objective #2A: Campus will not be designated as a “Persistently Dangerous School” by state criteria

Strategies/Activities	Resources	Amount	Staff Responsible*	Time Line	Evaluation/Document
2A.1 Campus will meet the national and	2.A.1 PEIMS	.1 N/A	.1 Principals*	.1 May	.1 PEIMS Discipline Report

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state standards of a Safe School as determined through the PEIMS discipline indicators 2A.2 Security video	2.A.2 Video Equipment and Playback	.2	.2 Superintendent, Tech Director, Principals	.2 June to May	.2 Resource's data, (texts, phone calls, emails, video playback, etc) 2.A2 More security cameras EX:1 additional in cafeteria, 2/more front of building, 1/more closer to playground and covered pavilion
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Performance Objective #2B: Establish campus wide discipline management systems consistent with state and local regulations.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
2B.1 Update and distribute to all students and their families the district Code of Student Conduct	.1 TASB Model Legal Updates	.1 \$ None	.1 Principals*	.1 Fall	.1 Code of Conduct Parent signed receipts
2B.2 Teach character education, conflict resolution, and coping skills at each grade level.	.2 Agendas, Monthly Character Qualities, Great Expectations	.2 \$4000	.2 Principals* Counselor, Teachers	.2 Fall to Spring	.2 Guidance Lesson Plans Guidance Calendar
2B.3 Maintain district wide support options (counseling and academic interventions, AEP, DAEP, Resource Officers)	.3 Support materials	.3 \$	.3 Principals	.3 Fall to Spring	.3 Discipline records
2B.4 Recognize students monthly	.4 Certificates	.4 \$	.4 Counselor*/Teachers	.4 Fall to Spring	.4 Character bulletin boards posting honorees
2B.5 Cyberbullying/Social Media training	.5 Federal/State	.5 \$600	.5 Counselors/Technology Director/Superintendent	.5 Fall	.5 Student and parent assemblies/surveys

Performance Objective #2C: All students and staff will receive training in effective safe-schools procedures and self-management skills

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
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<p>2C.1 Teach coping skills, conflict resolution, and decision-making skills as a part of each support option in 2B.3</p> <p>2C.3 All staff will be trained in the Emergency Plan at the start of the year (lockdown, evacuate building, load buses)</p> <p>2C.3 All students will be instructed in the procedures of emergency drills w/ alternate exits</p> <p>2C.4 All students will receive age appropriate anti-drug instruction.</p> <p>2C.5 All students will receive age appropriate anti-violence instruction (including bullying, hazing, sexual harassment, and cultural insensitivity).</p> <p>2C.6 All students and faculty will use the Great Expectations Model for teaching, learning and understanding proper school and classroom environment success and progress</p> <p>2C.7 Substitute teacher training -methods of safety, character building</p>	<p>.1</p> <p>.2 Support materials</p> <p>.3 Support materials CPI training</p> <p>.4 Emergency Plan</p> <p>.5 Emergency Plan</p> <p>.6 Support materials Great Expectations knowledge of the *Eight Expectations for Living and the * Student Creed</p> <p>7.Administrators</p>	<p>.1</p> <p>.2 None</p> <p>.3</p> <p>.4 None</p> <p>.5 None</p> <p>.6 None \$4000</p> <p>7.</p>	<p>.1 Counselor *, Principals</p> <p>.2 Counselor, * Teachers</p> <p>.3 Counselor* Special Ed. Staff Principals</p> <p>.4 Principals*</p> <p>.5 Principals*</p> <p>.6 Principals/Counselor*, Teachers</p> <p>7. Counselor, Principals* and Teachers</p>	<p>.1 Fall</p> <p>.2 Fall to Spring</p> <p>.3 Fall</p> <p>.4 Fall</p> <p>.5 Fall– Spring</p> <p>.6 Fall to Spring</p> <p>7. Fall -Spring</p>	<p>.1 Record of use / Posters displayed prominently.</p> <p>.2 Lesson plans, walkthroughs</p> <p>.3 Training agenda and attendance record</p> <p>.4 Training agenda and attendance record</p> <p>.5 Emergency Drill Records</p> <p>.6 Red Ribbon Week Agenda Rise and Shine Assemblies Spirit Team Leaders to read daily announcements and help with new students and other areas around the school</p> <p>7. Some type of substitute evaluation and survey</p>
Performance Objective #2D: An emergency readiness plan and structure will be in place at the start of the year,					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>2D.1 The Emergency Plan will be in place before the start of the school year.</p> <p>2D.2 Emergency drills will be routinely practice, monitored, and assessed for effectiveness.</p> <p>2D.3 Level 1,2, and 3 Guardian training</p>	<p>.1 Emergency Plan</p> <p>.2 Emergency Plan</p> <p>.3 Emergency Plan</p>	<p>.1 N/A</p> <p>.2 N/A</p> <p>.3 N/A</p>	<p>.1 Principal*</p> <p>.2 Principals*</p> <p>.3 Superintendent, Crisis Prevention Team</p>	<p>.1 Fall</p> <p>.2 Fall to Spring</p> <p>.3 Summer 2018</p>	<p>.1 Conspicuously posted Plan</p> <p>.2 Emergency Drill Report</p> <p>.3. End of year evaluation of program in place</p>

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Goal Statement #3: 95% or more of the students will earn academic promotion to the next grade level.

Performance Objective #3A: The district will attain an Average Daily Attendance of 95% or better.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
3A.1 Provide incentives and recognitions for excellence in attendance: each 6-weeks and semester.	.1 Suppliers as appropriate	.1	.1 Principals,* Counselor	.1 Fall to Spring	.1 ADA and attendance reports
3A.2 Daily phone calls to parents regarding tardiness and absences.	.2	.2	.2 Principals*, Nurse	.2 Fall to Spring	.2 ADA and attendance reports
3A.3 Attendance Review Committees on each campus regularly track rates, communicate with parents, and plan early interventions for students with poor attendance.	.3 PEIMS	.3 None	.3	.3 Fall to Spring	.3 ADA and attendance reports
3A.4 Utilize the Court system for truant students	.4 Justice of the Peace JP 2	.4 None	.4 Principals*	.4 Fall to Spring	.4 Court reports
3A.5 Monitor attendance rates of Migrant and Immigrant students	.5 PEIMS reports	.5 None	.5 Migrant and Immigrant Coordinator*	.5 Fall to Spring	.5 ADA and attendance reports
Performance Objective #3B: 98% of PK-5 students will promote to the next grade level.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
3B.1 Utilize support services for students in danger of being retained	.1 ESL, Literacy groups, §504, IDEA	.1 None	.1 Principals,* SST Committee	.1 Fall to Spring	.1 Retention report
3B.2 Utilize the Student Support Team to share intervention strategies to help teachers working with students found to be in danger of being retained.	.1 Teachers Support Services	.1 N/A	.1 Principals*	.1 Fall to Spring	.1 Retention report
3B.3 Develop a retention scale to assist in determining if student should be retained or promoted.	2. Teachers and Support Services		3. Principals, Counselor and Teachers	.3 Fall	.3 The development of a retention scale

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3B.4 Provide summer school for students who have yet to meet the grade level expectations.	.4 Curriculum, Various Materials	.4 \$12,000	. Teachers*	.1 Summer	.1 Summer school attendance report
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Goal Statement #4: Recruit, hire, develop, and maintain a highly qualified instructional and support staff.

Performance Objective #4A: Campus administrators will set high expectations for their staffs.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4A.1 Establish and clearly communicate campus academic expectations.	.1 Campus Improvement Plan, Student and Faculty Handbooks	.1 None	.1 Principals*	.1 August	.1 Campus Report Card, grade and discipline records, walkthroughs
4A.2 Establish and clearly communicate campus behavioral expectations.	.2 Campus Improvement Plan, Student and Faculty Handbooks	.2 None	.2 Principals*	.2 August	.2 Campus Report Card, grade and discipline records, walkthroughs
4A.3 Establish benchmark assessments in K-5 targeting writing; 1-5 targeting math; 1-5 targeting reading.	.3 Supplemental materials	.3 None	.3 Principals*	.3 Oct, February, April	.3 Benchmark Assessments
4A.4 Closely review the teacher pay scale	.4 Local budget	.4\$	.4 AISD Board – Superintendent	.4 Spring	.4 Compare pay scale to comparable districts
Performance Objective #4B: Hire and retain a highly qualified teaching staff and paraprofessional staff.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4B.1 Aggressively seek bilingual Highly Qualified candidates	.1 Principal	.1 \$	.1 Principals*	.1 Spring	.1 Employee certification records
4B.2 Aggressively seek fully qualified candidates for all openings	.2 Principal	.2 \$	.2 Principals*	.2 Summer	.2 Employee certification records
4B.3 Use the TEA developed PAKS to assess all instructional paraprofessionals to assure they meet the “Highly Qualified” standards set by the state	.3 Paraprofessional Assessment of Knowledge and Skills	.3 \$.3 Principals*	.3 Aug. and prior to instructional assignment	.3 PAKS records/Released 8 th grade State Assessments

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Performance Objective #4C: 100% of the teachers will be certified in the subject/grade level in which they are teaching.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4C.1 Aggressively seek Highly Qualified candidates for all openings	.1 Principal	.1 \$	.1 Principals	.1 Summer	.1 Employee certification records
Performance Objective #4D: 100% of the teachers and instructional staff will receive high quality staff development as defined in §9101 (34). The training shall include:					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
4D. 1 Provide hands-on training delivered by AISD & ESC11 staffs for Math, Reading, Special Ed, Writing, Science, GT, Dyslexia, RTI	.1 Local	.1 \$	.1 Principals	.1 – Aug. All Staff	.1 - 11 AISD Staff Development Calendar, Walkthrough and T-TESS results, training agendas, Attendance records,
4D.2 AISD Policies and Procedures use of Eduphoria program for lesson planning, student assessment data, district forms to be used/processed	.2 AISD Staff Development, professional training opportunities, and contracted services	.2 \$	.2 Principals* [depending on topic]	Development Days .2 Fall	.2 Distribution of District Policies and Procedures Eduphoria training
4D.3 Campus Policies and Procedures		.3 \$	.3 Principals*, Technology Staff*		.3 Assemblies, Counselor in-class teaching schedule
4D.4 §37 and AISD safe schools policies and procedures		.4 \$			
4D.5 Harassment and bullying interventions, including sexual harassment policies and procedures		.5 \$			
4D.6 Two-Year Induction training for all new employees		.6 \$			.4, .5 Staff development
4D.7 Fourth grade teachers will receive training for writing based on the STAAR assessment.		.7 \$.6 Assign a mentor, send to Kilgo Scope and Sequence training .7

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Goal Statement #5: Ensure active and appropriate involvement in the campus' decision-making by all shareholders.

Performance Objective #5A: Maintain informative and two-way communication with all shareholders.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
5A.1 Inform our communities of AISD events and issues	.1 District website, AES marquee, newsletters, call out system, Facebook	.1 \$	.1 Principals*	.1 Aug	.1 Copies of newspapers, School Messenger
5A.2 Maintain effective two-way communication with parents	Page, Twitter, Remind text system .2. Telephones, written correspondence, the AISD Website, and e-mail, call out system, AES Facebook Page, student planners and take home folders	.2 \$	.2 Teachers* Principals*	.2 Fall to Spring .3 Fall to Spring	.2 Telephone Log, Archived web links, School Messenger .3 Sign-in sheets and agendas
5A.3 Hold informational and special purpose meetings for the parents and community		.3 \$	.3 Principals*	.4 Fall to Spring	.4 PTO board minutes, Agendas, attend meetings
5A.4 Continue a partnership with the campus PTO to communicate the needs and expectations of the campus.	.3 Open Houses, meet the teacher , PTO Facebook website, District and campus website .4 PTO Membership	.4 \$	.4 Principals*		
Performance Objective #5B: Seek participation of parents and guardians in the educational decisions about their children.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
5B.1 Parent participation in ARD meetings & parent conferences.	.1 Weekly/Monthly calendar	.1 \$ None	.1 Principals, Regular & Special Ed Teachers,*	.1 Fall to Late Spring	.1 Attendance rosters
5B.2 Clearly communicate parents' rights and communication procedures in district and campus handbooks, Code of Conduct, web page, etc.	.2 District and campus handbooks, Code of Conduct, web page, etc.	.2 Local	Coop representatives .2 Principals*, Special Ed teachers, Coop representatives	.2 August	.2 District and campus handbooks, Code of Conduct, web page, etc.
5B.3 Provide translated written	.3 Spanish language				

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materials and translators at meetings.	translators	.3 Local	.3 Qualified Translator	.3 All year	.3 Copies of translations
Performance Objective #5C: Seek participation of parents, community members, business representatives and Central Office Representatives in the decision-making process.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
5C.1 Solicit attendance of parents at meeting for each program, i.e. ESL, Migrant, Gifted and Talented, Special Education, Title One, PTO, etc.	.1 News releases and personal communications in English and Spanish [the appropriate program fund]	.1 \$	.1 Principals*	.1 For each meeting	.1 Agendas and meeting minutes
5C.2 Schedule parent-teacher conferences throughout the year	.2 District Calendar-use Teacher conference schedule	.2 \$	.2 Teachers*	.2 Following each grading period in each semester as needed or per request	.2 Attendance records for conferences
5C.3 Hold regular meetings of the Campus Leadership Team, and specialized committees.	.3 Committee calendars	.3 \$	.3 Principals*	.3 At least once per semester; 2-3 per semester is recommended	.3 Committee calendars, agendas, and minutes

Goal Statement #6: Ensure that technology is effectively integrated into the instructional program PK-5.

Performance Objective #6A: Provide high quality technology training.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
6A.1 Integrate technology training into the training for instructional methods in all subject areas.	.1 AISD Staff Development, Software	.1 \$ None	.1 Technology Director*, Principals	.1 Aug	.1 Walkthrough and T-TESS evidence of routine use in instruction
6A.2 Additional classroom computers, data projectors, digital cameras and laptops.		.2 \$15,000.00	.2 Technology Director* .3 Technology Director/Principals	.2 On-going	.2 .3 Technology Director's evaluation
6A.3 Campus technology assistants	.3 Local	.3 ?	Technology Assistant	.3 Fall	

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Performance Objective #6B: Ensure that all teachers demonstrate proficiency in technology competencies.

Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
6B.1 Utilize the technology software programs already in place as primary tools in everyday teaching and communication.	.1 Existing software	.1 None	.1 Technology Facilitator Technology Director	.1 Aug	.1 Walkthrough and T-TESS evidence of routine use in instruction
6B.2 Provide continuing staff development support and training	.2. AISD and contracted Staff Development	.2 \$	.2 Technology Facilitator	.2 Aug	.2 Walkthrough and T-TESS evidence of routine use in instruction
6B.3 Emphasize the effective use of technology in instruction in the staff's annual evaluations.	.3 Evaluation forms.	.3 \$.3 Principals	.3 Aug	.3 Walkthrough and T-TESS evidence of routine use in instruction

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Performance Objective #6C: Provide high quality instructional technology.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>6C.1 Implement consistent technology platforms.</p> <p>6C.2 Ensure that each classroom has an instructional presentation platform where computer is connected to projector and whiteboard; be able to watch video streaming online.</p> <p>6C.3 Investigate the effectiveness and practicality of new instructional technologies through classroom demonstrations, talks, and studies.</p> <p>6C.4 Provide Enchanted Learning access to allow students to interact with real life experiences through hands on technology.</p> <p>6C.5 Provide access to software programs for all grade levels</p>	<p>.1 Technology hardware</p> <p>.2 Technology hardware</p> <p>.3 Technology hardware</p> <p>.4 AISD</p> <p>.5 AISD Funds</p>	<p>.1 \$</p> <p>.2</p> <p>.3 \$</p> <p>.4 \$ renewal of subscription</p> <p>.5 \$renewal of subscriptions</p>	<p>.1 Technology Director Assistant</p> <p>.2 Technology Director Assistant</p> <p>.3 Technology Director Technology Facilitator/Assistant</p> <p>.4 Technology Facilitator</p> <p>.5 Technology Director/Assistant</p>	<p>.1 Aug</p> <p>.2 Aug</p> <p>.3 Aug</p> <p>.4 Summer</p> <p>.5 Aug-May</p>	<p>.1 Financial and inventory records</p> <p>.2 Financial and inventory records</p> <p>.3 Effectiveness assessment results</p> <p>.4 Training records</p> <p>.5 Effective assessment results</p>
Performance Objective #6D: Ensure that all students demonstrate proficiency in technology competencies.					
Strategies/Activities	Resources [fund]	Amount	Staff Responsible*	Time Line	Evaluation/Document
<p>6D.1 Align technology standards and expectations.</p> <p>6D.2 Teach the aligned technology TEKS and local objectives across the curriculum.</p> <p>6D.3 Assess student mastery of the technology TEKS.</p>	<p>.1 Curriculum Document</p> <p>.2 Lesson and unit plans</p> <p>.3 Student Assessments</p>		<p>.1 Principals</p> <p>.2 Teachers*</p> <p>.3 Principals*, Teachers</p> <p>.4 Technology Personnel,</p>	<p>.1 Aug to May</p> <p>.2 Fall to Spring</p> <p>.3 Fall to Spring</p> <p>.4 Implementation by Spring of</p>	<p>.1 Aligned curriculum document</p> <p>.2 Walkthrough</p> <p>.3 Grade reports, Lesson unit, and campus planning documents and STAAR Practice Workbook esp. in</p>

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6D.4 K- fifth grade technology portfolio	.4 Campus technology		Technology Director, Classroom teachers Principals	2020	math and writing .4 Portfolio presentations
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