

Red Oak Independent School District

Russell P. Schupmann Elementary

2017-2018 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Russell P. Schupmann Elementary is to create life-long learners who are academically and socially prepared to be productive citizens by providing a safe environment with strong parental and community involvement where all children are challenged through stimulating learning experiences to meet the community goal of “Realizing Our Individual Student’s Dreams.”

Vision

WE ARE a community of learners. As Educators, Staff, Parents and Board of Trustees in the RED OAK family, we embody these attributes in ourselves and desire to teach our students:

WE POSSESS the knowledge, skills, heart, and commitment to make a difference.

WE DARE to dream, work hard, and go the extra mile to make those dreams come true.

WE ASPIRE to learn—looking beyond our present classroom walls to seek knowledge and innovation.

WE REPRESENT honesty and respect in all that we do—focusing on the needs of students, families, and the community.

WE FLOURISH in an open, safe and vibrant environment—meeting challenges and seizing opportunities.

WE RECOGNIZE effort, embrace improvement, strengthen achievement, and continually pursue excellence.

Our Students' Success Is Our Success.

We are Red Oak!

Core Beliefs

At Russell P. Schupman we believe that:

each student is equally important.

every student has value.

students are responsible for their decisions and actions.

each student deserves to be loved and respected.

all students can learn.

all students have the right to a safe school environment.

parental and community involvement strengthens the school environment.

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Goals















Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 1: Utilize available data to identify and track individual student academic growth.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) Utilize district common assessments, DRA2, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0	Principal Assistant Principal Literacy Strategist Instructional Coach Classroom Teachers Special Education Teacher	<p>Students success on CBAs, formative assessments, summative assessments, STAAR tests, TPRI, DRA2, and reduction of students in Tier 2 and Tier 3 intervention groups.</p> <p>Utilize Eduphoria</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers.</p>	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	Principal Assistant Principal Literacy Strategist Instructional Coach Classroom Teachers Special Education Teacher	<p>DRA2 results TPRI RTI</p>			

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) ELA instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing and writing across the contents. The major activities used to support this strategy include:</p> <p>Thinking Maps Write from the Beginning Empowering Writers Target Time After school tutoring Foundations Writing Across Content Word Wall Activities/Grammar Activities Writing Stations ELL Consultant/PD ELAR Consultant/PD</p>	<p>1.0, 2.0, 4.0, 8.0, 9.0</p>	<p>Principal Assistant Principal Instructional Coach ELAR Teachers Special Education Teachers Dyslexia Therapist Literacy Strategist</p>	<p>Student progress on ELAR CBAs, formative and summative assessments, including STAAR tests, TELPAS, and writing assessments.</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include:</p> <p>Manipulatives TEKSing Toward STAAR Lone Star Math Think Through Math Target Time Dream Box</p>	<p>1.0, 2.0, 4.0, 8.0, 10.0</p>	<p>Principal Assistant Principal Instructional Coach Math Vertical Math Teachers</p>	<p>Curriculum Based Assessments STAAR Testing Pre-Assessments</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.</p>	<p>1.0, 2.0, 4.0, 5.0, 8.0, 9.0</p>	<p>Principal Assistant Principal Literacy Strategist Instructional Coach Classroom Teachers Special Education Teacher</p>	<p>Calendar and Notes from Planning</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 2: Create a process for students, parents, and staff to measure growth based on individual needs using a variety of measurements.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Target/ Intervention Time.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0	Principal Assistant Principal Counselor Instructional Coach Literacy Strategist Classroom Teachers Dyslexia Strategist Special Education Teacher	Eduphoria RTI progress monitoring			
<p>2) Plans for assisting Pre-Kindergarten students in the transition from early childhood programs. The following activities will be used to support this strategy: Implement Pre-Kindergarten Guidelines Coordinate transition plan with Pre - Kindergarten and Kindergarten teachers in the spring for PreK students to visit kinder classrooms</p>	1.0, 6.0, 7.0, 10.0	Principal Assistant Principal Counselor Instructional Coach Literacy Strategist Classroom Teachers Dyslexia Strategist Special Education Teacher	TTESS Pre-Kindergarten Report Card Teacher Feedback FrogStreet Pre-Assessment			

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2017-18 will be: Balanced Literacy Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2017 Data</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 8.0</p>	<p>All professional Staff Memebers</p>	<p>Students and staff will be more aware of their growth and will set goals for continued growth.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Exhibits Academic Readiness: Provide all learners an engaging and innovative approach to education that reaches the specific and diverse needs of each learner.

Performance Objective 3: Recruit and retain highly motivated staff while providing ongoing and relevant professional development that translates to student engagement and success.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Provide a campus mentor/ support for first and second year teachers (new to Red Oak Elementary and new to Red Oak ISD)</p>		Principal Assistant Principal Instructional Coach	Meeting Notes/ Agenda			
<p>2) Team Leaders will present a book study from the book " What Great Teachers Do Differently" by Todd Whitaker, once a month at a Learning Opportunity.</p>	1.0, 2.0, 3.0	Team Leaders Instructional Coach Counselor Principal	Power Points/Notes			
<p>3) Provide teachers opportunities to have ongoing professional development in the areas of Reading, Writing, Math, ELL strategies and best practices. Includes ELL consultant and ELAR consultant and Guided Reading consultant.</p>	1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0	Principal Assistant Principal Instructional Coach Literacy Specialist Team Leads ROISD Curriculum Department				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.

Performance Objective 1: Encourage students to explore, identify and develop their strengths and passions through multiple pathways that are appropriate to each individual.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Provide opportunities for students to participate in extracurricular activities such as: VIP's Safety Patrol Chess Club DI Choir Flag patrol GT Enrichment days Robotics STEAM Club	2.0	Principal Assistant Principal GT Teacher Fine Arts Teacher Counselor PE Teacher Professional Staff	Participation in programs			
2) Participate in the Texas Performance Standards Projects or like curriculum for identified Gifted and Talented students in K-5.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	GT Specialists	Open House Lesson Plans			
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 3) Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, English as a Second Language students, 504 students, Gifted and Talented (GT) students, and Limited English Proficiency (LEP) students).	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	Principal Assistant Principal All professional staff members	Staff discussions of student growth and needed interventions. Ongoing collaboration horizontally and vertically with grade levels K-5 will take place on a regular basis.			
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Goal 2: Seek Opportunities and Challenges of Learning: Promote and support a robust digital-aged learning environment to inspire student learning, effective communication, problem solving and creativity.












Performance Objective 2: Design and implement professional learning for instructional staff to facilitate student engagement.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
1) Utilize FOCUS grant funds to provide high quality professional development and supplemental materials for students to improve reading and math foundational skills.		Executive Director of Elementary Services Principal Executive Director of Assessment and Accountability	Professional Development Logs WalkThroughs verifying use of new materials STAAR Scores and/or other assessments used as milestones to check for understanding			
Critical Success Factors CSF 1 2) Provide monthly school professional development that gives teachers with the tools to incorporate the technology provided at Russell P. Schupmann Elementary.	1.0, 2.0, 3.0, 4.0, 5.0, 8.0	Principal Assistant Principal Instructional Coach Team Lead All professional staff Technology Committee	Teachers and students use of technology in the classroom. Observation and walk-through data			
3) Utilize 21st Century tools including interactive boards, Chromebooks and iPads as well as web tools and apps to support Bring Your Own Device (BYOD) for engagement of learners and provide instant student feedback.	1.0, 2.0, 3.0, 4.0, 8.0, 9.0	Campus Administration All teaching staff	Lesson Plans Observation and walk-through data Learning Opportunites			
4) Utilize mobile technology and classroom computers for instructional purposes.	1.0, 2.0, 3.0, 4.0, 8.0	Campus Administrators All teaching staff	Student login data Lesson plans Observation and walkthrough data			
Critical Success Factors CSF 1 CSF 3 CSF 7 5) Administrators will use the T-TESS evaluation system to conduct goal progress monitoring for staff. Goal Progress will be monitored and communicated between the staff member and administrator once per grading period.	1.0, 2.0, 3.0	Campus Administration	Eduphoria			

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Participation in the Texas Regional Math Collaborative</p>	<p>1.0, 2.0, 3.0, 4.0, 5.0, 8.0, 9.0, 10.0</p>	<p>3rd Grade Representative 5th Grade Representative Instructional Coach Principal ROISD Math Coordinator</p>	<p>Professional Development logs Lessons PLCs</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports</p>	<p>1.0, 2.0, 3.0, 4.0, 8.0</p>	<p>Campus Administration Instructional Coach Leadership Team</p>	<p>CBA data Team Lead Agendas Faculty meeting Agendas</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Staff development on this campus in Math includes the following:</p> <p>Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area CAMT conference</p>	<p>1.0, 2.0, 3.0, 4.0</p>	<p>Principal Assistant Principal Instructional Coach Curriculum Dept.</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing TTESS Staff Development Reports</p>			

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>9) Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Notice Gretchen Bernabei Writing training DRA TPRI Comprehension Toolkit</p>		<p>Principal Assistant Principal Instructional Coach Literacy Strategist</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Report</p>			
<p align="center">System Safeguard Strategy</p> <p>10) Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district Project Lead the Way Training for all teachers who teach Science. including Special Education Teachers</p>	<p>1.0, 2.0, 3.0, 4.0</p>	<p>Principal Assistant Principal Instructional Coach Science teachers Special Education Teacher</p>	<p>Curriculum Based Assessments Benchmarks STAAR Testing Staff Development Reports</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Demonstrates Fair/ Respectful & Well-Rounded Characteristics: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 1: Develop district-wide standards and accountability for students and staff related to emotional and social safety issues (ie bullying, harassment, cyber safety).

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Creation of School-wide discipline program that focus on the concept of REACH (Respect, Encourage, Appreciate, Communicate, Honor). The campus Discipline Culture Committee created a rubric for how REACH should look for students and staff in every area of our school including: Classroom Hallways Restrooms Recess Cafe</p>	2.0, 4.0, 6.0	Principal Assistant Principal Counselor All of School Community	REACH card documentation. Office Referral Data			
<p>2) Counselor lessons on character each 6 weeks Cyber safety Harassment Bullying</p>	2.0, 4.0, 6.0	Principal Assistant Principal Counselor	Lesson plans			
<p>Critical Success Factors CSF 6</p> <p>3) Continue student recognition programs and student service groups.</p>	1.0, 2.0, 4.0, 8.0	Campus Administrators Counselor Teachers	Monthly Campus Celebration Assemblies VIP Ambassadors			
<p>4) Maintain a welcoming campus environment that students, parents, staff and community take pride in.</p>	1.0, 2.0, 6.0, 8.0	All ROISD Staff	Safety Patrol Customer Care REACH Card			

5) Monitor student attendance to attain targeted 97% campus attendance rate.	1.0, 2.0	Principal Assistant Principal Registrar Teachers	Incentives Attendance Awards			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Demonstrates Fair/ Respectful & Well-Rounded Characteristics: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 2: Evaluate current district-wide safety and security protocols and implement a consistent training program for students, staff and parents that address physical safety and emergency procedures in collaboration with the Red Oak ISD Police and local authorities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Review the campus crisis plans and ensure that various drills are conducted in accordance with Town and State requirements.</p>	1.0, 2.0, 4.0	Campus Police Office ROISD Chief of Police Campus Administration	Drill Schedule Drill Logs Fall Safety Day Spring Safety Day			
<p>Critical Success Factors CSF 6</p> <p>2) Provide CPI (Crisis Prevention Intervention) Training for the prevention and intervention campus based teams.</p>	1.0, 2.0, 4.0	Campus Administration District Trainer Director of Special Education Special Education Teachers & Aides	Certificates and Documentation of Training uploaded in Eduphoria Documentation of Event			
<p>Critical Success Factors CSF 6</p> <p>3) Fire Department visit with students on fire and life safety one time during the school year.</p>	1.0, 2.0, 4.0	Campus Administration Counselor	Campus Calendar Photos of the event on Social Media Accounts			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Demonstrates Fair/ Respectful & Well-Rounded Characteristics: Provide all learners with a safe, secure, nurturing and positive learning environment.

Performance Objective 3: Provide a safe and positive environment to establish a transparent, open, honest, and trusting relationship where parents, students, teachers and staff are valued as well as equip all members with strategies necessary to face any challenge.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Creation of School-wide discipline program that focus on the concept of REACH (Respect, Encourage, Appreciate, Communicate, Honor). The campus Discipline Culture Committee created a rubric for how REACH should look for students and staff in every area of our school including: Classroom Hallways Restrooms Recess Cafe</p>	2.0, 3.0, 4.0, 6.0, 8.0, 9.0	Campus Administration All professional staff	Discipline Referrals Positive incentives REACH Cards Monthly Celebration Assemblies			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Utilize the ROISD volunteer program to encourage parent and community volunteers in a wide variety of events throughout the school year.</p>	1.0, 2.0, 6.0	Campus Administration	Campus Administration			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Communicate with parents on a regular basis through student folders, calendars, newsletters, and lesson plans on teacher websites, positive phone calls, the district website and scheduled parent conferences.</p>	1.0, 2.0, 4.0, 6.0, 8.0	Principal Assistant Principal Counselor PTA All Staff	Surveys Parent Conference Documentation Phone Calls/Emails			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 4: Leaves a Legacy Through Service: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 1: Create partnerships with businesses, community organizations, local government, and higher education institutions to prepare students for the future.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Participate in PTA_ sponsored activities, Red Oak Education Foundation programs, and community activities.</p>	6.0	Principal	Campus attendance Participation sign in sheets			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide opportunities for volunteer support and leadership opportunities- including but not limited to WATCH Dogs Book Fairs Hawktoberfest ALL Pro Dad I Moms</p>	6.0	Principal Professional Staff PTA board	PTA board Number of volunteers			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide current data on events and school information on our website and social media outlets.</p>	6.0	Principal Assistant Principal	Number of posts on website and social media outlets.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 4: Leaves a Legacy Through Service: Actively engage our community to strengthen partnerships that support the evolving needs of students in the district.

Performance Objective 2: Provide opportunities for all Red Oak ISD students to make meaningful relationships and connections to impact our community.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Evidence that Demonstrates Success	Formative Reviews		
				Dec	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Provide opportunities for students to do service projects: VIP's Safety Patrol Flag Crew Recycling Club Enrichment Days</p>	1.0, 2.0, 10.0	Principal Assistant Principal Campus Officer	Completion of service projects.			
<p>Critical Success Factors CSF 6</p> <p>2) Provide curriculum/program for students to develop leadership, self-reliance, and good character.</p>	1.0, 2.0, 5.0, 6.0, 8.0, 9.0, 10.0	Campus Administrators Classroom Teachers	VIP REACH Cards Schupmann Success Assemblies			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Provide opportunities for community members to participate in school events</p>	1.0, 6.0, 7.0	Professional staff	Grandparents lunch Thanksgiving lunch Service opportunities Social media Mentor program			
<p>Critical Success Factors CSF 6</p> <p>4) Create opportunities for families and staff to socialize and connect outside of school hours.</p>	2.0, 4.0, 5.0, 6.0, 8.0, 9.0	Campus Administration Team Leaders Counselor	Social Media Reading Under The Stars STEAM Night Curriculum Night			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize district common assessments, DRA2, TPRI, ESGI, and other data available, dissect and interpret data to facilitate Professional Learning Community (PLC) discussions for determining instruction for students on all levels.
1	1	2	Implementation of Guided Reading with ongoing professional development and the Leveled Literacy System (LLI) to support and intervene with identified struggling readers.
1	1	3	ELA instruction is guided and supported by research-based resources approved by the district with a focus on writing. These components include guided writing, shared writing and writing across the contents. The major activities used to support this strategy include: Thinking Maps Write from the Beginning Empowering Writers Target Time After school tutoring Foundations Writing Across Content Word Wall Activities/Grammar Activities Writing Stations ELL Consultant/PD ELAR Consultant/PD
1	1	4	Math instruction is guided and supported by research-based resources approved by the district. The major activities used to support this strategy include: Manipulatives TEKSing Toward STAAR Lone Star Math Think Through Math Target Time Dream Box
1	1	5	Grade level teams will meet in Professional Learning Communities (PLC) once per week to monitor student growth and adjust instruction to the needs of each student.
1	2	1	Provide a comprehensive intervention plan for identified students designed to close the achievement gap through the Response to Intervention (RtI), tutoring, and Target/ Intervention Time.
1	2	3	Campus staff will be trained throughout the year in using data to drive instructional decisions and promote growth both in the students and in themselves. Staff will participate in focused Professional Learning Communities (PLCs) and in Content Area Vertical Alignment Teams. Areas of focus for 2017-18 will be: Balanced Literacy Literacy Stations DRA TPRI Eduphoria Aware Benchmarks Curriculum Based Assessments TELPAS STAAR 2017 Data
2	1	3	Grade level teams will use Professional Learning Communities (PLC), Response to Intervention (RtI), Curriculum Based Assessments (CBAs) to know the needs of each student at any given time including (general education students, special education students, English as a Second Language students, 504 students, Gifted and Talented (GT) students, and Limited English Proficiency (LEP) students).
2	2	6	Participation in the Texas Regional Math Collaborative
2	2	7	Utilization of the Lead4ward webinar series and resources to provide ongoing professional development and supports
2	2	8	Staff development on this campus in Math includes the following: Use of manipulatives Supporting struggling learners Horizontal team meetings across the district and/or area CAMT conference

Goal	Objective	Strategy	Description
2	2	9	Staff development on this campus in Reading/English Language Arts (ELAR) includes the following: Balanced Literacy Strategies Write From the Beginning Empowering Writers Strategies for ELL Learners Supporting struggling learners Collaborate/Plan with Instructional Coach, Literacy Strategist, and Librarian Lead4ward Intentional Intervention Guided Reading Literacy Stations Grammar and Editing Imagine Learning for ELL Invitation to Notice Gretchen Bernabei Writing training DRA TPRI Comprehension Toolkit
2	2	10	Staff development on this campus in Science includes the following: Science Interactive Journaling Exploration through Stem Scopes Minimum 40% science experiences, hands-on interactions for students Horizontal team planning across the district Project Lead the Way Training for all teachers who teach Science. including Special Education Teachers