DeSoto Independent School District

Ruby Young Elementary School

2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: October 25, 2018

Demographics

Demographics Summary

Demographics in campus enrollment have continually changed for the past 5 years. The Hispanic student population is rising, and there is an increase in the number of low socio-economic students enrolled. Additionally, there is a significant number of foster students attending the school. The total number of students currently enrolled on the campus is 592. The student ethnicity breakdown is as follows:

- Black/African-American: 78.04% (462 students)
- Asian: 0.34% (2 students)
- Hispanic/Latino: 14.86% (88 students)
- White: 2.70% (16 students)
- Two or More Races: 4.05% (24 students)

See Comprehensive Needs Assessment data documentation

Demographics Strengths

Hispanic parents tend to be more involved with students and are available to meet regarding concerns for their students. The increase in our Hispanic population has coincided with greater parent and family participation. Addition, the increase in the number of white students enrolled on the campus brings about a mixed community of learners, which support in enhancing cultural diversity and sensitivity with respect to the needs of all learners. The families are actively engaged in their children's educational process.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African-American , Economically Disadvantaged, ELL, SpEd and At-Risk students are performing significantly lower than the state averages, in all core tested areas. **Root Cause**: The student sub-populations addressed above are growing faster than the rate at which the teachers are being trained to provide good, first-round instruction, based on research-driven learning strategies.

Student Achievement

Student Achievement Summary

The campus earned an academic achievement distinction designation for the area of science, which reflected the intense focus placed on this content area through the school's magnet program. 4th grade experienced growth in all tested subjects. In reading, the percentage of 4th grade students achieving "Approaches Grade Level" competency increased from 44% in 2017 to 58% in 2018. In math, there was evidence of significant improvement in student achievement over the previous year in 4th grade, with a 16% increase in the number of students reaching the "Approaches Grade Level" score, over the 2017 STAAR performance. Additionally, there was a 1% gain in student achievement for 4th grade writing

See Comprehensive Needs Assessment data documentation

Student Achievement Strengths

- Ruby Young Elementary received a TEA Accountability Rating of Met Standard.
- RYE was the only campus in the district to receive the academic achievement distinction designation in science for 2018.
- RYE exceeded the TEA Accountability requirements in 3 out of 4 indices.
- 100% Participation Rate for all tests

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There are a significant number of students whose current reading levels qualify them for Tier 2 and Tier 3 intervention. As a result, students are barely meeting the state's "Approaches Grade Level" scores. In addition, writing scores are very low. Critical reading, writing, and analysis skill development must become a priority during planning and instruction. **Root Cause**: Students are not on grade level in the areas of reading fluency, reading comprehension, and writing.

School Culture and Climate

School Culture and Climate Summary

The Campus Improvement Team includes parents and community members, as well as campus teachers and administrators, as prescribed by the Texas Education Agency (TEA) and DeSoto ISD Board Policy. The CIT conducts the Campus Needs Assessment process, and operates throughout the year in an advisory capacity. This work includes ongoing monitoring, evaluation, discussion, and adjustments surrounding school culture and climate issues based on the expectations of a safe, nurturing and disciplined school environment that is conducive to teaching and learning. There is an Action Plan Committee which oversees the key areas of school culture and climate for the campus: safety, discipline management, staff culture, student culture, and PBIS.

Overall, the students, staff, and parents feel positive about the culture of the school, according to stakeholder feedback via email, social media, and communication during campus meetings. Some friction exists between the new teachers and seasoned teachers, when it comes to their pedagogy. Expectations on campus are high regarding student behaivor and academics. Parents are supportive of the school's mission and vision, and are encouraged by the campus progress. Stakeholders take pride in maintaining a clean and safe facility.

See Comprehensive Needs Assessment data documentation

School Culture and Climate Strengths

This campus welcomes feedback from staff, parents, and students. A culture of problem-solving is fostered, and stakeholders are encouraged to develop action plans in response to their observations regarding opportunities for improvement. Complaints must be accompanied with proposed solutions. Stakeholders take pride in the campus, and value the importance of maintaining a safe environment in which authentic learning can occur.

- Implementation of PBIS/Restorative Discipline Model
- CIT participation in campus climate and culture development & maintenance
- Development and implementation of campus-wide discipline management plan
- Use of RtI as part of addressing students who exhibit more challenging behaviors
- Community partnerships with mentors for students

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline management on the campus is inconsistent, and documentation is often not completed. **Root Cause**: Lack of strong classroom management, in addition to a number of students who are defiant to authority figures in school, due to personal negative experiences with authority figures outside of school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers continue to meet the Highly Qualified requirement. New teachers need coaching and mentoring for instructional best practices and behavior management strategies to be successful in their classrooms. Additional training is needed for teachers of English Language Learners, so they can receive their ESL Supplemental SBEC certificate.

- Professional Learning Communities
- Annual ESL Training
- Annual GT Training
- Data Analysis Training (ongoing)

See Comprehensive Needs Assessment data documentation

Staff Quality, Recruitment, and Retention Strengths

Teacher retention from 2017-18 to 2018-19 is 91%. There is a heavy focus on new teachers to give ongoing feedback and support from the start of the school year, to provide them with opportunities to grow throughout the school year. Weekly data meetings with grade levels and individuals are held to review their data in order to identify causes for celebration and areas of concern. All district staff are provided with opportunities to complete annual G/T certification requirements.

- Campus-Based Professional Development
- Interview Teams

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Many teachers continue to struggle with meaningful instruction and activities that engage learners at the deepest levels of critical thinking. **Root Cause**: Teachers lack pedagogical and content knowledge, and are not receiving focused professional learning opportunities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum planning is currently in the restructuring and improvement phase. The lessons presented in the classroom do not always align to the scope and sequence. Quantitative and qualitative data is used to make decisions about tiered intervention and enrichment assignments. Teaching teams follow the YAG, and submit lesson plans in advance for administrator review and feedback. Instructional leaders create calendars that keep teachers on track in their planning, and provide time and resources for re-teach, as needed.

See Comprehensive Needs Assessment data documentation

Curriculum, Instruction, and Assessment Strengths

Regular planning and data meetings help ensure that curriculum and instruction is proving successful, based on assessment scorces. Learning objectives are aligned, and teachers have a map to get to the desired learning outcomes with their students. Teachers are given the opportunity to review and offer input regarding district-generated common assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers struggle to implement all district directives regarding curriculum and instruction with fidelity. **Root Cause**: Multiple initiatives are rolled out simultaneously, with no clear indication how to prioritize the new requests. Additionally, teachers are often not provided with adequate training or support needed to use the new tools with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

Multiple schoolwide events and programs give parents and other stakeholders opportunities to be a part of the school community, and participate in the learning process. Families and communities support the school and its programs. Partnerships with local organizations provide mentors for students, and gestures of teacher appreciation. Campus faculty and staff remains flexible in its understanding of the changing picture of a traditional family, and are aware of the impact home environment dynamics have on students' socio-emotional wellbeing and capacity for learning. All children are welcome; yet high expectations for academic achievement and approrpiate behavior are maintained.

See Comprehensive Needs Assessment data documentation

Parent and Community Engagement Strengths

School personnel play a major role in the success of family and community involvement. Events such as "Donuts with Dad," the Principal's Party, Medical and Environmental Science Magnet Academy Showcase, Family Literacy Nights, PALs program, volunteer readers, bring the community into the school. Strong PTA involvement is an active contributing factor to student success. Parents, and the community, partner with faculty and staff, to support students, and help them become the best version of themselves.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Although parent attendance is high for relationship-building events with food, such as the annual school-wide picnic, turnout is very low for events addressing student academic needs, such as our annual "Goals Night," when the summary of achievements, opportunities for growth, and action plans are presented for reflection and discussion. **Root Cause**: Parents often express a lack of self-confidence in their ability to be active participants in their child's educational progress, and feel the school personnel should address the academic needs of their children.

School Context and Organization

School Context and Organization Summary

All individuals are expected to be self-motivated, and identify personal and professional opportunities for growth, in order to set high goals for themselves. Everyone is respected as a highly-qualified educator, and is held accountable for speaking, dressing, and behaving in a way to embody the traits of a professional. Campus data from recent years indicates that campus demographics are changing, but teachers are still successfully closing gaps and helping students continue to improve academically. It will be necessary to maintain high personal expectations and work ethics in order to gain achievement, particularly in the areas of reading and writing.

See Comprehensive Needs Assessment data documentation

School Context and Organization Strengths

All academic, behavioral, and campus climate decisions are made with students in mind. Curriculum and instructional approaches are data-driven. Administrators maintain an open-door policy to hear staff, faculty, and parent concerns. Everyone is expected to set, and continually work toward reaching, personal and professional goals.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The campus is understaffed, which results in individuals completing their job tasks and taking on additional responsibilities. This prevents them from being able to devote their full time and attention to the responsibilities outlined in their job description. **Root Cause**: There are current staff vacancies for the librarian position, as well as Special Education teachers, and a consistent supervisor for ISS.

Technology

Technology Summary

Budget constraints result in moderate technology resources and availability. Teachers did receive new laptops for the 2018-19 school year, and all instructional classrooms have a media cart with computer, doc cam, projector, five Chromebooks, and other items as warranted for the content area (i.e. music classroom has microphones). Technology is incorporated into lessons for student-centered learning, including research and presentation design. Magnet academy classrooms receive full class sets of Chromebooks to support their 21st century skill inquiry-based curriculum.

See Comprehensive Needs Assessment data documentation

Technology Strengths

Teachers collaborate with one another, and their students, to learn new technology tools, apps, programs, and resources. Campus staff pool and share resources with one another. Students utilize Chromebooks in small groups to conduct research related to class topics, and create unique presentation formats to share information with peers and instructors.

Problem Statements Identifying Technology Needs

Problem Statement 1: Limited resources prevent teachers from fully integrating technology into their instruction, or developing lesson plans to facilitate children's abilities to collaborate, communicate, create, and critically analyze through technology. **Root Cause**: The budget allotted for these resources is not adequate to provide enough devices to meet our campus needs, or keep up with changes and updates to hardware and software. Additionally, there are very few opportunities for teachers to receive technology-oriented professional development.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 1: Close achievement gaps for students testing below grade level, especially among special education and at-risk sub-populations, to help students reach "Approaches" or "Meets" levels of comprehension.

Evaluation Data Source(s) 1: Prior year's STAAR scores, common assessments, benchmarks, Renaissance 360 BOY and MOY assessments.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools **Critical Success Factors** CSF 1 CSF 7 1) The campus will provide training to teachers in strategic lesson planning. Topics addressed will include lesson objectives, vertically and horizontally aligned instruction, Response-to-Intervention strategies, academic rigor, performance indicators, and higher-level questioning techniques.	Campus Administrators, Instructional Coordinator	Continuing professional development that generates teachers' self-confidence in their ability to successfully design meaningful and relevant learning experiences for students. Increase in common assessment and grade reporting scores.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 2: Provide supplemental services to students identified as gifted and talented, to help them achieve their potential, and earn, or maintain, Masters level scores on STAAR assessments.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 5 1) Advertise parent activities and meetings for students enrolled in the campus GT program; provide incentives for parent attendance at GT functions.	GT Program Coordinator, Campus Administration, Counselor	Increased parental awareness about the GT program, leading to additional family referrals, and voluntary involvement in the education process.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 2) Target students identified as gifted and talented for additional opportunities to extend learning that will build their content knowledge.	GT Program Coordinator, Magnet Program Instructors, Instructional Coordinator	GT students will demonstrate course objective competence by receiving STAAR scores in the "Master's" range for one or more tested areas.				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 3: Practice financial stewardship by using funds to purchase needed supplies, resources, and instructional materials in order to provide differentiated support to students in all math achievement quintiles, so that each child is solving problems accurately, at or above grade level, by the end of the year, in all grades.

> **Evaluation Data Source(s) 3:** Renaissance 360, common assessments, benchmarks

> **Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math **Critical Success Factors** CSF 1 CSF 4 1) Small-group and pull-out interventions during daily W.I.N. period for students identified as low-performing or at-risk.	Teachers, Math Interventionist, Instructional Coordinator, Campus Administrator	Increased student performance on common assessments and STAAR math exam for grades 3-5.				
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math **Critical Success Factors** CSF 1 2) In grades 3 and 5, provide additional teaching staff to focus on math reinforcement, using supplemental resources such as manipulatives and Renaissance 360 (online program), to assist students in developing fundamental computation and operational skills.	Math Teachers, Instructional Coordinator, Campus Administrators	Students who are below grade-level at the beginning of the year will receive coaching for strategies and skills that will enable them to close gaps and achieve grade-level by the end of the year.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 4: Practice financial stewardship by using funds to purchase needed supplies, resources, and instructional materials in order to provide differentiated support to students in all ELAR achievement quintiles, so that each child is reading at or above grade level, and successfully passes STAAR reading and writing exams in grades 3-5.

Evaluation Data Source(s) 4: Renaissance 360, common assessments, benchmarks

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math **Critical Success Factors** CSF 1 CSF 2 1) Use Renaissance 360 (R360) and DRA kit testing to generate tiers for all readers and update tier placements with common assessment data.	Teachers, Reading Interventionist, Instructional Coordinator, Campus Administrators	Individual student R360 reports indicate increased reading levels over time.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 2) Create small group interventions for Tier 3 students.	Teachers, Reading Interventionist, Instructional Coordinator, Campus Administrators	All students will close achievement gaps and approach or exceed grade-level reading by the end of the academic year.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 3) Emphasize writing practice (narrative, persuasive, informative) in all core content courses, to reinforce student written communication skills, spelling and grammar, and clearly organized thoughts and ideas.	Teachers, Instructional Coordinator, Campus Administrators	Average student essay score on STAAR writing assessment (4th grade), will increase by 1 point. Campus will receive ELAR distinction designation for 2019 reading and writing performance.				

Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math **Critical Success Factors** CSF 1 4) Students will complete 20 minutes of daily independent reading to open their school day, and 15 minutes of reflective writing to close their academic day.	Teachers, Instructional Coordinator, Campus Administrators	Students' reading and writing fluency will increase with consistent opportunities to practice these skills; teachers will model lifelong learning practices to students by engaging in these activities simultaneously with their classes.			

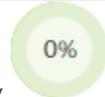| 100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 5: Practice financial stewardship by using funds to purchase needed supplies, resources, and instructional materials in order to provide high-quality science instruction at all grade levels, through magnet program medical and environmental science offerings, along with inquiry-based labs, to develop students' investigative and problem-solving skills.

Evaluation Data Source(s) 5: Common assessments, benchmark, 5th grade science STAAR scores, achievement at local, regional, state, national, and/or international competition.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Magnet teachers will increase instructional rigor of the science curriculum, and provide hands-on, real-world opportunities for students to practice what they learn in the classroom through project-based learning.	Teachers, Campus Administrators	Improvement in science grade reports and common assessments.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 4 2) Students will spend at least 40% of their science instructional time conducting investigations under the direction of the campus science lab supervisor, or in the outdoor learning labs.	Teachers, Campus Administrators	Students will learn to design and conduct experiments that yield reliable data, which they can correctly analyze, and from which they can draw logical conclusions.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 3) All students will participate in the school science fair, conducting a group or individual experiment, and presenting its results to an audience for review and feedback	Lab Manager, Teachers, Campus Administrators	Students will successfully navigate the scientific method process, and develop skills in critical analysis, innovation, collaboration, and clear communication of accurate information.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 6: Practice financial stewardship by using funds to purchase needed supplies, resources, and instructional materials in order to integrate social studies skills and knowledge for students in grades K - 5 with other core contents to reinforce cross-curricular applications of learning.

Evaluation Data Source(s) 6: Common assessments; benchmarks; participation in community civics organizations, such as Student Council; and achievement in UIL competition.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Teachers will use platforms such as writing assignment practice, historical development of scientific and mathematical processes or discoveries, and comprehensive reading passages, to address social studies topics and reinforce student understanding of significant historical events and citizenship practices.	Teachers, Campus Administrators	Improvement in social studies grade reports; high student achievement on common assessments; good citizenship practices within the classroom and across the campus.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) Teachers will identify opportunities for students to interact with social studies content through hands-on experiences and meaningful field trips within the community.	Teachers, Instructional Coordinator, Campus Administrators	Students will gain greater depth of understanding about historical events and people of significance, the shaping of their community, and geographical knowledge.				
100% = Accomplished = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 7: Practice financial stewardship by prioritizing campus needs, including an increase in digital resources available to students, such as Chromebooks and tablets, to approach a 1-to-1 technology ratio; and building maintenance, in order to utilize funds wisely in a way that maximizes student learning opportunities and 21st century skill development.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Purchase cost-effective technology that addresses student learning needs, such as Chromebooks or iPads, and enables them to conduct research, perform critical analysis, collaborate to solve problems, and communicate their thoughts in creative ways.	Campus Administrators	School needs will be met in order of campus impact, and by establishing a priority list, all necessary items can be addressed and resolved over time, through the process of sound budgeting.				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 2) Submit applications for additional technology resource funding, such as the DeSoto ISD Education Foundation and Corning Incorporated Foundation, to approach a one-to-one device initiative for students.	Teachers, Instructional Coordinator, Campus Administrators	Increased availability of technology will facilitate more student-centered, inquiry-based learning.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 8: Utilize data from DRA, Renaissance Star 360, and common assessments to identify or update RtI Tier 2 and Tier 3 students to receive intervention in order to maintain at least one year's academic growth, and progress toward Masters level achievement.

Evaluation Data Source(s) 8: DRA, Renaissance 360

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Students will complete a beginning-of-year (BOY) assessment, and intermittent assessments throughout the year, in order for teachers to determine whether significant progress is being made.						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 1: Raise student achievement by 4% for Approaches, Meets, and Masters levels on 2019 state assessment (STAAR) performance for grades 3-5.

Performance Objective 9: Model for students how to analyze quantitative data of their assessment performance understand their current level of academic ability and set goals for their own learning progress.

Evaluation Data Source(s) 9: Renaissance 360, All in Learning

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Improve low-performing schools **Critical Success Factors** CSF 1 CSF 2 1) Provide examples of, and help students develop their own, specific, measurable, attainable, relevant, time-bound (SMART) goals to improve their academic achievement.						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Decrease discipline referrals and significant Code of Conduct violations by 10% from 2018.

Performance Objective 1: Teachers will utilize multiple behavior management strategies to assist students develop self-regulation and conflict resolution skills.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 6 1) Teachers will utilize restorative circles to help students address social-emotional well-being needs, and learn soft skills, such as self-regulation and conflict resolution.	Teachers, Counselor, Instructional Coordinator, Campus Administrators	Students will respond appropriately to difficult situations, by expressing their thoughts and feelings using pictures, written words, and verbal communication. Students will develop positive relationships with trusted adults to whom they can articulate concerns and request help.				
Comprehensive Support Strategy **Critical Success Factors** CSF 6 2) Teachers will display socio-emotional word walls and anchor charts in class to remind students of appropriate ways to express their thoughts and feelings.	Teachers, Instructional Coordinator, Campus Administrators	Students will utilize learned behavior strategies to manage their words and actions, self-regulate their feelings, and make good choices.				
Comprehensive Support Strategy **Critical Success Factors** CSF 6 3) Teachers will practice PBIS behavior management practices, and use CHAMPS language to communicate clear expectations to students about appropriate conduct for classroom activities and transitions.	Teachers, Campus Administrators	Students will practice appropriate behavior, including correct volume levels; keeping body parts and objects to selves; seeking assistance from adults as needed; and proper movement in the classrooms, halls, cafeteria, gym, playground, and garden.				

Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 4) Teachers will utilize Class Dojo as a behavior management tool, and a means to communicate with parents in real time about their children's actions at school, both positive and negative.	Teachers, Counselor, Campus Administrators	Positive partnerships between teachers and parents, working together to celebrate behavior success, and address opportunities for growth as a team.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 2: Decrease discipline referrals and significant Code of Conduct violations by 10% from 2018.

Performance Objective 2: School will utilize opportunities to partner at-risk students with mentors and role models to provide positive influences and affirmations of student value and self-worth.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 6 1) Students will be nominated to receive a high school P.A.L. who can meet with them regularly and serve as positive role models.	Teachers, Counselor	Decrease in negative behavior by at-risk students, due to positive influence and interaction with older students.				
Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 2) Campus leadership will partner with community volunteers, including Boys to Men Mentoring, Inc. and Star of Hope Baptist Church, to form the Black Male Initiative (BMI) in order to work with selected at-risk students on developing good character traits and becoming leaders within their school and community.	Teachers, Counselor, Campus Administrators	Decrease in negative behavior by at-risk students, due to positive influence and interaction with community partners; improved self-perception and recognition of unique, individual strengths that can be used to accomplish acts of kindness and service.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 3: Create a positive representation of the campus, by nurturing a school climate and culture that fosters caring and supportive relationships among employees; as well as communicating celebrations and achievements of the student body and staff to all community stakeholders.

Performance Objective 1: Invest time; mentoring partnerships; resources; and training opportunities, including campus and district professional development, Region 10 workshops, and Lead4Ward, for continual teacher quality improvement.

Evaluation Data Source(s) 1: Staff climate & culture survey, Eduphoria! Strive goals, and Workshop professional development feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals **Critical Success Factors** CSF 3 CSF 6 CSF 7 1) Provide mentors for new teachers, and teachers in their first year at the campus, to offer input, feedback, and guidance for classroom success.	Campus Administrators, Counselor, Instructional Coordinator	Growing confidence about classroom management and teaching abilities; improved student performance on standardized tests, compared to first-year teachers without a mentor.				
Comprehensive Support Strategy **Critical Success Factors** CSF 6 CSF 7 2) T-TESS appraisals will meet with teachers to discuss personal and professional goals; offer support; give guiding feedback based on walk-through and full-length observations; and address instructional needs to help classroom educators hone their craft and facilitate student growth.	Campus Administrators	Teachers exhibit a positive attitude about coming to work and find personal motivation to give their best effort in planning, and executing, meaningful lessons for students, as well as pursuing professional development opportunities as lifelong learners.				

100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 3: Create a positive representation of the campus, by nurturing a school climate and culture that fosters caring and supportive relationships among employees; as well as communicating celebrations and achievements of the student body and staff to all community stakeholders.

Performance Objective 2: Create a reputation as a campus of providing excellent customer service to all stakeholders, engaging families in the education of their children, and celebrating success of students and staff publicly within the local and global community.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 1) Use digital platforms, including school website, S'More newsletters, SchoolMessenger, RemindTwitter, Facebook, and Class Dojo, to spread positive messages about the work being achieved by students, teachers, and campus support staff.	Campus Administrators	Promote positive attitudes and communications by family, district stakeholders, and community members.				
Comprehensive Support Strategy **Critical Success Factors** CSF 5 2) Conduct school family nights, at least once per quarter, to address academic and social-emotional needs of learners, and ways for families to offer support to their children.	GT/ESL Coordinator, Counselor, Campus Administrators	Positive relationships between school staff and families; improved student behavior and academic performance, due to school-parent partnerships.				
Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 3) Provide exceptional customer service to all stakeholders, including visiting district personnel and parents, through clear and courteous communication, prompt responses to inquiries, and welcoming staff who are eager to assist visitors.	Receptionists, Campus Administrators	Improved school reputation, as a place where guests are welcomed warmly, their time and dignity are respected, and their contributions to the campus are appreciated.				

| Comprehensive Support Strategy **Critical Success Factors** CSF 5 CSF 6 4) Solicit feedback from students, campus staff, and families to determine perception of school safety and security, campus climate and culture, and positive achievements, in order to identify and address opportunities for growth. | Campus Administrators, Climate & Culture Committee | Continual improvement in campus survey results, as a result of addressing concerns with prompt, applicable solutions. | | | | |

100%			
= Accomplished	= Continue/Modify	= No Progress	= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The campus will provide training to teachers in strategic lesson planning. Topics addressed will include lesson objectives, vertically and horizontally aligned instruction, Response-to-Intervention strategies, academic rigor, performance indicators, and higher-level questioning techniques.
1	2	1	Advertise parent activities and meetings for students enrolled in the campus GT program; provide incentives for parent attendance at GT functions.
1	2	2	Target students identified as gifted and talented for additional opportunities to extend learning that will build their content knowledge.
1	3	1	Small-group and pull-out interventions during daily W.I.N. period for students identified as low-performing or at-risk.
1	3	2	In grades 3 and 5, provide additional teaching staff to focus on math reinforcement, using supplemental resources such as manipulatives and Renaissance 360 (online program), to assist students in developing fundamental computation and operational skills.
1	4	1	Use Renaissance 360 (R360) and DRA kit testing to generate tiers for all readers and update tier placements with common assessment data.
1	4	2	Create small group interventions for Tier 3 students.
1	4	3	Emphasize writing practice (narrative, persuasive, informative) in all core content courses, to reinforce student written communication skills, spelling and grammar, and clearly organized thoughts and ideas.
1	4	4	Students will complete 20 minutes of daily independent reading to open their school day, and 15 minutes of reflective writing to close their academic day.
1	5	1	Magnet teachers will increase instructional rigor of the science curriculum, and provide hands-on, real-world opportunities for students to practice what they learn in the classroom through project-based learning.
1	5	2	Students will spend at least 40% of their science instructional time conducting investigations under the direction of the campus science lab supervisor, or in the outdoor learning labs.
1	5	3	All students will participate in the school science fair, conducting a group or individual experiment, and presenting its results to an audience for review and feedback
1	6	1	Teachers will use platforms such as writing assignment practice, historical development of scientific and mathematical processes or discoveries, and comprehensive reading passages, to address social studies topics and reinforce student understanding of significant historical events and citizenship practices.
1	6	2	Teachers will identify opportunities for students to interact with social studies content through hands-on experiences and meaningful field trips within the community.

Goal	Objective	Strategy	Description
1	7	1	Purchase cost-effective technology that addresses student learning needs, such as Chromebooks or iPads, and enables them to conduct research, perform critical analysis, collaborate to solve problems, and communicate their thoughts in creative ways.
1	7	2	Submit applications for additional technology resource funding, such as the DeSoto ISD Education Foundation and Corning Incorporated Foundation, to approach a one-to-one device initiative for students.
1	9	1	Provide examples of, and help students develop their own, specific, measurable, attainable, relevant, time-bound (SMART) goals to improve their academic achievement.
2	1	1	Teachers will utilize restorative circles to help students address social-emotional well-being needs, and learn soft skills, such as self-regulation and conflict resolution.
2	1	2	Teachers will display socio-emotional word walls and anchor charts in class to remind students of appropriate ways to express their thoughts and feelings.
2	1	3	Teachers will practice PBIS behavior management practices, and use CHAMPS language to communicate clear expectations to students about appropriate conduct for classroom activities and transitions.
2	1	4	Teachers will utilize Class Dojo as a behavior management tool, and a means to communicate with parents in real time about their children's actions at school, both positive and negative.
2	2	1	Students will be nominated to receive a high school P.A.L. who can meet with them regularly and serve as positive role models.
2	2	2	Campus leadership will partner with community volunteers, including Boys to Men Mentoring, Inc. and Star of Hope Baptist Church, to form the Black Male Initiative (BMI) in order to work with selected at-risk students on developing good character traits and becoming leaders within their school and community.
3	1	1	Provide mentors for new teachers, and teachers in their first year at the campus, to offer input, feedback, and guidance for classroom success.
3	1	2	T-TESS appraisals will meet with teachers to discuss personal and professional goals; offer support; give guiding feedback based on walk-through and full-length observations; and address instructional needs to help classroom educators hone their craft and facilitate student growth.
3	2	1	Use digital platforms, including school website, S'More newsletters, SchoolMessenger, RemindTwitter, Facebook, and Class Dojo, to spread positive messages about the work being achieved by students, teachers, and campus support staff.
3	2	2	Conduct school family nights, at least once per quarter, to address academic and social-emotional needs of learners, and ways for families to offer support to their children.
3	2	3	Provide exceptional customer service to all stakeholders, including visiting district personnel and parents, through clear and courteous communication, prompt responses to inquiries, and welcoming staff who are eager to assist visitors.
3	2	4	Solicit feedback from students, campus staff, and families to determine perception of school safety and security, campus climate and culture, and positive achievements, in order to identify and address opportunities for growth.

Addendums

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.