

School of Excellence
Dr. Harmon W. Kelley Elementary
2015-2016 Campus Improvement Plan



Mission Statement

The School of Excellence in Education Charter District challenges young people to strive for excellence in every aspect of their lives: academically, socially, mentally, emotionally and spiritually. Our approach to education encourages an on-going, active pursuit of the wisdom and knowledge of the ages, coupled with a diligent search for ways to successfully serve and participate in their community. The School of Excellence in Education fosters a climate of mutual respect, caring, accountability and the passion to learn and achieve. We impart purpose and destiny into every child.

Vision

At the School of Excellence in Education we believe:

Every child will receive an exemplary education.
A safe and nurturing environment is necessary to enhance learning.
There must be a unification of family, school and community to promote student success.
Students must be empowered to reach their potential.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	6
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Excellence in Education: To increase student achievement in the areas of reading & math.	16
Goal 2: Excellence in Education: To increase advanced performance to exceed The State Accountability System and Texas Academic Performance Reports(TAPR) standards.	20
Goal 3: Excellence in Education: To increase student performance on college and career indicators.	22
Goal 4: Excellence in Education: To increase student performance for Limited English Proficient, Special Education, and Title I students to meet the challenging state, content, and student performance standards expected of all students.	21
Goal 5: Excellence in Education: Family & Community Engagement: Communicating - Frequent ongoing communication with parents about district, campus and community programs and student progress through effective and varied types of school to-home and home-to-school communications.	24
Goal 6: Excellence in Education: Family & Community Engagement: To increase opportunities for parents to become engaged by expanding activities to those that can be done outside the school day and/or school building.	25
Goal 7: Excellence in Education: Family & Community Engagement: To provide coaching for learning activities at home,including homework and other curriculum linked activities and decisions related to them.	27
Goal 8: Excellence in Education: Family and Community Engagement: To connect parents to resources and services for families, students, and the campus with businesses, agencies and other groups that provide services.	28
Goal 9: Excellence in Education Instructional Support System: To provide effective coordinated solutions for the cognitive,physical, emotional, and social development of students.	29
Goal 10: Excellence in Education Instructional Support System: To support student academic achievement through increased attendance, and a civil school environment	30
Goal 11: Excellence in Education Instructional Support System: To provide continuous professional growth opportunities for all staff members	33
Goal 12: Excellence in Education Instructional Support System: To provide support for new teachers	34
Goal 13: Excellence in Education Instructional Support System: To ensure campus administration conducts instructional walkthroughs of their teachers to better support them in the classroom.	35
Goal 14: Excellence in Education: To provide technology infrastructure and services to effectively and efficiently support teachers and administration.	36

Title I	37
Comprehensive Needs Assessment	37
Plan Notes	38

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dr. Harmon W. Kelley Elementary is located in downtown San Antonio, Texas as serves a predominatly Hispanic population.

Student Achievement

Student Achievement Summary

Dr. Harmon W. Kelley Elementary has undertaken its efforts to complete a Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis for the Campus Improvement Plan. This process provided an opportunity for all stakeholders to be involved in the strategic planning process for Dr. Harmon W. Kelley Elementary School in the School of Excellence of Education Charter District. The list developed was not a priority listing but one that reflected all the common and unique aspects mentioned by the individual department members. The list was presented to the department members and clarification sought on whether the list accurately reflected the comments in the original SWOTs. Presented below is the final list of items identified through the SWOT analysis. In the following stages of our strategic planning process, we will create activities that will target our weakness and threats. The critical issues and implications identified in the SWOT analysis will be addressed with specific recommendations and strategies that will effectively address the desired outcomes.

Student Achievement Strengths

Strengths:

- Met standard -accountability rating; Index 1 73 /55; Index 2 41/33; Index 3 42/28; index 4 25/12
- Met 100% of all system safegaurds

Opportunities:

- Increased professional development and training to include region 20 and TCDSS.

Student Achievement Needs

Weaknesses:

- Increase achievement needs for our special populations students
- Delayed intervention for struggling students

Threats:

- Accountability Standards have changed for the 2015-16 school year.
- Modified STAAR testing being taken away from our SPED students.
- Potential loss of students to ISDs (public schools).

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dr. Harmon W. Kelley survey information indicated the vast majority of PD participants perceived the trainings to be useful and have had a positive impact on their daily work as teachers. New Hire Data showed that 1/4 of the new teachers hired were part of Alternative Certification programs. There were 5 new teachers hired. Exit Survey Data showed that employees leaving the campus had a good perception of the campus they worked for and the district.

Staff Quality, Recruitment, and Retention Strengths

- Consultants were contracted to provide professional development and coach teachers in the areas of literacy, reading, writing, early-childhood and math.
- New teachers that were hired before school started participated in a comprehensive new teacher training session.
- Professional development provided for all staff to increase quality of teachers and paraprofessionals.

Opportunities:

- Proactive approach in recruiting teaching with greater partnership from local colleges and universities.
- Work with District Office (Human Resources) for better incentives for campus staff to be retained, to include greater pay and benefits.

Staff Quality, Recruitment, and Retention Needs

- New teacher support needs to be increased by utilizing a team approach at the district level, to include input from the campuses.
- Continuous and immediate recruiting to fill teacher vacancies.
- Monitoring and action plan for 100% completion of Safe Schools training.
- Goals and time lines for Administrative campus walkthroughs of teachers.
- Increased training of Thinking Maps strategies for our ELL and Special Education Teachers.

Threats:

- Public school districts ability to provide higher salaries and greater benefits packages
- IDEA and Private schools recruiting SEE teachers and staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty and staff at Dr. Harmon W. Kelley Elementary formed committees to review the data impacting instructional support. Each committee evaluated the Strengths, Weaknesses, Opportunities, and Threats using the appropriate data available. Upon completion of the analysis from the committees, commonalities in each of the areas were summarized in the statements that follow.

The campus committees will proceed to create activities to address our weaknesses and threats. Critical issues that have been identified in the SWOT analysis will be addressed with targeted strategies in order to reach our desired outcomes.

Curriculum, Instruction, and Assessment Strengths

- Implementation and monitoring of students receiving Tier II & III instruction.
- Monitoring of student progress is enhanced through assessments and progress monitoring measurements included in TPRI.
- Teacher conferences with students to set attainable goals based on assessment and intervention data.
- Campus has sufficient data sources to support student intervention instructional needs.
- Comprehensive Anti-Bullying Curriculum rolled campus wide.
- Collaboration among staff through professional development opportunities.

Opportunities:

- Building a structured program / curriculum at the elementary level
- Expansion of existing mentoring programs
- Initiating conflict resolution through a research based curriculum
- Conduct a thorough needs assessment with input from teachers, administration and students

Curriculum, Instruction, and Assessment Needs

- Time Management to include HB 5 Requirements and State and Local Program Requirements
- Ensuring the fidelity of use of the common planning tool

Threats:

- Changing of State Assessment
- Time Element / Management of Time
- Staff Turnover

Family and Community Involvement

Family and Community Involvement Summary

Dr. Harmon Kelley Elementary Parental Engagement Program strives to encourage parents and school to work together for a better educational experience for the entire family. The campus embraces parents and guardians as stakeholders in this critical process.

Family and Community Involvement Strengths

- Stakeholders support student academic success: Parents, School Staff, Students and Community. Students whose parents are involved have higher academic success.
- Newsletters and calendars are sent home each month.
- Bilingual correspondence 100% of the time.
- Home Driven Parent Activities
- Communication with parents
- School Messenger System enables parents to receive phone call reminders

Opportunities:

- Parent trainings are opportunities for school staff to reach out and meet parents to initiate meaningful trusting relationships between school and

community.

Family and Community Involvement Needs

- Missing stakeholders
- Lack of knowledge of what is expected from themselves as parents
- Lack of parent outreach to recruit more parents to be actively involved

Threats:

- Stakeholders' reality of life demands, lack of time, other related factors

- School Staff: miscommunication / infrequent communication, not telling parents how they may help their child
- Students: do not inform parents of events/meetings
- Community: lack of interest, lack of time
- Lack of knowledge; Parents are not being informed on how they may assist their child

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data






Goals

Goal 1: Excellence in Education: To increase student achievement in the areas of reading & math.

Performance Objective 1: Increase the percentage of students meeting level II: Satisfactory Academic Performance in reading from 73% to 81%.

Summative Evaluation: The performance of this objective will be evaluated using STAAR 2015-2016 reading scores; Accountability Summary Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2</p> <p>1) Continue implementation of data analysis to monitor student performance per STAAR and benchmark results. Continue monitoring of teacher classroom TEKS performance per STAAR and benchmark results.</p>	8	Principal	TAIS/ state accountability reports and campus mapping process				
<p>Critical Success Factors CSF 1</p> <p>2) Tier II & III students in 2nd - 3rd grade will receive reading interventions.</p>	1	At Risk Coordinator	75% of students receiving Tier II & Tier III instruction will show growth on tiered assessment and CBA's				
<p>Critical Success Factors CSF 1</p> <p>3) Implement text structure analysis strategies in Kinder thru 3rd grade.</p>	2	Instructional Coach	reviewing student work via sessions held a minimum of 3 times per 6 weeks				
<p>Critical Success Factors CSF 1</p> <p>4) Students in the 3rd grade will implement identified test taking strategies when completing STAAR formatted reading passages.</p>	1	Instructional Coach	Performance on STAAR				
<p>Critical Success Factors CSF 1</p> <p>5) Continue implementation of guided reading with appropriate workstations. Students will receive instruction support from the Scholastic Guided Reading leveled readers to promote quality reading instruction at all grade levels K-3.</p>	1, 9	Instructional Coach & Reading Interventionist	Student performance on Curriculum based assessments, benchmarks, and STAAR results.				
<p>Critical Success Factors CSF 1</p> <p>6) Students will participate in teacher led Literacy Coaching lessons to improve reading comprehension.</p>	1, 8	Instructional Coach & Reading Interventionist	Student performance on Curriculum based assessments, benchmarks, and STAAR results.				






<p align="center">Critical Success Factors CSF 1</p> <p>7) Struggling readers will receive additional support through after school tutoring and Super Saturday.</p>	1, 9	Instructional Coach & Reading Interventionist	Student performance on Curriculum based assessments, benchmarks, and STAAR results.				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Implement use of periodic running records/fluency checks to document fluency gains.</p>	2, 9, 10	Instructional Coach	Reading levels				
<p align="center">Critical Success Factors CSF 2</p> <p>9) Teachers will implement data informed intervention targeting readiness standards & frequently tested genres to continue through Student Success Initiative (SSI).</p>	1, 8, 10	Instructional Coach	State accountability system reports				
<p align="center">Critical Success Factors CSF 4</p> <p>10) Students will have the opportunity to attend tutorials and homework assistance in the areas of math, reading, science, social studies, and writing targeting students who fail based on STAAR, unit assessments, common core assessments, and benchmark exams.</p>	2, 3, 9	Principal	Increased student performance on STAAR				
<p align="center">Critical Success Factors CSF 1</p> <p>11) Students will have the opportunity to incorporate technology into all content areas using web-based lessons and resources and different forms of technology equipment (including but not limited to Promethean Boards, Netbooks, etc.)</p>	2, 3, 9	Principal	campus lesson plans and student centered instruction that includes the incorporation of technology documented thru campus walk thrus				
<p align="center">Critical Success Factors CSF 1</p> <p>12) Implement an intervention period during the school day to target tier II students using Istation, TTM, and Small Group Instruction.</p>	2, 3, 8	Instructional Coach	State assessment results				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Dr. Harmon W. Kelley Elementary will purchase Learning A to Z, allowing Tier I, II & Tier III students to increase their focus on comprehension and fluency enabling student growth in reading.</p>	1, 2	Instructional Coach	STAAR Assessment results				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Excellence in Education: To increase student achievement in the areas of reading & math.

Performance Objective 2: Increase the percentage of students meeting Level II: Satisfactory Academic Performance on STAAR math from 63% to 68%.

Summative Evaluation: The performance of this objective will be evaluated using STAAR 2015-2016 math scores; Accountability Summary Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will identify low performing students in math and provide focused and targeted intervention in small group settings and before and after school.</p>	1, 3, 7	math interventionist	student performance on curriculum based assessments and STAAR				
<p>Critical Success Factors CSF 1</p> <p>2) Students will apply problem solving strategies, develop critical thinking, justify responses, and analyze through the use of daily math lessons: problem based learning and Today's Challenge. (grades 3</p>	3	math interventionist	student performance on curriculum based assessments and STAAR				
<p>Critical Success Factors CSF 1</p> <p>3) Elementary teachers will identify students for academic performance and provide enrichment activities in small group settings as part of the Guided math framework</p>	3	Instructional coach	student performance on curriculum based assessments and STAAR				
<p>Critical Success Factors CSF 1</p> <p>4) Teachers in all grades will create and update data intervention folders to monitor student academic performance.</p>	2	Instructional coach	Intervention folder check				
<p>Critical Success Factors CSF 2</p> <p>5) 1) All teachers will analyze data using local and state assessments and create intervention plans to improve student learning. Teachers will also re-arrange their STAAR/benchmark data sets in accordance to certain percentages to monitor student growth/performance.</p>	1, 2, 3, 8	Instructional Coach	Student scores on local and state assessments				

<p align="center">Critical Success Factors CSF 1</p> <p>6) Each student will track their progress on assessments and mastery of TEKS, set goals for future assessments in core content areas, and be rewarded for significant increase in performance (Threshold Jumpers).</p>	1	Lesson Plans	classroom walkthru				
<p align="center">Critical Success Factors CSF 1</p> <p>7) ESL students that are not proficient in reading, writing and will receive ESL interventionist support in regular class-room setting as well as small group.</p>	1, 3, 7, 9	ESL interventionist / teacher	Interventionist schedule, and logs of service				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Excellence in Education: To increase advanced performance to exceed The State Accountability System and Texas Academic Performance Reports(TAPR) standards.

Performance Objective 1: Increase Index 2 (Student Progress) from 41% to 51% and increase Index 3 (Closing the Performance Gap) from 42% to 47%. Decrease the number of students in need of tier II and III instruction by 5%.

Summative Evaluation: The performance of this objective will be evaluated through Tier Reports






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will be provided with targeted instruction through data analysis and with differentiation strategies using Region 4 materials</p>	1	Instructional coach	student performance on curriculum based assessment and STAAR				
<p>Critical Success Factors CSF 1</p> <p>2) Students in need of Tier II and Tier III support will receive guided intervention (grades 2-3).</p>	1, 3	Instructional coach	student performance on curriculum based assessment and STAAR				
<p>Critical Success Factors CSF 4 CSF 7</p> <p>3) Increase teacher understanding of TEKS through participation in content curriculum development and assessment review.</p>	2	Principal	Curriculum based assessments				
<p>Critical Success Factors CSF 1</p> <p>4) Kelley Elementary will continue to implement a rigorous Response to Intervention (RTI) program where Tier II students are serviced in the classroom through small group instruction using researched based intervention program. Tier III students will receive their interventions through pull out program</p>	1, 2	Principal					
<p>Critical Success Factors CSF 1</p> <p>5) Use the Universal Review System (URS) as a means of identifying, tiering, monitoring the progress and planning interventions to support struggling students.</p>	1, 2, 8, 9	Instructional Coach	Tier reports				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Excellence in Education: To increase student performance on college and career indicators.

Performance Objective 1: Index 4: Post Secondary Readiness Increase the performance of students on college and career readiness indicators: Increase the % of students passing both math and reading at Final Level II from 25% to 30%.






Summative Evaluation: This objective will be measured using results from the STAAR assessment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will be continued exposed to rigor in the classroom, and will participate in College awareness by visiting local Universities in the San Antonio area.</p>	2	principal	student performance on curriculum based assessment and STAAR				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Excellence in Education: To increase student performance for Limited English Proficient, Special Education, and Title I students to meet the challenging state, content, and student performance standards expected of all students.

Performance Objective 1: Increase student achievement in the PBMAS indicators: Increase the number of Limited English Proficient, Special Education, meeting the STAAR passing standard Phase-in 1 Level II.






Summative Evaluation: These objectives will be measured using PBMAS reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) To implement SIOP strategies in the classrooms to ensure academic success: ongoing word wall, word map (vocabulary template), graphic organizer, interactive notebooks, and foldables.</p>	2, 3, 8, 9	Instructional Coach	Unit assessments				
<p>Critical Success Factors CSF 4</p> <p>2) ELL Focused Tutoring will be implemented to address areas of academic weakness in reading and math.</p>	1	ESL interventionist	Logs and lesson plans				
<p>Critical Success Factors CSF 1</p> <p>3) Provide targeted and focused reading intervention and small group instruction</p>	1	Principal	assessment data				
<p>Critical Success Factors CSF 1</p> <p>4) Students will be provided targeted instruction focused on developing concepts, problem solving strategies, and real life connections.</p>	1	Math & Reading Interventionist	assessment data				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Excellence in Education: Family & Community Engagement: Communicating - Frequent ongoing communication with parents about district, campus and community programs and student progress through effective and varied types of school to-home and home-to-school communications.

Performance Objective 1: Increase the number of Parents contacts between teacher/parent-guardian by 50%






Summative Evaluation: The performance of this objective will be evaluated teacher/parent contact logs

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Communication via call alerts, campus newsletters, parent contact logs and posting on Parent bulletin boards. Parent/student/teacher conferences (include student in as many parent/teacher conferences).</p>	6	Principal	call alert logs, published newsletters				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Excellence in Education: Family & Community Engagement: To increase opportunities for parents to become engaged by expanding activities to those that can be done outside the school day and/or school building.

Performance Objective 1: To increase the number of opportunities for parents in activities outside of school hours and or the school building. 100% of schools will provide parents at least two opportunities a month to participate in activities outside of school hours and/or the school building






Summative Evaluation: The performance of this objective will be evaluated through participation of parents.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Parent Informational Update Meetings Twice a Year highlighting academic and extracurricular programs at our campus.PTO meetings reviewing the Mission, Vision, Creed and Core Values.</p>	6	principal	parent PTO sign in sheets				
<p>Critical Success Factors CSF 5</p> <p>2) Continue partnership with the neighborhood association and participation in their events (hosting their monthly meetings on campus and hosting their yard sales).</p>	6	principal, counselor	sign in sheets				
<p>Critical Success Factors CSF 6</p> <p>3) Continue partnership with Target Store. Solicit local area business for sponsorship</p>	6	principal					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: Excellence in Education: Family & Community Engagement: To increase opportunities for parents to become engaged by expanding activities to those that can be done outside the school day and/or school building.

Performance Objective 2: Increase the number of activities/trainings to be held for parents to at least 2 per month.

Summative Evaluation: The performance of this objective will be evaluated through parent participation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide parent and community involvement training needs through training, workshops, and partnerships.</p>	6	Principal	Activity sign in sheets				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: Excellence in Education: Family & Community Engagement: To provide coaching for learning activities at home, including homework and other curriculum linked activities and decisions related to them.

Performance Objective 1: Dr. Harmon W. Kelley Elementary will complete regular home based training and provide send-home activities for parents to assist students.

Summative Evaluation: The performance of this objective will be evaluated using attendance logs from parent trainings and parent surveys


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Counselor will conduct training sessions/tools/and scheduling of meetings and activities of all core content areas to help parents and teachers to develop and apply skills in supporting student learning at home.</p>	4	counselors	parent sign in sheets/logs				
<p>Critical Success Factors CSF 5</p> <p>2) Parent Engagement Coordinator will develop and oversee the campus and district parent engagement program and policies, coordinator will attend various workshops, trainings, professional developments and conferences in order to stay abreast of the current updates and policies, coordinate district initiatives, develop district materials for distribution, coordinate with, train and supervise campus parent liaisons, and provide program monitoring and ensure program meets federal parent engagement requirement</p>	6	counselor	parent training sign up, increase parental involvement				
<p>Critical Success Factors CSF 6</p> <p>3) Art TA will coordinate a team of students to produce a campus yearbook at the campus</p>	9	Art Teacher Assistant	yearbook				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 8: Excellence in Education: Family and Community Engagement: To connect parents to resources and services for families, students, and the campus with businesses, agencies and other groups that provide services.

Performance Objective 1: Increase the number of active business and community partnerships at district and campus level.






Summative Evaluation: The performance of this objective will be evaluated using sign-in logs and parent/community member surveys.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Campaign to recruit businesses and community organizations to provide student, family and staff incentives that support anti-truancy efforts and district initiatives and student success	9	counselor	sign in sheets				
<p>Critical Success Factors CSF 5</p> 2) Counselor will facilitate a cybersafety training for parents during a PTO meeting	6	counselor	PTO sign in sheets				
<p>Critical Success Factors CSF 5</p> 3) Hold Parent/Student award nights, Fine Arts show (visual, digital, performing) Assist transition from one grade level to another beginning with Pre-Kindergarten Student field experiences (field trips) utilizing parent/grandparent volunteers	6	Principal	sign in sheets				
<p>Critical Success Factors CSF 5</p> 4) Develop and implement a transition plan for all grade levels PK thru 3rd. Students and parents will visit with the next grade level staff. Mini field trip to the next grade level. To include conversations and excitement about moving up!	6	instructional coach, principal, counselor	sign in sheets				
							

Goal 9: Excellence in Education Instructional Support System: To provide effective coordinated solutions for the cognitive, physical, emotional, and social development of students.

Performance Objective 1: Decrease the total number of disciplinary referrals by 10%.






Summative Evaluation: The performance of this objective will be evaluated using discipline data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) 1) Implement anti-bullying comprehensive curriculum in Pre-K 3 classrooms.</p>	1	Counselor	Decrease in incidents of bullying				
<p>Critical Success Factors CSF 6</p> <p>2) Counselors and staff will conduct morning and afternoon small groups targeting character traits, social skills and organizational skills.</p>	1	Counselor	Decrease in the number of discipline referrals				
<p>Critical Success Factors CSF 6</p> <p>3) Counselor will organize events to celebrate student success.</p>	2	Counselor	Decrease in the number of discipline referrals				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 10: Excellence in Education Instructional Support System: To support student academic achievement through increased attendance, and a civil school environment

Performance Objective 1: Increase attendance -Increase the percent of students in attendance at the campus from 96.5% to 98%


Summative Evaluation: The performance of this objective will be evaluated using attendance data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Attendance: To provide incentives for perfect attendance throughout the year.</p>	2, 9	Principal	PEIMS attendance reports				
<p>Critical Success Factors CSF 6</p> <p>2) Discipline: Consistently use and follow the student handbook of discipline processes and strategies throughout the common areas of campus and in classrooms.</p>	2	Principal	PEIMS discipline report, TAPR report and PBMAS report				
<p>Critical Success Factors CSF 6</p> <p>3) Discipline: PBIS Incentive Programs and activities to promote a safe and respectful school environment.</p>	2, 8	Principal	Discipline data in PEIMS				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 10: Excellence in Education Instructional Support System: To support student academic achievement through increased attendance, and a civil school environment

Performance Objective 2: Improve school environment:
 95% of school stakeholders will demonstrate satisfaction on the measures of civility and safety in the campus survey






Summative Evaluation: campus survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Development and implement long and short range facility and security plans which include upgrading facilities as needed.	2	Principal					
							

Goal 10: Excellence in Education Instructional Support System: To support student academic achievement through increased attendance, and a civil school environment

Performance Objective 3: Increase after school opportunities for students promoting anti bullying and civil environment.






Summative Evaluation: The performance of this objective will be evaluated using activity enrollment logs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Initiate Boys and Girls Scouts as one of our character building groups/clubs.</p>	2	Principal					
<p>Critical Success Factors CSF 1</p> <p>2) Students will participate in academic geared contests. Provide them with t-shirts, dress down days, etc.</p>	2	Principal					
<p>Critical Success Factors CSF 6</p> <p>3) Initiate a Character Education program that includes anti-bullying and positive behavior intervention speakers that will motivate students and faculty excited about education and learning, uplift staff, parent and student morale/spirits</p>	2	Counselor	program roster				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 11: Excellence in Education Instructional Support System: To provide continuous professional growth opportunities for all staff members

Performance Objective 1: 100% of teachers will attend targeted needs based professional development






Summative Evaluation: The performance of this objective will be evaluated by the issued PD Certificates from the training/service centers.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Math & Reading interventionist will attend targeted Professional Development focusing on STAAR reading and math curriculum strategies.</p>	4, 5	Principal	Certificates and implementation of learned strategies in class instruction				
<p>Critical Success Factors CSF 7</p> <p>2) 3rd grade core teachers will attend professional development focusing on SIOP training.</p>	4, 5	Principal	Professional Development Certificates				
<p>Critical Success Factors CSF 7</p> <p>3) To require selected staff members to attend targeted professional development provided by the campus, district, region service centers, and other professional development opportunities for educational growth in instruction and classroom management</p>	4, 5	Principal	Unit Assessments/ Classroom Management				
<p>Critical Success Factors CSF 7</p> <p>4) Calendars and reminders of district and other professional development will be shared via email, website and in meetings with faculty and staff.</p>	2	Principal	Emails and shared calendars				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 12: Excellence in Education Instructional Support System: To provide support for new teachers

Performance Objective 1: Provide support to 100% of the new teachers with 0-3 years of experience.






Summative Evaluation: The performance of this objective will be evaluated using session feedback surveys and mentor documentation logs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Teacher mentor program will be implemented to provide support to 0-3 year teachers.</p>	4, 5	Principal	increase student centered instruction in the class-room visible through classroom walk-thru.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 13: Excellence in Education Instructional Support System: To ensure campus administration conducts instructional walkthroughs of their teachers to better support them in the classroom.

Performance Objective 1: Utilize the Eduphoria Campus Walk-through system to monitor and support teachers.






Summative Evaluation: The performance of this objective will be evaluated using campus walkthrough reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) The purchase of Plan4learning to increase and maintain strategic focus and organization for all Kelley Elementary initiatives.</p>	2	Principal	Purchase and usage of Plan4learning				
<p>Critical Success Factors CSF 7</p> <p>2) To conduct weekly walkthrough with the purpose of gathering data to provide immediate constructive feedback to the teachers.</p>	1, 3	Principal	Teacher appraisal				
<p>Critical Success Factors CSF 7</p> <p>3) 1) Provide written feedback of Walkthrough within a week and have at least one conference with teachers each nine weeks.</p>	1, 3	Principal	Walkthroughs and Signed Conference notes.				
<p>Critical Success Factors CSF 1</p> <p>4) To provide technology to include surface 3 tablets to campus staff to increase student centered learning and to increase effective administrative management.</p>	8	Principal	the use of technology (tablets effectively in the classroom and through administrative management.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 14: Excellence in Education: To provide technology infrastructure and services to effectively and efficiently support teachers and administration.

Performance Objective 1: Increase the utilization of teachers and administration using Surface tablets effectively within engaging classroom instruction

Summative Evaluation: The performance of this objective will be evaluated by classroom walkthrough data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Conduct classroom walkthroughs to determine and record teachers who are utilizing technology as they have been trained</p>	1, 8	Principal	Walkthroughs that reflect the appropriate use of technology				
<p>Critical Success Factors CSF 1</p> <p>2) Reading interventionist will use Surface tablets to integrate eBooks into reading lessons</p>	3, 9	Principal	Classroom walkthroughs				
<p>Critical Success Factors CSF 1</p> <p>3) Instructional Coach will model lessons and/or co-teach with classroom teachers to assist in the integration of technology as a learning tool.</p>	1	Principal	Classroom walkthroughs				
<p>Critical Success Factors CSF 1</p> <p>4) Math interventionist will use surface tablets to integrate web-based lessons to at-risk students in small group.</p>	1	Principal	classroom walkthroughs				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Title I

Comprehensive Needs Assessment

Plan Notes

Site Based Committee Memebers:

Principal: Ian Grice

Instructional Coach: Toni Wright

Interventionist: Toni Wright

At Risk Coordinator: Kina Weston

Community Member:

Counselor: Ms. Sotello

Business Representatives: