

English Language Arts - Writing

Goal:

Student achievement in writing will increase for all student groups.

Needs Assessment / Data:

58% of all fourth and seventh grade students achieved satisfactory performance on the 2015 Writing STAAR, meeting the phase-in 1, level 2 standard. All 4th & 7th grade students receiving Special Education services (17) were administered the STAAR Writing. One 7th grade student met the phase-in 1, level 2 standard. STAAR A and STAAR ALT were not administered to any SPED students.

Performance Objective:

At least 60% of all fourth and seventh grade students will achieve satisfactory performance on the 2016 Writing STAAR, meeting the phase-in 2, level 2 standard. At least 60% of fourth and seventh grade special education students will achieve satisfactory performance on the 2016 Writing STAAR, meeting the phase-in 2, level 2 standard for Writing STAAR, STAAR Alt 2, and STAAR A.

Strategy 1:

Implement writing workshop model in ELAR classrooms to facilitate the writing process for students using Lucy Calkins' *Writing Pathways* curriculum as a resource.

Action Steps:

1. Students will produce authentic writing at least twice per six weeks in grades K-3, 5-6, and 8. Students will produce authentic writing weekly in grades 4 and 7.
2. Teachers will present a variety of anchor charts, depending on writing genre, for student reference.
3. Teachers use the writing rubric (Strategy 2) to evaluate and provide formal feedback on student writing and use of graphic organizers using conferencing (writing workshop).
4. Students use the writing rubric (Strategy 2) to evaluate, revise, and edit their own writing and to peer-edit.

Implementation Deadlines:

- 5-Oct-15
- 31-Oct-15
- 31-Oct-15
- 31-Oct-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Teachers, instructional assistants

Monitoring

Curriculum coordinators, principals, assistant principals

Timeline Start:

5-Oct-15

Timeline End:

26-May-16

Resources:

The Art of Teaching Writing by Lucy Calkins, graphic organizers, TEKS Resource System, *Writing Pathways* by Lucy Calkins

Funding Source(s):

Foundation School Program (FSP); Available School Funds (ASF)

Formative Evaluation:

Student work, anecdotal notes, rubrics, STAAR Benchmark scores

Documentation:

Lesson plans, observation notes

English Language Arts - Writing

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Performance Objective:

At least 60% of all fourth and seventh grade students will achieve satisfactory performance on the 2016 Writing STAAR, meeting the phase-in 2, level 2 standard. At least 60% of fourth and seventh grade special education students will achieve satisfactory performance on the 2016 Writing STAAR, meeting the phase-in 2, level 2 standard for Writing STAAR, STAAR Alt 2, and STAAR A.

Strategy 2:

Utilize Lucy Calkins' *Writing Pathways* writing rubrics in Kindergarten through eighth grade ELAR classes.

Action Steps:

Implementation Deadlines:

- | | |
|---|-----------|
| 1. Curriculum coordinators and/or CILT provide training on use of the rubric to new teachers. | 5-Oct-15 |
| 2. Teachers begin using the rubrics in classrooms. | 12-Oct-15 |
| 3. ELAR teams review and discuss writing samples that were evaluated with the rubrics at least twice per semester. | 27-Oct-15 |
| 4. A minimum of 2 writing samples per semester will be evaluated using the rubrics in grades K-3, 5-6, and 8. A minimum of 3 samples will be evaluated in grades 4 and 7. | 15-Jan-16 |

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Monitoring

Teachers, instructional assistants, curriculum coordinators, CILT Principals, assistant principals, curriculum coordinators

Timeline Start:

2-Oct-15

Timeline End:

26-May-16

Resources:

Lucy Calkins' *Writing Pathways* curriculum and writing rubrics supplement

Funding Source(s):

FSP, ASF

Formative Evaluation:

Student writing samples assessed with rubrics, STAAR Writing Benchmark scores, STAAR Writing scores

Documentation:

Writing samples assessed with rubric, lesson plans, grade book, vertical meeting agendas and attendance sheets

English Language Arts - Writing

Goal:

Student achievement in writing will increase for all student groups.

Needs Assessment / Data:

58% of all fourth and seventh grade students achieved satisfactory performance on the 2015 Writing STAAR, meeting the phase-in 1, level 2 standard. All 4th & 7th grade students receiving Special Education services (17) were administered the STAAR Writing. One 7th grade student met the phase-in 1, level 2 standard. STAAR A and STAAR ALT were not administered to any SPED students.

Performance Objective:

At least 60% of all fourth and seventh grade students will achieve satisfactory performance on the 2016 Writing STAAR, meeting the phase-in 2, level 2 standard. At least 60% of fourth and seventh grade special education students will achieve satisfactory performance on the 2016 Writing STAAR, meeting the phase-in 2, level 2 standard for Writing STAAR, STAAR Alt 2, and STAAR A.

Strategy 3:

Students will be required to regularly produce written responses in classrooms other than ELAR, including middle school electives. This may include essays, short answer, and projects.

Action Steps:

Implementation Deadlines:

- | | |
|--|----------|
| 1. Open response questions will require complete sentences in daily work and tests, as appropriate to the grade level. | 5-Oct-15 |
| 2. Teachers will model complete sentences with correct spelling, grammar, and punctuation. | 5-Oct-15 |
| 3. Teachers will hold students accountable for correct spelling, grammar, and punctuation on a regular basis, as appropriate to their grade level and in accordance with their IEP's. Teachers will give written or verbal feedback on writing and may elect to provide bonus points, remove a small number of points, or some other method of giving prompt, corrective feedback to students. (Note: Students' writing ability should not significantly impact their content grades.) | 5-Oct-15 |

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Teachers, instructional assistants, curriculum coordinators, CILT

Monitoring

Principals, assistant principals, curriculum coordinators

Timeline Start:

5-Oct-15

Timeline End:

26-May-16

Resources:

Lucy Calkins' *Writing Pathways* curriculum and writing rubrics supplement

Funding Source(s):

FSP, ASF

Formative Evaluation:

Student writing samples assessed with rubrics, STAAR Writing Benchmark scores, STAAR Writing scores

Documentation:

Writing samples assessed with rubric, lesson plans, grade book, vertical meeting agendas and attendance sheets

English Language Arts - Reading and Vocabulary

Goal:

Increase student vocabulary and application of word study skills in all content areas.

Needs Assessment / Data:

41% of ELL students met phase 1 (2014-15), level 2 (satisfactory) standard on the 2015 STAAR **Writing**. 57% of ELL students met the phase 1 level 2 standard on the 2015 STAAR **Reading**. 2015 **math** standard has not been set, due to the new assessment. 31% of ELL students met the phase 1, level 2 standard on the 2014 STAAR **Science**. 14% of ELL students met the phase 1, level 2 standard on the 2015 STAAR **Social Studies**.

Performance Objective:

60% of ELL students will meet the phase 2 (2015-16) level 2 standard on the 2016 Writing STAAR. 70% of ELL students will meet the phase 2, level 2 standard on the 2016 Reading STAAR. 70% of ELL students will meet the phase 2, level 2 standard on the 2016 Math STAAR. 50% of ELL students will meet the phase 2 level 2 standard on the 2016 Science STAAR. 50% of ELL students will meet the phase 2 level 2 standard on the 2016 Social Studies STAAR.

Strategy 1:

Continue to increase the level student exposure to tier 2 vocabulary and content vocabulary through use of Partners for Learning vocabulary lists and tools across all content areas.

Action Steps:

1. Continue to utilize Partners for Learning vocabulary slides. 24-Aug-15
2. Provide training for new instructional staff and provide continuing support in use of tier 2 vocabulary instructional model. 24-Aug-15
3. Pre-Kindergarten utilizes Language for Learning program in daily small groups for PK-4 classrooms. 5-Oct-15
4. Pre-Kindergarten through 8th grade incorporates direct vocabulary instruction in lesson plans. 5-Oct-15
5. Hold K-8th grade students accountable for keeping a "running record" of learned vocabulary to facilitate comprehensive review throughout the year. (Examples: index cards with rings, journals, foldables, etc.) 5-Oct-15

Implementation Deadlines:

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Classroom teachers, special education teachers, instructional assistants

Monitoring

Principals, assistant principals, curriculum coordinators

Timeline Start:

24-Aug-15

Timeline End:

26-May-16

Resources:

Partners for Learning, Inc. Vocabulary Slides for Math and ELA, Language for Learning

Funding Source(s):

Title I, Part A (Language for Learning)

Formative Evaluation:

Classroom observations, student work, assessment data

Documentation:

Observational feedback, lesson plans, student work

English Language Arts - Reading and Vocabulary

Goal:

Increase student vocabulary and application of word study skills in all content areas.

Needs Assessment / Data:

41% of ELL students met phase 1 (2014-15), level 2 (satisfactory) standard on the 2015 STAAR **Writing**. 57% of ELL students met the phase 1 level 2 standard on the 2015 STAAR **Reading**. 2015 **math** standard has not been set, due to the new assessment. 31% of ELL students met the phase 1, level 2 standard on the 2014 STAAR **Science**. 14% of ELL students met the phase 1, level 2 standard on the 2015 STAAR **Social Studies**.

Performance Objective:

60% of ELL students will meet the phase 2 (2015-16) level 2 standard on the 2016 Writing STAAR. 70% of ELL students will meet the phase 2, level 2 standard on the 2016 Reading STAAR. 70% of ELL students will meet the phase 2, level 2 standard on the 2016 Math STAAR. 50% of ELL students will meet the phase 2 level 2 standard on the 2016 Science STAAR. 50% of ELL students will meet the phase 2 level 2 standard on the 2016 Social Studies STAAR.

Strategy 2:

Schedule a Kindergarten-4th grade reading Power Hour to target specific learning needs.

Action Steps:

Implementation Deadlines:

- | | |
|---|--|
| 1. Assess students to determine reading levels and areas of strength and weakness. | 16-Sep-15 |
| 2. Place students in intervention groups based on assessment results in Step 1. | 2-Oct-15 |
| 3. Determine appropriate intervention program / strategy (such as Project Read, Istation, Journeys, projects, ReadWell, etc.) | 5-Oct-15 |
| 4. Students will attend 45-minute sessions daily where they receive reading instruction/interventions/enrichment based on their | 5-Oct-15 for KG/ 12-Oct-15 for 1st-4th grade |
| 5. Ongoing assessment to determine needs/ intervention groups based on progress or lack of progress. | 5-Oct-15 |

Student Groups Targeted:

Kindergarten-4th, All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Elementary Curriculum Coordinators, Teachers, Instructional Assistants, Support Staff, Counselor

Monitoring

Curriculum coordinators, principal, assistant principal

Timeline Start:

16-Sep-15

Timeline End:

26-May-15

Resources:

Project Read, Read Well, Journeys, Istation, Novels, Reading A-Z

Funding Source(s):

Title I, Part A; IMA, FSP

Formative Evaluation:

Classroom observations, student work, assessment data

Documentation:

Lesson plans, observational feedback, RtI (Google Drive)

English Language Arts - Reading and Vocabulary

Goal:

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Strategy 3:

Middle Grades (5th - 8th) students new to the U.S. or with low English language acquisition will be assigned to a designated Reading Applications class period with an ESL teacher focusing on language acquisition. Additionally, instructional assistants will be provided to reduce teacher to student ratio.

Action Steps:

1. Assess students to determine English listening, speaking, reading, and writing levels.
2. Implement appropriate intervention program / strategy (such as Rosetta Stone, Duo Lingo, Reading A-Z,
3. Ongoing assessment to determine needs based on progress or lack of progress (by teacher and through RtI process).

Implementation Deadlines:

- 21-Sep-15
- 2-Oct-15
- 5-Oct-15

Student Groups Targeted:

ELL 5th - 8th grade ELL students low in English language acquisition (beginner-intermediate).

Person(s) Responsible:

Implementation

Reading Applications (ESL) teacher, instructional

Monitoring

Curriculum coordinators, principal, assistant principal

Timeline Start:

21-Sep-15

Timeline End:

26-May-16

Resources:

Rosetta Stone, Duo Lingo, A-Z Reading, dictionaries, ESL instructional materials, instructional assistants (3), reading improvement teacher (1)

Funding Source(s):

Title III, Part A; Title I, Part A

Formative Evaluation:

Classroom observations, student work, assessment data, online data from DuoLingo and/or Rosetta Stone

Documentation:

Lesson plans, observational feedback, RtI (Google Drive), LPAC

English Language Arts - Reading and Vocabulary

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Strategy 4:

Elementary Grade (K-4th) students new to the U.S. or with low English language acquisition will be reviewed by the RtI & LPAC Committee to develop an individual education targeted to increase English language acquisition.

Action Steps:

Implementation Deadlines:

- | | |
|--|-----------|
| 1. WMLS-R is administered to determine current English and native language proficiency. | 21-Sep-15 |
| 2. Administer reading assessment such as RenLearn, Reading A-Z, or AIMSWeb to determine reading level. | 21-Sep-15 |
| 3. Determine appropriate intervention program / strategy (such as Rosetta Stone, Duo Lingo, Reading A-Z, etc.) | 2-Oct-15 |
| 4. Ongoing assessment to determine needs based on progress or lack of progress. | 5-Oct-15 |

Student Groups Targeted:

ELL Kindergarten-4th grade students low in English language acquisition (beginner-intermediate).

Person(s) Responsible:

Implementation

ESL Teacher, Classroom Teachers, Instructional Assistants

Monitoring

Curriculum coordinators, principal, assistant principal

Timeline Start:

21-Sep-15

Timeline End:

26-May-16

Resources:

Rosetta Stone, Duo Lingo, A-Z Reading, dictionaries, ESL instructional materials

Funding Source(s):

Title III, Part A

Formative Evaluation:

Classroom observations, student work, assessment data

Documentation:

Lesson plans, observational feedback, RtI (Google Drive), LPAC

English Language Arts - Reading and Vocabulary

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Strategy 5:

Offer summer school programming for ELL students entering grades 2 and below (beyond statutory requirement).

Action Steps:

Implementation Deadlines:

- | | |
|---|-----------|
| 1. Identify ELL students in the lowest quartile according to assessment data. | 15-Apr-16 |
| 2. Invite students and obtain parent permission for participation. | 1-May-16 |
| 3. Determine staffing needs based on returned documents. | 10-May-16 |

Student Groups Targeted:

ELL Kindergarten-4th grade students low in English language acquisition (beginner-intermediate).

Person(s) Responsible:

Implementation

ESL Teacher, Classroom Teachers, Instructional Assistants

Monitoring

Curriculum coordinators, principal, assistant principal

Timeline Start:

21-Sep-15

Timeline End:

26-May-16

Resources:

Rosetta Stone, Duo Lingo, A-Z Reading, dictionaries, ESL instructional materials

Funding Source(s):

Title

Formative Evaluation:

Classroom observations, student work, assessment data

Documentation:

Lesson plans, observational feedback, RtI (Google Drive), LPAC

English Language Arts - Reading and Vocabulary

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Strategy 6:

Ensure all instructional staff receive professional development in the execution of sheltered instruction strategies for ELLs.

Action Steps:

1. Offer Effective Instructional Practices for ELL's session via Region 10.
2. Offer Lost in the Middle: Sheltered Strategies for ELLs session via Region 10.
3. Purchase *Making Content Comprehensible for English Learners* for each teacher and administrator.

Implementation Deadlines:

- 5-Aug-2015, 6-Aug-2015 @LAE; 12-Oct-2015, 13-Oct-2015 @ Region 10 ESC
 15-Oct-15
 30-Jun-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Teachers

Monitoring

Curriculum coordinators, principal, assistant principal

Timeline Start:

30-Jun-15

Timeline End:

26-May-16

Resources:

Making Content Comprehensible for English Learners book; substitutes for teachers attending PD sessions

Funding Source(s):

Title I, Title III

Formative Evaluation:

Classroom observations, student work, assessment data, sign in forms

Documentation:

Lesson plans, observational feedback, RtI (Google Drive), LPAC

Mathematics

Goal:

Student achievement in mathematics will increase for all student groups.

Needs Assessment / Data:

In 2015, 71% of all students achieved satisfactory performance on the 2015 Math STAAR, meeting the phase 1, level 2 standard. 56% of all students met the phase 2, level 2 standard.

Performance Objectives:

At least 65% of all students will achieve satisfactory performance on the 2016 Math STAAR, meeting the phase 2, level 2 standard.

Strategy 1:

Increase the amount of teacher involvement in K-8th Grade Go-Math, RenLearn, and Study Island.

Action Steps:

1. Provide teacher training for Go-Math
2. Monitor the use of data conferencing and program lesson modeling through classroom observations, lesson plan reviews, and vertical team meetings.
3. Incentivize achievements for lessons completed successfully within each program.

Implementation Deadlines:

- 16-Oct-15
- 30-Oct-15
- 13-Nov-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Math CILT, Math Teachers, Special Education Teachers

Monitoring

Principals, Assistant Principals, Curriculum Coordinators

Timeline Start:

16-Oct-15

Timeline End:

26-May-16

Resources:

Think Through Math, Math Expressions, RenLearn, Study Island, AIMS Web, student computers, projector, paper (for reports and pathways), Texas Math, district-approved online resources

Funding Source(s):

Title I, Part A; IMA

Formative Evaluation:

RenLearn Benchmark Assessments, Teacher Observations, Student reports from various programs, Unit Assessments, STAAR

Documentation:

Training agenda and attendance sheet, lesson plans, Student Reports from programs, observational feedback, grade book

Mathematics

Goal:

Student achievement in mathematics will increase for all student groups.

Needs Assessment / Data:

In 2015, 71% of all students achieved satisfactory performance on the 2015 Math STAAR, meeting the phase 1, level 2 standard. 56% of all students met the phase 2, level 2 standard.

Performance Objectives:

At least 65% of all students will achieve satisfactory performance on the 2016 Math STAAR, meeting the phase 2, level 2 standard.

Strategy 2:

Implement school wide math problem solving models to solve a variety of math problems, including multi-step problems.

Action Steps:

Implementation Deadlines:

- | | |
|---|-----------|
| 1. Provide training to all math teachers on the design and use of problem solving models, for example UPSC, Read Plan Solve, and Strip Diagrams. | 27-Oct-15 |
| 2. Teachers will provide small group instruction and opportunities for students to work in learning pairs to demonstrate understanding and effective problem solving. | 2-Nov-15 |
| 3. Students will be given opportunities to use the problem solving models within each instructional unit. | 2-Nov-15 |
| 4. Provide time during vertical meetings for follow-up discussion and extension in the use of problem solving models. | 5-Jan-16 |

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Math teachers, Inclusion teachers, Instructional Assistants

Monitoring

Principals, Assistant Principals, Curriculum Coordinators

Timeline Start:

27-Oct-15

Timeline End:

26-May-16

Resources:

Measuring Up, Texas Coach, Go Math, TEKSBank, district-approved online resources

Funding Source(s):

FSP; Title I, Part A; IMA

Formative Evaluation:

Classroom observations, student work, grades, Unit Assessments, STAAR Benchmarks, STAAR, classroom assessments, RenLearn

Documentation:

Lesson plans, observation feedback, grade book, training agendas and attendance sheets

Mathematics

Goal:

Student achievement in mathematics will increase for all student groups.

Needs Assessment / Data:

In 2015, 71% of all students achieved satisfactory performance on the 2015 Math STAAR, meeting the phase 1, level 2 standard. 56% of all students met the phase 2, level 2 standard.

Performance Objectives:

At least 65% of all students will achieve satisfactory performance on the 2016 Math STAAR, meeting the phase 2, level 2 standard.

Strategy 3:

Increase student exposure to and understanding of new Math TEKS vocabulary.

Action Steps:

Implementation Deadlines:

1. K - 4th grade will use Systematic Vocabulary Instruction terms and critical thinking terms daily during Power Hour (cross curricular terms that apply to mathematics). 12-Oct-15

2. 5th-8th grade will use Systematic Vocabulary Instruction word walls and journaling to expose students to math terms and critical thinking words. 5-Oct-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Monitoring

Math teachers, Inclusion teachers, Instructional Assistants, CILT Curriculum coordinators, principals, assistant principals

Timeline Start:

15-Oct-14

Timeline End:

5/26/

Resources:

Measuring Up (Title 1), Texas Coach, Go Math, TEKSBank, Texas Math, district-approved online resources

Funding Source(s):

FSP; Title I, Part A; IMA

Formative Evaluation:

Classroom observations, student work, grades, Unit Assessments, STAAR Benchmarks, STAAR, classroom assessments, RenLearn

Documentation:

Six week skeletal plans, Lesson plans, observation feedback, grade book, student work

Science

Goal:

Increase student achievement in science.

Needs Assessment / Data:

54% of fifth and eighth grade students met the phase-in 1, level 2 standard (satisfactory performance) on the 2015 Science STAAR.

Performance Objective:

60% of fifth and eighth grade students will meet the phase-in 2, level 2 standard for 2016 Science STAAR.

Strategy 1:

Increase the amount of time students are engaged in science labs to a minimum of 6 labs per grading period, at least one in the science lab.

Action Steps:

1. Science teachers incorporate core science labs in their skeletal and weekly lesson plans.
2. Students will demonstrate understanding of scientific concepts by actively participating in science labs.

Implementation Deadlines:

- 5-Oct-15
5-Oct-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Science teachers, inclusion teachers

Monitoring

Principals, assistant principals, curriculum coordinators, CILT

Timeline Start:

5-Oct-15

Timeline End:

26-Oct-16

Resources:

TEKS Resource System (key vocabulary), Stemscoptes (grades 3-8), Science A-Z, Measuring Up, Kamico, Science textbooks,

Funding Source(s):

IMA; FSP; Title I, Part A

Formative Evaluation:

STAAR Benchmark, Curriculum Based Assessments, lab reports, observation, student work, Stemscoptes data (grades 5 and 8)

Documentation:

lesson plans, observation documentation, grade book

Science

Goal:

Increase student achievement in science.

Needs Assessment / Data:

54% of fifth and eighth grade students met the phase-in 1, level 2 standard (satisfactory performance) on the 2015 Science STAAR.

Performance Objective:

60% of fifth and eighth grade students will meet the phase-in 2, level 2 standard for 2016 Science STAAR.

Strategy 2:

Enhance acquisition of science vocabulary using a systematic vocabulary instructional approach.

Action Steps:

- | | |
|---|----------|
| 1. Science teams meet to determine key vocabulary by grade level. | 5-Oct-15 |
| 2. Students will be exposed to regular direct vocabulary instruction, including ELL strategies. | 5-Oct-15 |
| 3. Weekly/semi-weekly vocabulary quizzes will be administered in grades 2-8. | 5-Oct-15 |

Implementation Deadlines:

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation
Science teachers

Monitoring

Curriculum coordinators, principals, assistant principals, CILT

Timeline Start:

5-Oct-15

Timeline End:

26-May-16

Resources:

TEKS Resource System (key vocabulary), Stemsscopes (grades 3-8), Science A-Z, Measuring Up, Kamico, Science textbooks, district-approved online resources

Funding Source(s):

Formative Evaluation:

STAAR Benchmarks, Curriculum Based Assessments, student work, teacher created assessments, Stemsscopes data (grades 5 & 8)

Documentation:

lesson plans, student work, observation documentation, grade book

Science

Goal:

Increase student achievement in science.

Needs Assessment / Data:

54% of fifth and eighth grade students met the phase-in 1, level 2 standard (satisfactory performance) on the 2015 Science STAAR.

Performance Objective:

60% of fifth and eighth grade students will meet the phase-in 2, level 2 standard for 2016 Science STAAR.

Strategy 3:

Students will complete a minimum of one grade-appropriate science-based writing assignment per six weeks

Action Steps:

1. Science teachers will create at least one grade-appropriate writing assignment related to scientific processes. Science CILT members will lead this activity.

2. Students will demonstrate grade-appropriate writing proficiency through correct use of writing conventions.

Implementation Deadlines:

5-Oct-15

5-Oct-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Science CILT, science teachers

Monitoring

principals, assistant principals, curriculum coordinators, CILT

Timeline Start:

5-Oct-15

Timeline End:

26-May-16

Resources:

TEKS Resource System, Stemsscopes, Kamico, Science A-Z, Science textbooks, district-approved online resources

Funding Source(s):

IMA; FSP; Title I, Part A

Formative Evaluation:

STAAR Benchmarks, Curriculum Based Assessments, student work, teacher created assessments, Stemsscopes data (grades 5 & 8)

Documentation:

Lesson plans, student work displayed, grade book, observation feedback, Inquiry Fair / Science Fair

Science

Goal:

Increase student achievement in science.

Needs Assessment / Data:

54% of fifth and eighth grade students met the phase-in 1, level 2 standard (satisfactory performance) on the 2015 Science STAAR.

Performance Objective:

60% of fifth and eighth grade students will meet the phase-in 2, level 2 standard for 2016 Science STAAR.

Strategy 4:

Increase opportunities for collaboration, data review, and instructional planning between K-8 science teachers.

Action Steps:

1. Science CILT leaders will observe and provide feedback in K-8 science classes at least four times per year.
2. Science CILT leaders will meet with K-8 science teachers at least 4 times per year by grade level teams, in vertical grade clusters, and/or vertically K-8 to review data and plan collaboratively.

Implementation Deadlines:

5-Oct-15

5-Oct-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Science CILT, science teachers

Monitoring

principals, assistant principals, curriculum coordinators, CILT

Timeline Start:

5-Oct-15

Timeline End:

26-May-16

Resources:

TEKS Resource System, Stemscopes, Kamico, Science A-Z, Science textbooks, district-approved online resources, assessment data

Funding Source(s):

IMA; FSP; Title I, Part A

Formative Evaluation:

STAAR Benchmarks, Curriculum Based Assessments, student work, teacher created assessments, Stemscopes data (grades 5 & 8)

Documentation:

Observation notes, lesson plans, meeting agendas and signature pages

Science

Goal:

Increase student achievement in science.

Needs Assessment / Data:

54% of fifth and eighth grade students met the phase-in 1, level 2 standard (satisfactory performance) on the 2015 Science STAAR.

Performance Objective:

60% of fifth and eighth grade students will meet the phase-in 2, level 2 standard for 2016 Science STAAR.

Strategy 5:

Provide early exposure and opportunities for interaction with STAAR-formatted questions in Grades 4-8.

Action Steps:

1. Science CILT leaders will provide questions to teachers.
2. Science CILT leaders will provide training in the implementation of the strategy.
3. Science teachers will incorporate the strategy into their instruction within each unit of instruction (i.e., stations, assessments, partner work, exit tickets, etc.).

Implementation Deadlines:

- 5-Oct-15
- 30-Oct-15
- 2-Nov-15

Student Groups Targeted:

4th-8th Grade, All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Science CILT, science teachers

Monitoring

Principals, assistant principals, curriculum coordinators, CILT

Timeline Start:

5-Oct-15

Timeline End:

26-May-16

Resources:

TEKS Resource System, Stemscopes, Kamico, Science A-Z, Science textbooks, district-approved online and print resources, STAAR released tests, ECS and Measuring Up

Funding Source(s):

IMA; FSP; Title I, Part A

Formative Evaluation:

STAAR Benchmarks, Curriculum Based Assessments, student work, teacher created assessments, Stemscopes data (grades 5 & 8)

Documentation:

Observation notes, lesson plans, meeting agendas and signature pages

Science

Goal:

Increase student achievement in science.

Needs Assessment / Data:

54% of fifth and eighth grade students met the phase-in 1, level 2 standard (satisfactory performance) on the 2015 Science STAAR.

Performance Objective:

60% of fifth and eighth grade students will meet the phase-in 2, level 2 standard for 2016 Science STAAR.

Strategy 6:

Provide summer science camp to entering 5th and 8th grade students in order to build background for grade level science concepts.

Action Steps:

1. Create hands-on science lessons and labs addressing the STAAR reporting categories.
2. Provide professional development for summer camp staff outlining goals, objectives, and expectations.
3. Conduct summer camp sessions during the month of August, 2016.

Implementation Deadlines:

- 15-Jun-16
- 29-Jul-16
- 1-Aug-16

Student Groups Targeted:

Entering 5th and 8th Grade, All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Science CILT, summer camp staff, curriculum coordinators

Monitoring

Principals, assistant principals, curriculum coordinators

Timeline Start:

15-Jun-16

Timeline End:

5-Aug-16

Resources:

TEKS Resource System, Stemsscopes, Kamico, Science A-Z, Science textbooks, district-approved online and print resources

Funding Source(s):

IMA; FSP; Title I, Part A

Formative Evaluation:

STAAR Benchmarks, Curriculum Based Assessments, student work, summer school staff and student feedback

Documentation:

Sign-in sheets, attendance, summer camp plans, feedback forms

Social Studies

Goal:

Increase student achievement in social studies.

Needs Assessment / Data:

46% of eighth grade students met the phase 1, level 2 standard (satisfactory performance) on the 2015 Social Studies STAAR.

Performance Objective:

52% of eighth grade students will meet the phase 2, level 2 standard for the 2016 Social Studies STAAR.

Strategy 1:

Continue aligning social studies TEKS by grade level.

Action Steps:

1. Implement strategies to align TEKS based on grade level.
2. Meet with each team to review materials and resources and identify needs (needs assessment) and to ensure that instructional time is allotted for social studies on a consistent and regular basis.
3. Teachers will observe colleagues to view effective implementation of vertically aligned social studies instruction.

Implementation Deadlines:

- 19-Oct-15
20-Nov-15
15-Jan-16

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

CILT Leader, Social Studies teachers, inclusion teachers, instructional assistants, assistant principals

Monitoring

Principals, assistant principals, curriculum coordinators, CILT

Timeline Start:

19-Oct-15

Timeline End:

26-May-16

Resources:

TEKS Resource System, Kamico, social studies textbooks, Social Studies Alive, History Alive, social studies supplemental

Funding Source(s):

FSP; IMA

Formative Evaluation:

STAAR Benchmark, Curriculum Based Assessments, observation, student work, Study Island

Documentation:

lesson plans, observation documentation, grade book

Social Studies

Goal:

Increase student achievement in social studies.

Needs Assessment / Data:

46% of eighth grade students met the phase 1, level 2 standard (satisfactory performance) on the 2015 Social Studies STAAR.

Performance Objective:

52% of eighth grade students will meet the phase 2, level 2 standard for the 2016 Social Studies STAAR.

Strategy 2:

Give students consistent and ongoing opportunities to learn and understand key social studies concepts and vocabulary terms.

Action Steps:

1. Social studies teachers utilize key vocabulary and concepts identified through collaborative conversations led by the social studies CILT members.
2. Students will be exposed to regular direct vocabulary instruction, including sheltered instruction strategies.

Implementation Deadlines:

30-Sep-15

16-Oct-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Social Studies teachers, inclusion teachers, instructional assistants

Monitoring

Curriculum coordinators, principals, assistant principals, CILT

Timeline Start:

30-Sep-15

Timeline End:

26-May-16

Resources:

TEKS Resource System (key vocabulary), Kamico, social studies textbooks, district-approved online resources, supplemental

Funding Source(s):

Formative Evaluation:

STAAR Benchmarks, Curriculum Based Assessments, student work, teacher created assessments, Study Island data (8th grade only)

Documentation:

lesson plans, student work, observation documentation, grade book

Social Studies

Goal:

Increase student achievement in social studies.

Needs Assessment / Data:

46% of eighth grade students met the phase 1, level 2 standard (satisfactory performance) on the 2015 Social Studies STAAR.

Performance Objective:

52% of eighth grade students will meet the phase 2, level 2 standard for the 2016 Social Studies STAAR.

Strategy 3:

Incorporate thematic units focused on key social studies concepts.

Action Steps:

1. Social studies teachers collaborate with CILT member and curriculum coordinator to develop effective and engaging thematic units.
2. Students will actively participate in projects, stations, special events, and other activities relevant to the thematic units and identified social studies concepts.

Implementation Deadlines:

16-Oct-15

20-Nov-15

Student Groups Targeted:

K-1st grade, all students

Person(s) Responsible:

Implementation

Social Studies teachers, inclusion teachers, instructional assistants, curriculum coordinator, CILT leader

Monitoring

Curriculum coordinators, principals, assistant principals

Timeline Start:

16-Oct-15

Timeline End:

26-May-16

Resources:

TEKS Resource System (key vocabulary), social studies textbooks, district-approved online and print resources, supplemental

Funding Source(s):

FWP; IMA

Formative Evaluation:

STAAR Benchmarks, Curriculum Based Assessments, student work, teacher created assessments, Study Island data (8th grade only)

Documentation:

lesson plans, student work, observation documentation, grade book

Special Education Instruction

Goal:

Increase special education students' academic achievement in subject areas assessed with STAAR, STAAR-A, and STAAR Alt2.

Needs Assessment / Data:

31% of special education students met the phase 1, level 2 math standard in 2015. 46% of special education students met the phase 1, level 2 reading standard in 2015. Though not a statistical group, 33% of special education students met the phase 1, level 2 science standard in 2015. No data were available for writing as there was no statistical group, but 24 students will be assessed in 2016. No data were available for social studies.

Performance Objective:

35% of special education students will meet the phase 2, level 2 math standard in 2016. 50% of special education students will meet the phase 2, level 2 reading standard in 2016. 40% of special education students will meet the phase 2, level 2 science standard in 2016. 45% of special education students will meet the phase 2, level 2 writing standard in 2016. 40% of special education students will meet the phase 2, level 2 social studies standard in 2016.

Strategy 1:

Increase student exposure to grade level math TEKS in inclusion classrooms.

Action Steps:

Implementation Deadlines:

- | | |
|--|-----------|
| 1. General education and special education math teachers collaboratively develop lesson plans. | 24-Aug-15 |
| 2. General education and special education math teachers ensure students are working toward mastery of IEP goals. | 24-Aug-15 |
| 3. Students will be provided regular and ongoing online assessment practice in a format similar to STAAR-Accommodated. | 31-Oct-15 |
| 4. General education and special education math teachers will review data for special education students in order to determine effectiveness of instruction as well as additional student needs (RenLearn, Unit Tests, Benchmarks, work samples, etc.). This will occur at least once per six weeks. | 5-Oct-15 |
| 5. General education and special education math teachers will collaborate to differentiate instruction (content, process, product) based on data sources. | 5-Oct-15 |

Student Groups Targeted:

Special Education, ELL, Hispanic

Person(s) Responsible:

Implementation

Special Education Coordinator, Inclusion Teachers, General Education Teachers

Monitoring

Principals, assistant principals, special education coordinator

Timeline Start:

24-Aug-15

Timeline End:

26-May-16

Resources:

CILT, Special Education Department

Funding Source(s):

IDEA B; Title I, Part A; FSP

Formative Evaluation:

Observations, lesson plans, student work, IEP goals

Documentation:

Observation feedback, assessment data, student grades, achievement toward IEP goals

Special Education Instruction

Goal:

Increase special education students' academic achievement in subject areas assessed with STAAR, STAAR-A, and STAAR Alt2.

Needs Assessment / Data:

31% of special education students met the phase 1, level 2 math standard in 2015. 46% of special education students met the phase 1, level 2 reading standard in 2015. Though not a statistical group, 33% of special education students met the phase 1, level 2 science standard in 2015. No data were available for writing as there was no statistical group, but 24 students will be assessed in 2016. No data were available for social studies.

Performance Objective:

35% of special education students will meet the phase 2, level 2 math standard in 2016. 50% of special education students will meet the phase 2, level 2 reading standard in 2016. 40% of special education students will meet the phase 2, level 2 science standard in 2016. 45% of special education students will meet the phase 2, level 2 writing standard in 2016. 40% of special education students will meet the phase 2, level 2 social studies standard in 2016.

Strategy 2:

Increase student exposure to grade level ELAR TEKS in inclusion classrooms.

Action Steps:

Implementation Deadlines:

- | | |
|---|--|
| <p>1. General education and special education ELAR teachers collaboratively develop lesson plans.</p> <p>2. General education and special education ELAR teachers ensure students are working toward mastery of IEP goals.</p> <p>3. Students will be provided regular and ongoing online assessment practice in a format similar to STAAR-Accommodated.</p> <p>4. General education and special education ELAR teachers will review data for special education students in order to determine effectiveness of instruction as well as additional student needs (RenLearn, Unit Tests, Benchmarks, work samples, etc.). This will occur at least once per six weeks.</p> <p>5. General education and special education ELAR teachers will collaborate to differentiate instruction (content, process, product) based on data sources.</p> | <p>24-Aug-15</p> <p>24-Aug-15</p> <p>31-Oct-15</p> <p>5-Oct-15</p> <p>5-Oct-15</p> |
|---|--|

Student Groups Targeted:

Special Education, ELL, Hispanic

Person(s) Responsible:

Implementation

Special Education Coordinator, Inclusion Teachers, General Education Teachers

Monitoring

Principals, assistant principals, special education coordinator

Timeline Start:

24-Aug-15

Timeline End:

26-May-16

Resources:

CILT, Special Education Department

Funding Source(s):

IDEA B; Title I, Part A; FSP

Formative Evaluation:

Observations, lesson plans, student work, IEP goals

Documentation:

Observation feedback, assessment data, student grades, achievement toward IEP goals

Special Education Instruction

Goal:

Increase special education students' academic achievement in subject areas assessed with STAAR, STAAR-A, and STAAR Alt2.

Needs Assessment / Data:

31% of special education students met the phase 1, level 2 math standard in 2015. 46% of special education students met the phase 1, level 2 reading standard in 2015. Though not a statistical group, 33% of special education students met the phase 1, level 2 science standard in 2015. No data were available for writing as there was no statistical group, but 24 students will be assessed in 2016. No data were available for social studies.

Performance Objective:

35% of special education students will meet the phase 2, level 2 math standard in 2016. 50% of special education students will meet the phase 2, level 2 reading standard in 2016. 40% of special education students will meet the phase 2, level 2 science standard in 2016. 45% of special education students will meet the phase 2, level 2 writing standard in 2016. 40% of special education students will meet the phase 2, level 2 social studies standard in 2016.

Strategy 3:

Increase student exposure to grade level science and social studies TEKS in inclusion classrooms.

Action Steps:

Implementation Deadlines:

- | | |
|--|-----------|
| 1. General education and special education social studies and science teachers collaboratively develop lesson plans. | 24-Aug-15 |
| 2. General education and special education social studies and science teachers ensure students are working toward mastery of IEP goals. | 24-Aug-15 |
| 3. Students will be provided regular and ongoing online assessment practice in a format similar to STAAR-Accommodated. | 31-Oct-15 |
| 4. General education and special education social studies and science teachers will review data for special education students in order to determine effectiveness of instruction as well as additional student needs (RenLearn, Unit Tests, Benchmarks, work samples, etc.). This will occur at least once per six weeks. | 5-Oct-15 |
| 5. General education and special education social studies and science teachers will collaborate to differentiate instruction (content, process, product) based on data sources. | 5-Oct-15 |

Student Groups Targeted:

Special Education, ELL, Hispanic

Person(s) Responsible:

Implementation

Special Education Coordinator, Inclusion Teachers, General Education Teachers

Monitoring

Principals, assistant principals, special education coordinator

Timeline Start:

24-Aug-15

Timeline End:

26-May-16

Resources:

CILT, Special Education Department

Funding Source(s):

IDEA B; Title I, Part A; FSP

Formative Evaluation:

Observations, lesson plans, student work, IEP goals

Documentation:

Observation feedback, assessment data, student grades, achievement toward IEP goals

Instruction for Advanced Learners

Goal:

Improve differentiation of instruction for advanced learners.

Needs Assessment / Data:

Differentiation is key to meeting the needs of advanced learners. Students meeting Level 3 (advanced) standards on 2015 STAAR were as follows: Reading - 8%; Math - 8%; Writing - 1%; Science - 5%; Social Studies - 3%

Performance Objective:

Students will meet the Level 3 (advanced) standard on 2015 STAAR as follows: Reading - 12%; Math - 12%; Writing - 5%; Science - 9%; Social Studies - 7%

Strategy 1:

Offer courses in the middle school (6th - 8th) master schedule for advanced learners.

Action Steps:

1. Continue pre-algebra to the 2014-2015 master schedule for 7th grade students meeting selection criteria.
2. Add Pre-AP math to the 2015-2016 master schedule for 6th grade students meeting selection criteria.
3. Add Pre-AP ELAR to the 2015-2016 master schedule for 6th grade students meeting selection criteria.
4. Provide Advanced Academics professional development for teachers of Pre-AP courses.
5. Add Pre-AP ELAR to the 2016-2017 master schedule for 7th grade students meeting selection criteria.
6. Add Pre-AP ELAR to the 2017-2018 master schedule for 8th grade students meeting selection criteria.

Implementation Deadlines:

- 24-Aug-15
- 24-Aug-15
- 24-Aug-15
- 24-Aug-15
- 1-Jun-16
- 1-Jun-17

Student Groups Targeted:

Students performing above grade level in math and/or ELAR, All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

MS Curriculum Coordinator, MS Counselor

Monitoring

MS Principal, Superintendent

Timeline Start:

24-Aug-15

Timeline End:

1-Jun-17

Resources:

Master Schedule, Personnel, Advanced Academics Training for teachers of Pre-AP courses, Edviate, Region 10

Funding Source(s):

FSP; Title II, Part A

Formative Evaluation:

Master Schedule, STAAR Data, STAAR Benchmark Data

Documentation:

Master Schedule, Student Schedules, training certificates for selected staff

Instruction for Advanced Learners

Goal:

Improve differentiation of instruction for advanced learners.

Needs Assessment / Data:

Differentiation is key to meeting the needs of advanced learners. Students meeting Level 3 (advanced) standards on 2015 STAAR were as follows: Reading - 8%; Math - 8%; Writing - 1%; Science - 5%; Social Studies - 3%

Performance Objective:

Students will meet the Level 3 (advanced) standard on 2015 STAAR as follows: Reading - 12%; Math - 12%; Writing - 5%; Science - 9%; Social Studies - 7%

Strategy 2:

Differentiate instruction to meet the needs of advanced learners in grades K-4.

Action Steps:

1. Assess students to determine reading levels and areas of strength and weakness.
2. Place students in advanced reading groups based on assessment results in Step 1.
3. Determine appropriate strategy (such as literature circles, book studies, study groups, etc.)
4. Students will attend 45-minute sessions daily where they will receive reading enrichment based on their current independent reading levels.
5. Ongoing assessment to determine needs/ strategies based on progress.

Implementation Deadlines:

- 16-Sep-15
- 2-Oct-15
- 5-Oct-15
- 5-Oct-15 for KG; 12-Oct-15 for 1st-4th
- 5-Oct-15

Student Groups Targeted:

Advanced Learners, All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Elementary Curriculum Coordinators, Teachers, Instructional Assistants, Support Staff, Counselor

Monitoring

Curriculum coordinators, principal, CLT

Timeline Start:

16-Sep-15

Timeline End:

26-May-16

Resources:

Novels, Reading A-Z, other supplemental materials/resources

Funding Source(s):

FSP; Title I, Part A

Formative Evaluation:

Classroom observations, student work, assessment data

Documentation:

Lesson Plans, observation notes

Instruction for Advanced Learners

Goal:

Improve differentiation of instruction for advanced learners.

Needs Assessment / Data:

Differentiation is key to meeting the needs of advanced learners. Students meeting Level 3 (advanced) standards on 2015 STAAR were as follows: Reading - 8%; Math - 8%; Writing - 1%; Science - 5%; Social Studies - 3%

Performance Objective:

Students will meet the Level 3 (advanced) standard on 2015 STAAR as follows: Reading - 12%; Math - 12%; Writing - 5%; Science - 9%; Social Studies - 7%

Strategy 3:

Differentiate instruction to meet the needs of advanced learners in grade 5.

Action Steps:

1. 5th Grade teachers will identify advanced learners in each content area using informal and formal data.
2. 5th Grade teachers will create individualized plans through RtI for advanced learners using tools such as Bloom's Taxonomy, Project Based Learning, etc.
3. Ongoing assessment to determine needs/ strategies based on progress.

Implementation Deadlines:

30-Sep-15

31-Oct-15

31-Oct-15

Student Groups Targeted:

Advanced Learners, All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Curriculum Coordinator, Teachers, Instructional Assistants

Monitoring

Curriculum coordinator, principal, assistant principal

Timeline Start:

30-Sep-15

Timeline End:

26-May-16

Resources:

Novels, Reading A-Z, other supplemental materials/resources

Funding Source(s):

FSP; Title I, Part A

Formative Evaluation:

Classroom observations, student work, assessment data

Documentation:

RtI (Google Drive), Lesson Plans, observation notes

Instruction for Advanced Learners

Goal:

Improve differentiation of instruction for advanced learners.

Needs Assessment / Data:

Differentiation is key to meeting the needs of advanced learners. Students meeting Level 3 (advanced) standards on 2015 STAAR were as follows: Reading - 8%; Math - 8%; Writing - 1%; Science - 5%; Social Studies - 3%

Performance Objective:

Students will meet the Level 3 (advanced) standard on 2015 STAAR as follows: Reading - 12%; Math - 12%; Writing - 5%; Science - 9%; Social Studies - 7%

Strategy 4:

Increase capacity of instructional staff for meeting the needs of gifted and talented learners through professional development and training.

Action Steps:

Implementation Deadlines:

- | | |
|--|-----------|
| 1. Establish a professional learning community to focus on research and development of project-based learning best practices. | 24-Aug-15 |
| 2. Curriculum team and administrative team will complete 30 hours of foundational training for teachers of advanced learners, including gifted and talented learners. | 15-Dec-15 |
| 3. Identify and invite teachers who meet state requirements for instructing gifted and talented learners to serve on a G/T committee, which will be charged with developing a plan for serving gifted and talented learners, including identification and placement. | 15-Jan-16 |
| 4. Encourage and incentivize teachers to complete 30 hours of foundational training for teaching gifted and talented learners. | 1-Aug-16 |

Student Groups Targeted:

Advanced Learners, All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Superintendent, Curriculum Coordinators, Principals, Assistant Principals, Identified Teachers

Monitoring

Superintendent, principals, assistant principals, curriculum coordinators

Timeline Start:

24-Aug-15

Timeline End:

1-Aug-16

Resources:

Professional development funds, Region 10, Edivate, *Texas State Plan for the Education of Gifted/Talented Students*

Funding Source(s):

FSP; Title II, Part A

Formative Evaluation:

Training certificates, student work, observations

Documentation:

Training certificates, agendas for meetings, meeting minutes, student work

Parent and Community Involvement

Goal: Increase meaningful parental and community involvement in school

Needs Assessment / Data:

November 2014 parent survey results: 95% of parent respondents feel respected by staff, 92% of parent respondents believe the school encourages parental involvement in school, 58% of parent respondents indicated they are involved in school activities. (94 respondents on an online survey)

Performance Objective:

Increase number of respondents by 100% (188 respondents)

Strategy 1: Conduct two parental surveys annually, one on the fall (October) and one in the spring (March).

Action Steps:

1. Develop a parent survey with input from the Parent Advisory Committee, Curriculum Coordinators, Administrators, and Counselors.
2. Distribute the parent surveys to parents according to input from persons listed above.
3. Review survey data with representatives from the PAC, Administrators, Curriculum Coordinators, and Counselors and develop presentation for key stakeholders.

Implementation Deadlines:

- 6-Nov-15
- 12-Nov-15
- 18-Dec-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Superintendent, principals, curriculum coordinators, counselors

Monitoring

Superintendent, Governing Board

Timeline Start:

6-Nov-15

Timeline End:

30-Apr-16

Resources:

Eduphoria, Region 10

Funding Source(s):

Title I, Part A

Formative Evaluation:

Survey results

Documentation:

Surveys, minutes, agendas, sign-sheets, emails

Parent and Community Involvement

Goal: Increase meaningful parental and community involvement in school

Needs Assessment / Data:

November 2014 parent survey results: 95% of parent respondents feel respected by staff, 92% of parent respondents believe the school encourages parental involvement in school, 58% of parent respondents indicated they are involved in school activities. (94 respondents on an online survey)

Performance Objective:

Increase number of respondents by 100% (188 respondents)

Strategy 2: Conduct parent workshops based on information from needs assessments (survey results and needs determined by leadership team).

Action Steps:

Implementation Deadlines:

- | | |
|---|---------------------|
| 1. Determine parent programming needs based on data as well as parent and staff feedback. | 24-Aug-15 (ongoing) |
| 2. Determine focus and content for the program and secure presenters. | 1-Sep-15 (ongoing) |
| 3. Principals and superintendent will collaborate as appropriate with curriculum coordinators, other administrators, and outside resources to determine needs, location, planning, and dates. | 1-Sep-15 (ongoing) |
| 4. Promote the program via School Messenger, flyers, and web site. | 24-Sep-15 |
| 5. Following the programs, solicit feedback and revise future presentations accordingly. | 14-Oct-15 |

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Superintendent, principals, curriculum coordinators, counselors

Monitoring

Superintendent, Governing Board

Timeline Start:

24-Aug-15

Timeline End:

30-Apr-16

Resources:

US Department of Education, Texas Education Agency, Region 10 Educational Service Center, Practical Parenting Education, Colorin Colorado, School Messenger

Funding Source(s):

FSP

Formative Evaluation:

Parent feedback, observation feedback, presentations plans

Documentation:

Agendas and Sign Ins, Lesson Plans, observation notes, certificates for training, parent feedback

Parent and Community Involvement

Goal: Increase meaningful parental and community involvement in school

Needs Assessment / Data:

November 2014 parent survey results: 95% of parent respondents feel respected by staff, 92% of parent respondents believe the school encourages parental involvement in school, 58% of parent respondents indicated they are involved in school activities. (94 respondents on an online survey)

Performance Objective:

Increase number of respondents by 100% (188 respondents)

Strategy 3:

Provide recognition and incentives for parents who regularly participate in activities across campuses in a meaningful way each 6 weeks.

Action Steps:

1. Ensure parents sign in and out in the volunteer notebook.
2. Parents give input for desirable incentives.
3. Secure incentives.
4. Present incentives on a regular basis.
5. Invite parent volunteers to elementary announcements once each six weeks and to monthly PTO meetings to be recognized for their service.

Implementation Deadlines:

- 24-Aug-15
- 6-Oct-15
- 9-Oct-15
- 16-Oct-15
- 16-Oct-15

Student Groups Targeted:

All, Special Education, ELL, Economically Disadvantaged, Hispanic

Person(s) Responsible:

Implementation

Superintendent, principals

Monitoring

Superintendent, principals

Timeline Start:

24-Aug-15

Timeline End:

17-May-16

Resources:

Incentives (prizes), certificates

Funding Source(s):

FSP

Formative Evaluation:

Sign-in logs, parent feedback

Documentation:

Sign-in logs, award recipient lists