

# Miles Independent School District

## Miles Elementary

**2019-2020**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

# **Mission Statement**

The Miles Independent School District exists because of the students and therefore our thinking and our activities, and our endeavors are centered in the general welfare and safety of all students. The purpose of this school in partnership with parents and community, is to educate all students physically, mentally, morally, emotionally, and spiritually, and to expect high levels of academic performance. Appreciation for the heritage and basic traditions of the community is emphasized. The curriculum provides for sustained individual growth and continuing development of the whole student. We accept the responsibility to teach all students regardless of sex, handicap, race, color, or national origin, so they may attain their maximum educational potential.

## **Vision**

**Achieving Excellence**

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# Comprehensive Needs Assessment

Revised/Approved: May 03, 2019

## Needs Assessment Overview

Based on the findings from the comprehensive needs assessment, the campus committee finds that the elementary campus has many strengths. Some of the strengths the following: New Leveled Literacy Intervention program to support reading in grades 1<sup>st</sup> and 2<sup>nd</sup>, implementing Gretchen Bernabei writing strategies for grades 3<sup>rd</sup>-6<sup>th</sup> grade, various sources of data and tools for data disaggregation are available, campus averages for student performance on STAAR are higher than almost all of the state averages, experienced teachers, PAW times are small group intervention times that are supported by paraprofessionals, teachers enjoy their coworkers, professional development to support areas of need, admin follows through with commitments, and quality tutoring. The committee has identified the following priority needs: review and align strategies/procedures/expectations across grade levels, increase number of students who “meet or exceed progress” on STAAR, implement Gretchen Bernabei writing strategies at all grade levels, safety concerns with communication and safety to/from gym, wifi to gym for attendance/communication purposes, new teachers need mentor support for first year, need enrichment, develop processes that allow for the vertical alignment of curriculum and procedures, collaboration between same-subject teachers, data review by teachers in order to bridge performance gaps, and we are in need of updating our technology.

# Student Achievement

## Student Achievement Summary

STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)							
Subjects	Year	State %	District	Campus	Hispanic	White	Econ Disadv
All Subjects	2019	-	-	95%	93%	96%	90%
	2018	77%	88%	87%	79%	92%	74%
	2017	75%	88%	88%	83%	91%	81%
Reading	2019	-	-	96%	95%	98%	95%
	2018	74%	88%	92%	83%	96%	82%
	2017	72%	84%	86%	80%	91%	80%
Mathematics	2019	-	-	97%	95%	98%	95%
	2018	81%	93%	91%	84%	95%	79%
	2017	79%	94%	93%	89%	96%	86%
Writing	2019	-	-	88%	78%	91%	79%
	2018	66%	74%	66%	*	*	*
	2017	67%	*	*	*	*	*
Science	2019	-	-	89%	83%	92%	70%
	2018	80%	88%	*	*	*	*
	2017	79%	90%	80%	*	82%	*

STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)							
Subjects	Year	State %	District	Campus	Hispanic	White	Econ Disadv
All Subjects	2019	-	-	69%	61%	72%	59%
	2018	48%	59%	52%	39%	60%	36%
	2017	45%	63%	57%	46%	65%	48%
Reading	2019	-	-	64%	58%	66%	58%
	2018	46%	59%	57%	42%	65%	34%
	2017	44%	58%	58%	46%	67%	49%
Mathematics	2019	-	-	78%	70%	82%	68%
	2018	50%	67%	59%	47%	66%	43%
	2017	46%	72%	64%	54%	72%	51%
Writing	2019	-	-	41%	22%	45%	36%
	2018	41%	42%	34%	*	*	*
	2017	36%	*	*	*	*	*
Science	2019	-	-	78%	67%	83%	60%
	2018	51%	56%	*	*	*	*
	2017	49%	71%	46%	*	59%	*

STAAR Performance Rates at Masters Grade Level (All Grades Tested)							
Subjects	Year	State %	District	Campus	Hispanic	White	Econ Disadv
All Subjects	2019	-	-	41%	37%	42%	42%
	2018	22%	26%	24%	14%	30%	17%
	2017	20%	29%	28%	19%	35%	23%
Reading	2019	-	-	35%	28%	37%	40%
	2018	19%	22%	25%	10%	33%	18%
	2017	19%	26%	29%	20%	36%	27%
Mathematics	2019	-	-	52%	51%	51%	51%
	2018	24%	35%	29%	24%	31%	19%
	2017	22%	39%	37%	27%	45%	27%
Writing	2019	-	-	9%	11%	9%	14%
	2018	13%	13%	16%	*	*	*
	2017	11%	*	*	*	*	*
Science	2019	-	-	50%	42%	54%	50%
	2018	23%	28%	*	*	*	*
	2017	19%	18%	14%	*	23%	*

Continue and expand LLI

Increase number of students who "meet or exceed progress" on STAAR

Continue to provide paraprofessional support for small-group instruction, interventions, inclusion and at-risk student needs

Review and align strategies/procedures/expectations - rewards and consequences/supplemental aids across grade levels and content areas

Implement Gretchen Bernabei writing strategies at all grade levels

Continue to utilize the ESC 15 for Title I&II mgmt. and professional development in order to improve teachers' skills for closing gaps

## Student Achievement Strengths

New Leveled Literacy Intervention program to support reading in Gr. 1-2

Various sources of data and tools for data disaggregation are available

Teachers who are able to stay at the same grade-level and who teach the same subject for consecutive years have high student achievement rates. Reduction of subjects taught at 3-6 increases student achievement.

Implementing Gretchen Bernabei writing strategies for grades 3-6

Campus averages for student performance on STAAR are higher than almost all of the State averages

Pride At Work (PAW) time, small group instruction (supported by paraprofessionals), and tutorials are provided in order to help students reach expected achievement.

# School Culture and Climate

## School Culture and Climate Summary

### Strengths:

- trustworthy/positive work environment
- supportive staff
- family like atmosphere; proud to be Bulldogs
- sense of reliability from staff and parents alike
- students are very involved in extracurricular activities
- Dental Health month program

### Needs:

- We need a more effective way of communication and safety to/from the gym
- We need to add wifi to gym for attendaence/communication purposes
- New teachers need mentor support for first year/as needed
- We need a health program such as Bite Club offered to 1st grade on a yearly basis

## School Culture and Climate Strengths

- trustworthy/positive work environment
- supportive staff
- family like atmosphere; proud to be Bulldogs
- sense of reliability from staff and parents alike
- students are very involved in extracurricular activities
- Dental Health month program



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Strengths:

- Good Coworkers
- Student Pride
- Professional Development
- Teachers treated with respect
- Admin follows through with commitments

Needs:

- Adequate planning time
- Schedule planning with teacher involvement
- PD present at beginning of year related to focus of campus
- Sub pay increase
- Structured way to mentor new teachers
- Reflective feedback from admin.

## Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Good Coworkers
- Student Pride
- Professional Development
- Teachers treated with respect
- Admin follows through with commitments

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

Needs:

- Remind 101 in Spanish
- Teacher Newsletters or more info on what is being taught in class/homework explanations
- Work friendly parent involvement times and PTO meetings

## **Parent and Community Engagement Strengths**

Strengths:

- Remind 101
- Facebook Page
- Book Fair during Parent Involvement
- PTO

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

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

# Goals









Revised/Approved: October 16, 2019

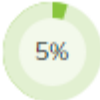





## Goal 1: Miles ISD will recruit and retain exemplary employees who are committed to student success and professional growth.

**Performance Objective 1:** All core academic classes will be taught by appropriately certified teachers; all paraprofessionals with instructional duties will meet ESSA requirements, and all of the certified staff will be maintained.

**Evaluation Data Source(s) 1:** One hundred percent of core academic classes were taught by appropriately certified teachers, and the certified staff was maintained.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Actively recruit certified teachers, professionals, and paraprofessionals	2.4	Principal Superintendent	Recruit high quality teachers that are highly qualified.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide incentives and support to encourage teacher/staff retention	2.5	Superintendent Principal	Retention of high quality staff members.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	2.4, 2.6	Principal	Student achievement will rise.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Develop and implement strategies/activities to retain certified staff by funding a portion of health benefits, continuing the step increase for teachers with 20+ years of service and offering a yearly stipend for advanced degrees in education and ESL certifications.	2.5	Superintendent Principal	Retention of quality staff	 5%			
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**Goal 1:** Miles ISD will recruit and retain exemplary employees who are committed to student success and professional growth.

**Performance Objective 2:** All teachers and paraprofessionals with instructional duties will receive high quality professional development during the 2019-2020 school year.

**Evaluation Data Source(s) 2:** All teachers and paraprofessionals with instructional duties did receive high quality professional development during the 2019-2020 school year.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Provide local meaningful, scientific, research-based professional development for all teachers and paraprofessionals	2.5	Principal Superintendent	Receive high quality professional development				
2) Partner with ESC 15 to best utilize Title II funds for teacher and principal training and recruitment	2.5	Principal Special Programs Coordinator ESC 15	Receive high quality professional development to retain high quality				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Provide teachers with multiple, high-quality professional development opportunities to increase their knowledge base in content areas	2.5	Principal ESC 15	Receive high quality professional development				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Provide stipends to assigned teachers to serve as mentors by providing instructional coaching and support	2.5	Principal	Retain and train highly qualified staff				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

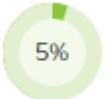



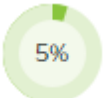

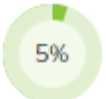

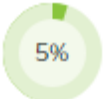



## Goal 2: Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.

**Performance Objective 1:** By May 2020, all students group (H, W, ED, EL, Sped) will reach domain 3 "Closing the Gaps" targets for the A-F accountability system in the area of student growth.

**Evaluation Data Source(s) 1:** By May 2020, all students group (H, W, ED, EL, Sped) will reach domain 3 "Closing the Gaps" targets for the A-F accountability system in the area of student growth.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Provide tutorials for students who are at risk of failure on STAAR and in core subject areas	2.4, 2.5, 2.6	Core subject teachers	Students will attain maximum student achievement				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Give benchmark assessments two times per year prior to state assessments per grade level	2.4, 2.5, 2.6	Principal Testing Coordinator 3-6 Teachers	Students will attain maximum student achievement				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 3) Implement research-based strategies to improve Tier I instruction	2.4, 2.5, 2.6	Classroom teachers Principal	All students group (H, W, ED, EL, Sped) will reach domain 3 "Closing the Gaps"				
4) Provide opportunities for teachers to observe high-performing colleagues	2.4, 2.5, 2.6	Principal	All students group (H, W, ED, EL, Sped) will reach domain 3 "Closing the Gaps"				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 5) Provide summer school for 5th graders who failed STAAR math and/or reading		Principal Superintendent Teachers	All students group (H, W, ED, EL, Sped) will reach domain 3 "Closing the Gaps"				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 6) Ensure that migrant children fully benefit from the same free public education that is provided to other children by addressing both academic and non-academic needs specific to migrant students.	2.4, 2.5	Special Programs Coordinator ESC 15	All students group (H, W, ED, EL, Sped) will reach domain 3 "Closing the Gaps"				
	<b>Funding Sources:</b> 212 Title I, Part C - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 7) Screen students and provide small group interventions to address math, reading, and language deficiencies during the school day + incorporate enrichment for higher-performing students (Instructional Preparation +RTI)	2.4, 2.5, 2.6	Principal Reading Interventionist Special Programs Coordinator	All students group (H, W, ED, EL, Sped) will reach domain 3 "Closing the Gaps"				
	<b>Funding Sources:</b> SRSA Grant Funds - 0.00, 199 PIC 25 State Bilingual/ESL - 0.00, 199 PIX 30 State SCE Title I-A, Schoolwide Activit - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 8) Serve special education students in the educational setting determined by ARD in order to bridge the gap between the disability and grade-level TEKS and prepare them for state assessments	2.4, 2.5, 2.6	Principal Paras	All students group (H, W, ED, EL, Sped) will reach domain 3 "Closing the Gaps"				
	= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 2:** Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.

**Performance Objective 2:** Earn an "A" rating in domain one under student achievement for the A-F accountability system.

**Evaluation Data Source(s) 2:** By May 2020, the campus will receive an "A" rating in domain one under student achievement for the A-F accountability system.

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 1) Analyze state assessment data and implement a plan to increase performance of sub-groups to the "meets" or "masters" level on the state assessments	2.4, 2.5, 2.6	Principal Testing Coordinator Teachers	Students to reach "meets" and "masters" level on STAAR				
<b>TEA Priorities</b> Build a foundation of reading and math Improve low-performing schools 2) Reinforce math and reading concepts during Instructional Preparation Time and RTI during the school day and provide extension and enrichment activities for higher-performing students	2.4, 2.5, 2.6	Principal Math/Rdg Teachers	Students to reach "meets" and "masters" level on STAAR				
<b>Funding Sources:</b> SRSA Grant Funds - 0.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 2:** Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.

**Performance Objective 3:** At Miles Elementary, all elementary students will read on grade level .

**Evaluation Data Source(s) 3:** Fountas and Pinnell benchmark assessment or Star Renaissance reading screener

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Provide support to assist teachers with instruction, practice, interventions, and feedback to develop appropriate reading skills.	2.4, 2.5	Principal Reading Interventionist Special Programs Coordinator	Increase fluency rate for first through third grade students				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Provide teachers and students access to a reading Interventionist for instructional strategies, progress monitoring, and interventions. We will provide teachers with intervention programs to increase fluency and comprehension.	2.4, 2.5, 2.6	Principal Special Programs Coordinator	Increase fluency rate for first through third grade students				
<b>TEA Priorities</b> Build a foundation of reading and math 3) Partner with ESC 15 to utilize and manage Title I funds to improve academic achievement of disadvantaged students	2.4, 2.5	Principal Special Programs Coordinator	Increase fluency rate for first through third grade students				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 2:** Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.

**Performance Objective 4:** By May 2020, 100% of all students in grades K-6 will have access to technology and be trained in using it.

**Evaluation Data Source(s) 4:** 100% of students in grades K-6 exhibited age-appropriate technology skills at the end of the 2019-2020 school year.

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Use effective digital learning and assistive technology for the delivery of specialized or rigorous academic courses</p>	2.4, 2.5, 2.6	Principal Technology Coordinator Teachers	Students in grades K-6 exhibited age-appropriate technology skills				
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 2) Provide technical support and training for teachers</p>	2.4, 2.5, 2.6	Technology Coordinator Principal	Students in grades K-6 exhibited age-appropriate technology skills				
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 3) Build capacity and infrastructure by purchasing devices, equipment and software in order to address readiness shortfalls; implement a technology replacement cycle</p>	2.4, 2.5	Principal Technology Coordinator	Students in grades K-6 exhibited age-appropriate technology skills				
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 4) Provide enrichment activities (STEM Club) to allow students to take advantage of high quality digital learning experiences</p>	2.4, 2.5	Principal Technology Coordinator Teachers	Students in grades K-6 exhibited age-appropriate technology skills				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

**Goal 2:** Miles ISD will prepare all students for college and career readiness by providing rigorous academic coursework while exploring diverse educational pathways.

**Performance Objective 5:** Miles Elementary Campus will develop and maintain partnerships with parents/caregivers, patrons, and community members to create the best learning condition for every child.

**Evaluation Data Source(s) 5:** Family Engagement Nights, teacher and parent/guardian conferences and on going communication between families and school employees

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Miles Elementary will provide meaningful family engagement activities to benefit students including activities like Title I Annual Meetings, parent workshops, STEM nights, and coffee with counselor and principal.	2.6, 3.2	Principal	Increase family involvement				
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 2) Explore new options for translating communication from school to parents.	2.5, 3.2	Principal	Increase English Learner family involvement				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

### Goal 3: Use efficient and effective practices to manage district finances while exploring alternative ways to increase funding.

**Performance Objective 1:** Miles Elementary will maximize partnerships with organizations that provide financial support and/or donations to schools.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will partner with the Parent Teacher Organization (PTO) to explore fund-raising opportunities.	3.1	Principal	Increase funding on the Elementary Campus				
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning 2) Utilize a grant coordinator to locate and facilitate completion of appropriate grant applications.		Principal	Increase funding on the Elementary Campus				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							









**Goal 3:** Use efficient and effective practices to manage district finances while exploring alternative ways to increase funding.

**Performance Objective 2:** Coordinate between campuses to maximize staff and resources.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 1) Collaborate across the district to develop the following year schedule to maximize staff and resources.	2.5	Principals Counselors	Maximize staff and resources				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

## Goal 4: Provide a safe and secure learning environment for all members.

**Performance Objective 1:** Implementing the district wide safety plan to optimize and support the learning environment.

**Evaluation Data Source(s) 1:** A comprehensive long-range safety plan in place

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) Provide bully prevention training for staff members who have not been trained, as well as, inform parents of TEC definition of bullying.	2.5	Principals	Safe and secure learning environment				
2) Maintain a discipline tracking system (to include monitoring of sped trends) and expand disciplinary options	2.5	Principal	Safe and secure learning environment				
3) Incorporate character education at every grade level	2.5	Principal Teachers	Safe and secure learning environment				
4) Implement monthly safety drills to insure students and teachers are familiar with all district and campus safety plans.	2.5	Superintendent Principal	Safe and secure learning environment				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Sarah Crouch	Elementary Counselor
Paraprofessional	Katlin Matschek	Paraprofessional
Classroom Teacher	Stefani Noland	1st Grade Teacher
Classroom Teacher	Victoria Fritze	4th Grade Teacher
Classroom Teacher	Samantha Shackelford	5th Grade Teacher
Classroom Teacher	Tiffany Riddle	3rd Grade Teacher
Non-classroom Professional	Joan McCleery	Professional non-teacher district
Administrator	Curt McKneely	Principal
Parent	Catherine Becker	Parent
Parent	Perla Retano	Parent
Parent	Rosario Olalde	Parent
Community Representative	Amanda Harrington	Business Owner
Classroom Teacher	Joan Tate	Pre-K Teacher
Community Representative	Wendy Sklenarik	Community Representative
Classroom Teacher	Christy Petillo	Dyslexia Teacher

# Campus Funding Summary

<b>199 PIC 25 State Bilingual/ESL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Success Ed-ELLA software to document ESL services for English language proficiency needs, ESL instructional & administrative supplies, and supplemental support staff		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>199 PIX 30 State SCE Title I-A, Schoolwide Activit</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Success Ed-RTI software to document RTI services/instruction/interventions, committee decision-making, and parent communication		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>212 Title I, Part C</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Staff to provide tutorials, summer school, early childhood support, NGS data entry, recruitment, etc. Educational, supplemental, and clerical supplies needed to perform and administer all activities.		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>SRSA Grant Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7	Annual Renaissance Platform (Accelerated Reader Licenses, Accelerated Math Licenses, STAR Reader Screening Licenses, & STAR Math Screening Licenses)	287	\$0.00
2	2	2	Annual Renaissance Platform (Accelerated Reader Licenses, Accelerated Math Licenses, STAR Reader Screening Licenses, & STAR Math Screening Licenses)	287	\$0.00

<b>SRSA Grant Funds</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>		<b>Account Code</b>	<b>Amount</b>
					<b>Sub-Total</b>	\$0.00
					<b>Grand Total</b>	\$0.00