

# **Edgewood Independent School District**

## **Loma Park Elementary School**

### **2019-2020 Goals/Performance Objectives/Strategies**

**Accountability Rating: F**



# Mission Statement

*Building leaders that can read, write, think, and communicate effectively.*

## Vision

For every child success in life, Loma Proud!

## Value Statement

Thinking classrooms

Students are leaders

7 effective habits for high success

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# Goals

Revised/Approved: September 10, 2015

## Goal 1: Student Achievement: Improve academic outcomes and prepare students to be career and college ready.

### Performance Objective 1: READING/WRITING

- The percentage of students in grades 3-5 who meet Approaches Grade Level standard on reading STAAR will increase from 62% to 70%, Meets standards will increase from 26% to 35% and Masters standard will increase from 12 to 15% by the end of school year 2020.

The percentage of students in 4th grade who meet approaches grade level standard on the Writing STAAR will increase from 42% to 70%. Meet standard will increase to 35% and master standard will increase to 15% by the end of the 2020 school year.

**Evaluation Data Source(s) 1:** The performance of this objective will be evaluated using 2019-2020 STAAR Scores.

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS | Monitor                     | Strategy's Expected Result/Impact                           | Reviews   |     |     |           |
|---|----------|-----------------------------|---|-----------|-----|-----|-----------|
|   |          |                             |   | Formative |     |     | Summative |
|   |          |                             |   | Nov       | Jan | Apr | June      |
| <b>Additional Targeted Support Strategy</b><br>1) Students will engage in vertically aligned lessons to include vocabulary development with depth and complexity based on intensive grade level planning that utilizes supplemental resources to include Think Up, Achieve 3000, Accelerated Reader, and instructional materials that support research based strategies such as tiered Vocabulary, graphic organizers, exit tickets, anchor charts, student response materials. |          | Principal, Literacy Coaches | Increased student performance on CBA, Benchmarks, and STAAR |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 8000.00   |          |                             |   |           |     |     |           |

| Strategy Description   | ELEMENTS  | Monitor                        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---|--------------------------------|---|-----------|-----|-----|-----------|
|  |   |                                |   | Formative |     |     | Summative |
|  |   |                                |   | Nov       | Jan | Apr | June      |
| 2) Students will develop the knowledge and skills to begin reading by participating in research-based literacy instruction with a focus on effective instructional practices that promote early reading success. Students will participate in whole group carpet instruction, small guided reading groups, and work stations at various tables set up in the classroom to enhance their literacy skills. Students will begin utilizing SeeSaw to create a digital portfolio of their reading abilities, skillsets, checkpoints. (Kinder/First grade) |   | Principal,<br>Literacy Coaches | Increased student performance on the iStation Indicators of Progress (ISIP) Reading Assessment, NSGRA, Fountas & Pinnell reading levels, "Look-for" document and CBAs.        |           |     |     |           |
|  | <b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 3000.00 |                                |   |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>3) Students will apply research based comprehension strategies that ensure reading TEKS objectives are met with appropriate depth and complexity to include the use of a digital portfolio through Seesaw and intervention support through Achieve 3000. In addition Scholastic Scoops and Magazine to support student reading in class and at home.  |   | Principal,<br>Literacy Coaches | Increased student achievement results on Unit assessments, benchmarks, STAAR and appropriate program assessments.   |           |     |     |           |
|  | <b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 5000.00 |                                |   |           |     |     |           |
| 4) Students will participate in guided reading lessons using the classroom leveled libraries, in which text selection is interesting, age appropriate, well written and accurately leveled.  |   | Principal,<br>Literacy Coaches | Increased student achievement results on Curriculum Based Assessment's (CBA's), benchmarks, STAAR,(Imagination Station) Istation reports and appropriate program assessments. |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 2000.00                   |                                |   |           |     |     |           |

| Strategy Description   | ELEMENTS   | Monitor                         | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|--|---------------------------------|---|-----------|-----|-----|-----------|
|  |  |                                 |   | Formative |     |     | Summative |
|  |  |                                 |   | Nov       | Jan | Apr | June      |
| <b>Additional Targeted Support Strategy</b><br>5) Students will apply research-based writing strategies that ensure Writing Texas Essential Knowledge and Skills (TEKS) objectives are addressed with appropriate depth and complexity. Independent writing centers will be set up in each classroom to enable the students to practice the research-based writing strategies collaboratively. Student supplemental writing resources that support grammar, revising and editing. Speech to text software to support the writing process. Professional Development to support teacher learning in writing on campus and off campus. File boxes are needed to collect student booklets and writing samples. |  | Principal, Coaches              | Increased student achievement results on CBA, benchmarks, STAAR, expected writing products embedded in the YAG and appropriate program assessments. |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 18000.00                                 |                                 |   |           |     |     |           |
| 6) Students will implement the use of reading strategies and learning accommodations learned in the Dyslexia Intervention Program.   |  | Principal, Dyslexia/504 teacher | Increased students achievement in state, district, and local assessments as measured by the goals above.  |           |     |     |           |
| 7) Students in grades 1-5 will demonstrate mastery on teacher created assessments that focus on current TEKS as evident through daily exit tickets combined with the teacher assessment to gather data and make instructional adjustments.   |  |                                 |   |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - SIG (School Improvement Grant) - 1000.00 |                                 |   |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>8) All students will participate in the balanced literacy model (including guided reading and writing, shared reading and writing, independent reading and writing) using appropriate text from the Scholastic leveled library. Scholastic Guided reading consultant will support guided reading in the classroom   |  | Principal, AP, Literacy Coaches | Increased student achievement in all areas of reading and writing.  |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 15000.00                                 |                                 |   |           |     |     |           |
| 9) Teachers grades 3-5 will use Motivation Reading resources and Forde Ferrier RTI Resource to help support: Exit Ticket initiative, RTI intervention, and tutoring - to achieve meets/master performance in TEKS that prepare for STAAR in Reading.   |  | Literacy Coach, Principal, AP   | Increased student achievement in Reading.   |           |     |     |           |

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

**Goal 1: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready.

**Performance Objective 2: EARLY LITERACY**


Increase the end-of-year percentage of students on level in literacy skills for Center for Improving Readiness of Children for Learning and Education (CIRCLE) Pre-K outcomes to an average score of 20 out of 28 and increase the end-of-the-year performance for kindergarten through Second Grade (iStation) literacy skills from 61% to 63%.

**Evaluation Data Source(s) 2:** The performance of this objective will be evaluated using CIRCLE and IStation results.

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS  | Monitor                        | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---|--------------------------------|--|-----------|-----|-----|-----------|
|  |   |                                |  | Formative |     |     | Summative |
|  |   |                                |  | Nov       | Jan | Apr | June      |
| 1) Pre-kindergarten students will participate in progress monitoring of literacy skills, from the administration of CIRCLE and Learning Accomplishment Profile V.3 (LAP 3), as well as tracking progress with the use of a planner that is uniform across the grade levels PK-2.   |   | Principal,<br>Literacy Coach   | Increased student performance on the CIRCLE, end of year assessment and LAP3 Planner for PK-2 students   |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 1000.00 |                                |  |           |     |     |           |
| 2) Pre-K 2nd grade students will take the Istation Indicators of Progress (ISIP) monthly assessment to measure the student's reading ability and skill development over time.<br><br>PreK-2nd graders will engage in learning using the computer program ABC mouse to supplement literacy, math, science and social studies curriculum. Instructors will also attend professional development at Region 20 and or PK4SA. |   | Principal,<br>Literacy Coaches | Increase student performance on Circle, beginning-of-year (BOY), middle-of-year (MOY), end-of-year (EOY) and Istation reports<br><br>Provide engaging learning experiences using technology to increase student performance. |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 4000.00 |                                |  |           |     |     |           |
| 3) Pre-K through 2nd grade students will participate in Istation intervention program based on their individual tier.<br>Tier 3 students use the program for 90 or more minutes per week.<br>Tier 2 students use the program for 60 minutes per week.<br>Tier 1 students use the program for 30 minutes per week.  |   | Principal,<br>Literacy Coaches | Increase student performance on Circle, BOY, MOY, EOY and Istation reports   |           |     |     |           |



| Strategy Description  | ELEMENTS   | Monitor                                      | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|--|--|--|-----------|-----|-----|-----------|
|   |  |  |  | Formative |     |     | Summative |
|   |  |  |  | Nov       | Jan | Apr | June      |
| 4) Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (social and emotional development, language and communication, emergent literacy reading and writing, science, and social studies), as well as various skill based learning centers in the classroom that promote collaboration with classmates to practice the aspects of prekindergarten guidelines. This will ensure the students are entering Kindergarten prepared.   |  | Principal, Literacy Coaches                  | Increase student performance on CIRCLE, BOY, MOY, EOY and Istation reports |           |     |     |           |
|   | <b>Funding Sources:</b> 211 - Title I - 1000.00  |  |  |           |     |     |           |
| 5) Prek 4 and Kinder English Language Learner (ELL) students will participate in a summer bilingual program to develop and enhance biliteracy skills to prepare students for subsequent grade levels.   |  | Principal, Literacy coaches, Bilingual coach | Increase student achievement using CIRCLE and Istation data                |           |     |     |           |
| 6) Loma Park will hire Pre-Kindergarten teachers to provide students with appropriate learning activities and experiences in the core academic subject area assigned to help them fulfil their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society.<br><br>Loma Park will also hire Pre-Kindergarten and two Kindergarten Educational Aides to assist the individual students and small groups in academic content areas as needed. Under the direct supervision of a certified teacher. |  |  |  |           |     |     |           |
|   | <b>Funding Sources:</b> 211 - Title I - 26947.00 |  |  |           |     |     |           |
| 7) All students will participate in the balanced literacy model (including guided reading and writing, shared reading and writing, independent reading and writing) using appropriate text from the Scholastic leveled library.   |  | Principal, AP, Literacy Coaches              | Increased student achievement in all areas of reading and writing.         |           |     |     |           |
|   |  |  |  |           |     |     |           |

**Goal 1: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready.

**Performance Objective 3: MATHEMATICS**

- The percentage of students in grades 3-5 who meet Approaches Grade Level standard on math STAAR will increase from 60% to 70%, Meets standards will increase to 35% and Masters standard will increase to 15% by the end of school year 2020.





Increase the percent of students performing on grade level in early Pre-K math skills (CIRCLE) from 81% to 85%. Increase end-of-year percentage of students on level in math skills Kindergarten through Second Grade from 75% to 85% 2019-2020.

**Evaluation Data Source(s) 3:** The performance of this objective will be evaluated using 2018-2019 STAAR Scores;The performance of this objective will be evaluated using CIRCLE and Envision Diagnostic Tool results.

**Summative Evaluation 3:**

| Strategy Description  | ELEMENTS | Monitor                         | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|---------------------------------|--|-----------|-----|-----|-----------|
|   |          |                                 |  | Formative |     |     | Summative |
|   |          |                                 |  | Nov       | Jan | Apr | June      |
| <b>Additional Targeted Support Strategy</b><br>1) Students will use the district problem solving approach that incorporates analyzing, planning, solving, justifying, and evaluating.   |          | Principal, AP, Literacy Coaches | increased student achievement on CBA, benchmarks, STAAR, student products and "Look for" document that indicates instructional strategy is utilized. |           |     |     |           |
| 2) Students will use internet-based instructional materials on a variety of platforms to increase learning and achievement in the math classroom. These instructional materials include Dream Box, publisher provided software and apps, and EStar/Mstar. |          | Principal, AP, Math Coach       | Increased student performance on CBA, Benchmarks, STAAR and software usage and performance data.   |           |     |     |           |
| 3) K-2 students will participate in intervention for math fluency based upon the data received from the administration of the Texas Early Mathematics Inventory (TEMI).   |          | Principal, AP, Math Coach       | Increased student achievement results on TEMI assessments.   |           |     |     |           |
| 4) Pre-kindergarten students will participate in progress monitoring of early math skills from the administration of CIRCLE.  |          | Principal, Math Coach           | Increased student achievement results on CIRCLE, and BOY, MOY, EOY assessments   |           |     |     |           |
| 5) Pre-K students will engage in developmentally appropriate lessons that incorporate the Prekindergarten Guidelines (mathematics) to ensure Kindergarten Readiness.  |          | Principal, Math Coach           | Increased student achievement results on LAP 3, CIRCLE, and BOY, MOY, EOY assessments  |           |     |     |           |

| Strategy Description   | ELEMENTS   | Monitor               | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|--|-----------------------|---|-----------|-----|-----|-----------|
|  |  |                       |   | Formative |     |     | Summative |
|  |  |                       |   | Nov       | Jan | Apr | June      |
| <b>Additional Targeted Support Strategy</b><br>6) Students in grades 1-5 will demonstrate mastery on unit assessments that focus on current TEKS. Teachers will utilize the Lead4ward leadership reports, to target areas of weakness. Instructional professional development from Lead4ward will be provided to enhance data driven instruction and data driven planning.   |  | Principal, Math Coach | Analyze the data from the leadership reports to determine the proper plan of action for instruction.  |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - SIG (School Improvement Grant) - 3000.00 |                       |   |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>7) All students, including the Hispanic sub group, will use the problem-solving process addressed in the process standards that incorporates analyzing, planning, solving, justifying, and evaluating to improve their critical thinking.   |  | Principal, Math Coach | Increased student achievement on unit assessments, EStar/MStar, and on STAAR testing.   |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 500.00                                   |                       |   |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>8) All students, including the Hispanic sub group, will complete math tasks (i.e. Exemplars and Performing math) to demonstrate understanding of the problem-solving process. Region 4 instructional materials will be purchased to support student exit tickets and independent work stations.   |  | Principal, Math Coach | All students will acknowledge and be aware of exemplars in order to transfer problem-solving skills on assessments.                               |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 500.00                                   |                       |   |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>9) All students, including the Hispanic sub group, will use dreambox as an additional support to increase learning and achievement in their math classrooms. Students will receive math instruction support to facilitate small group intervention utilizing region 4 materials. Campus will provide substitute coverage to support campus based professional development and planning in math to utilize region 4 sources. |  | Principal, Math Coach | Students will show continuous growth through targeted practice based on intervention lessons provided by the program and assigned by the teacher. |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 0.00                                     |                       |   |           |     |     |           |

| Strategy Description   | ELEMENTS  | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---|---|--|-----------|-----|-----|-----------|
|  |   |   |  | Formative |     |     | Summative |
|  |   |   |  | Nov       | Jan | Apr | June      |
| <b>Additional Targeted Support Strategy</b><br>10) Math teachers will implement Math workshop models to increase effective instruction in the classroom with the focus on student learning for all students, including the Hispanic sub group. Math workshop materials utilized will be from activities created by region 4 that are aligned with state standards.   |   | Principal, AP, Math Coordinator, Math Coach, Teachers | Students will be actively engaged in meaningful opportunities that will have an impact on student achievement, and enhance performance on their assessments. |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>11) Teachers will use the RtI protocols and process to accurately identify student in need of intervention needs, based on BOY, MOY, EOY, TEMI and Estar/Mstar assessments. Substitutes will be provided for teacher coverage as they attend RTI meetings and discuss student tier data/interventions.  |   | Principal, Math Coach, Teachers, Counselor            | Increased student achievement on unit assessments, EStar/MStar, and on STAAR testing.  |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>12) All students, including the Hispanic sub group, in K-5 will participate in math intervention for math fluency and algebra readiness through the use of Math fluency checks given every 6 weeks of school. Materials and resources needed to support student performance on math fluency.  | <b>Funding Sources:</b> 211 - Title I - 1500.00 |   |  |           |     |     |           |
| 13) Pre-K teachers will administer and use the CIRCLE assessment and monitor data a minimum of 3 times per year.   |   | Principal, AP, Math Coach                             | Increased student achievement results on CIRCLE, and BOY, MOY, EOY assessments.  |           |     |     |           |
| 14) Students will participate in developmentally appropriate lessons that incorporate Pre-K guidelines to ensure kindergarten readiness.   |   | Principal, AP, Math Coach, Teachers                   | Measurable growth and prepared for Kindergarten.   |           |     |     |           |
| 15) Students grades 3-5 will use Motivation Math resources and other math supplemental material to include online resources in order to build TEK mastery and prepare for STAAR in math.   | <b>Funding Sources:</b> 211 - Title I - 6000.00 |   |  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |   |   |  |           |     |     |           |





**Goal 1: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready.

**Performance Objective 4: SCIENCE**

- The percentage of students in grade 5 who meet Approaches Grade Level standard on Science STAAR will increase from 54% to 70%, Meets standards will increase to 35% and Masters standard will increase to 15% by the end of school year 2020.

**Evaluation Data Source(s) 4:** The performance of this objective will be evaluated using 2019-2020 STAAR Scores.

**Summative Evaluation 4:**

| Strategy Description   | ELEMENTS | Monitor                      | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|------------------------------|---|-----------|-----|-----|-----------|
|  |          |                              |   | Formative |     |     | Summative |
|  |          |                              |   | Nov       | Jan | Apr | June      |
| 1) Students will engage in interactive conceptual word wall to reinforce and build science vocabulary and comprehension.   |          | Principal, AP, Science Coach | Increased student achievement results on CBA, benchmarks, STAAR and Laserfiche reports.                                     |           |     |     |           |
| 2) K-5 students will participate in a CER explore investigations. Students will explore scientific processes and applications of real-world scenarios.   |          | Principal, AP, Science Coach | Presentation of science projects.   |           |     |     |           |
| <b>Funding Sources:</b> 199 - Local - 3000.00  |          |                              |   |           |     |     |           |
| 3) Students will engage in vertically aligned science lessons that focus on vocabulary development with depth and complexity based on intensive grade level planning that utilizes Science resources, such as, TCMPC Vertical Alignment document. Coverage for teachers will be provided for planning and data analysis.   |          | Principal, AP, Science Coach | Increased student achievement results on CBA, benchmarks, STAAR, appropriate program assessments and Laiser Fische reports. |           |     |     |           |
| 4) Students will participate in some type of formative assessments to monitoring student progress of science concept development such as Mentoring Minds Science resource.   |          | Principal, AP, Science Coach | Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.                        |           |     |     |           |
| 5) Students will participate in engaging lessons through science labs & will demonstrate concepts through student performance assessments. Professional development through region 20 will be provided to build teacher capacity.  |          | Principal, AP, Science Coach | Increased student achievement results on CBA, benchmarks, STAAR and Laiser Fische reports.                                  |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 600.00   |          |                              |   |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |          |                              |   |           |     |     |           |

**Goal 1: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready.

**Performance Objective 5: INSTRUCTIONAL TECHNOLOGY**

Student Achievement: Increase digital learning activities and information access to promote collaboration, creativity, innovation and critical thinking 100% of the time.

**Evaluation Data Source(s) 5:** Technology integrated lessons and technology products.

**Summative Evaluation 5:**

| Strategy Description  | ELEMENTS | Monitor                      | Strategy's Expected Result/Impact                | Reviews   |     |     |           |
|---|----------|------------------------------|--|-----------|-----|-----|-----------|
|   |          |                              |  | Formative |     |     | Summative |
|   |          |                              |  | Nov       | Jan | Apr | June      |
| 1) The Literacy and Content Coaches will model lessons and/or coteach with classroom teachers to assist in the integration of technology as a learning tool.                                      |          | Literacy and Content Coaches | Classroom Walkthroughs and Co-Teach Lesson Plans |           |     |     |           |
| 2) The Robotics teacher will facilitate a beginners coding program for grades K-5 with the use of code.org. Resource materials for coding will be utilized for instruction such as lego robotics. |          | Principal, Robotics teacher  |  |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 3000.00   |          |                              |  |           |     |     |           |
|   |          |                              |  |           |     |     |           |


**Goal 1: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready.

**Performance Objective 6: PHYSICAL EDUCATION**

To enhance a students educational well-being by developing their physical and social skills through participation in interscholastic sports, physical education, and instilling life-time sports. Students will be actively engaged in physical education 100% of the time.

**Evaluation Data Source(s) 6:** Increased successful student participation in athletic programs.

**Summative Evaluation 6:**

| Strategy Description   | ELEMENTS | Monitor            | Strategy's Expected Result/Impact       | Reviews   |     |     |           |
|--|----------|--------------------|---|-----------|-----|-----|-----------|
|  |          |                    |   | Formative |     |     | Summative |
|  |          |                    |   | Nov       | Jan | Apr | June      |
| 1) Students will participate in strength, conditioning, agility, and skills building programs.   |          | Principal, Coaches | Measurement chart of student progress   |           |     |     |           |
| <b>Funding Sources:</b> 199 - Local - 1500.00  |          |                    |   |           |     |     |           |
| 2) Students will be provided the tools, resources and venues to successfully participate in the athletic program. The instructor will participate in professional development aligned with campus goals. |          | Principal, Coaches | Monthly evaluations on student progress |           |     |     |           |
| 3) Students will be provided athletic equipment and hardware for successful participation in desired sport(s).   |          | Principal, Coaches | Improve skill set in each sport         |           |     |     |           |
|   |          |                    |   |           |     |     |           |

**Goal 1: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready.

**Performance Objective 7: HIGHLY EFFECTIVE INSTRUCTIONAL STAFF and TEACHER RETENTION**

Increase the effectiveness of instructional staff and teacher retention. Teachers will attend professional development on and off campus for math, elar, science, sped, and highly effective strategies.

-Offer and support the implementation of targeted needs-based professional development in accordance with district initiatives to 100%

**Evaluation Data Source(s) 7:** The performance of this objective will be measured using Eduphoria reports. Teachers will attend professional development on and off campus for math, elar, science, sped, and highly effective strategies.

**Summative Evaluation 7:**

| Strategy Description  | ELEMENTS   | Monitor  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|--|--|--|-----------|-----|-----|-----------|
|   |  |  |  | Formative |     |     | Summative |
|   |  |  |  | Nov       | Jan | Apr | June      |
| 1) Science classroom teacher will participate in monthly science PLC's to develop science concepts, increase rigor and to improve delivery of science instruction. Teachers will attend professional development in Science at Region 20. Teachers will attend professional development on and off campus for math, elar, science, sped, and highly effective strategies. |  | Principal, A.P.,<br>Science Coach  | Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments. |           |     |     |           |
|   | <b>Funding Sources:</b> 211 - Title I - 600.00   |  |  |           |     |     |           |
| 2) Teachers will attend PLC's and training, during the school day, provided by campus leadership and content coaches to plan, and align TEKS for student achievement. Coverage for campus based PD will be provided to plan and execute lessons.  |  | Principal, A.P.<br>Science Coach,<br>Literacy<br>Coaches, Math<br>Coach and<br>Science Coach | Improvement in student scores, participation, attendance and overall well being                        |           |     |     |           |
|   | <b>Funding Sources:</b> 211 - Title I - 32835.00 |  |  |           |     |     |           |



| Strategy Description  | ELEMENTS   | Monitor                                  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|--|--|---|-----------|-----|-----|-----------|
|   |  |  |   | Formative |     |     | Summative |
|   |  |  |   | Nov       | Jan | Apr | June      |
| 3) Literacy and Content Instructional Coaches will plan, coordinate, and implement a comprehensive school-wide program which facilitates learning; for modeling of effective lessons; for coaching teachers in all curriculum areas on how to enhance students literacy skills; for identifying staff development needs of the school and for providing staff development related to literacy as part of the problem solving process; and for working with school and community groups to help all students reach their highest potential. Retired educators will provide classroom support in a co-teach model for math and reading in grades 3-4-5. |  | Principal                                | Increased student achievement results on unit assessments, benchmark tests, and STAAR. Students will have more engaging classroom instruction that is student centered to improve student outcomes. |           |     |     |           |
|   | <b>Funding Sources:</b> 211 - Title I - 23000.00 |  |   |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>4) Teachers will attend after school PLC sessions facilitated by campus leadership and content coaches to: analyze data and focus on instructional practices (i.e. writing learning targets, vocabulary development, reviewing student work & performance assessments) to support the needs of all students, including the Hispanic sub group.   |  | Principal, AP, Content Coaches           | Increased student performance on unit and/or 6 week assessment; improvement on ISIP, TEMI, Estar/Mstar.   |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>5) Pre-K-5th grade teachers will attend 1/2 day extended planning sessions to: analyze data, unwrap unit plans (using TCMPC and URGs) and TEKS. Content deepening sessions will be conducted to support the needs of all students including the Hispanic sub group.  |  | Principal, AP, Content Coaches, Teachers | Increased student performance on unit and/or 6 week assessment; improvement on ISIP, TEMI, Estar/Mstar.   |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 8000.00   |  |  |   |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>6) Teachers will attend on-campus professional development targeting: balanced literacy, reading and writing strategies, vocabulary, and depth of knowledge to fully address the needs of all students, including the Hispanic subgroup. Consultants will be hired to assist teachers in developing a balanced literacy classroom to address reading and writing.  |  | Principal, AP, Content Coaches, IPSI     | Increased student performance on unit and/or 6 week assessment; improvement on ISIP, TEMI, Estar/Mstar.   |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 40000.00  |  |  |   |           |     |     |           |

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


**Goal 1: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready.

**Performance Objective 8: ATTENDANCE**

To increase campus-wide student attendance to 96% or higher.

**Evaluation Data Source(s) 8:** PEIMS reports on student attendance rates

**Summative Evaluation 8:**

| Strategy Description   | ELEMENTS  | Monitor   | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|---|---|-----------------------------------|-----------|-----|-----|-----------|
|  |   |   |                                   | Formative |     |     | Summative |
|  |   |   |                                   | Nov       | Jan | Apr | June      |
| 1) Establish neighborhood partnerships with parents to promote campaigns such as "Edgewood Proud" and to raise awareness of the importance of attendance. PSCC team will develop artifacts to support attendance initiatives and provide student incentives. |   | Principal, A.P.,<br>Social Worker,<br>Parent Liaison,<br>Data Clerk | Review attendance data            |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 6000.00 |   |                                   |           |     |     |           |
| 2) Implement "Attendance Agreement" to promote family accountability and responsibility in increasing attendance.  |   | Principal, A.P.,<br>Social Worker,<br>Parent Liaison,<br>Data Clerk | Review attendance data            |           |     |     |           |
| 3) Create an attendance committee to help collaborate with teachers, parents and students in areas of attendance improvement and coordinate incentives to increase attendance rates.   |   | Principal, A.P.,<br>Social Worker,<br>Parent Liaison,<br>Data Clerk | Review attendance data            |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 3000.00  |   |   |                                   |           |     |     |           |
|    |   |   |                                   |           |     |     |           |

**Goal 1: Student Achievement:** Improve academic outcomes and prepare students to be career and college ready.

**Performance Objective 9: COLLEGE and CAREER READY**

- To increase performance in Domain 1: Meets 40% and Masters at 20%

**Evaluation Data Source(s) 9:** The performance of this objective will be evaluated using College Board Reports, Achieve 300 reports, and advanced level STAAR performance.

**Summative Evaluation 9:**

| Strategy Description  | ELEMENTS   | Monitor                                      | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|--|--|--|-----------|-----|-----|-----------|
|   |  |  |  | Formative |     |     | Summative |
|   |  |  |  | Nov       | Jan | Apr | June      |
| 1) Students will participate in curricular knowledge in real world situations by participating in extra curricular activities such as: -Robotics -Chess -Fine Arts -Athletics-Golf, and reading programs such as Accelerated Reader, Bluebonnet Reading, Book of the Month. Students will partake in field trips based upon extracurricular activities that support reading initiatives.  |  | Principal,<br>Librarian,<br>Robotics teacher | Student performance in extra curricular activities as evidenced by increased student performance on STAAR. |           |     |     |           |
|   | <b>Funding Sources:</b> 199 - Local - 3000.00    |  |  |           |     |     |           |
| 2) Students will participate in the externally operated after school challenge program providing K-5 students with homework assistance, educational games, and enrichment activities such as fine arts, nutrition, and physical fitness. Students in grade 3-5 will participate in tutoring during the day as a co-teach model utilizing retired substitutes to close the achievement gap in reading, writing, math, and science to support CCMR goals. |  | Principal                                    | Increased student attendance and academic achievement.   |           |     |     |           |
|   | <b>Funding Sources:</b> 211 - Title I - 35455.00 |  |  |           |     |     |           |
| 3) Students will participate in college and career readiness events to promote post-secondary education such as, College night and college campus visits  |  | Principal,<br>Counselor                      | Increase number of students applying to college  |           |     |     |           |





| Strategy Description  | ELEMENTS  | Monitor                        | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---|--------------------------------|--|-----------|-----|-----|-----------|
|   |   |                                |  | Formative |     |     | Summative |
|   |   |                                |  | Nov       | Jan | Apr | June      |
| 4) Counselors and Social Workers will Conduct Career Day at Loma Park where speakers discuss course of study students need to follow in order to enter chosen career/profession. Volunteers will be provided a continental breakfast. |   | Counselor                      | Increased career awareness.  |           |     |     |           |
|   | <b>Funding Sources:</b> 199 - Local - 200.00    |                                |  |           |     |     |           |
| 5) Counselors will provide students with ongoing guidance lessons about college and have students in 3-5 complete a daily planner routinely to keep up with assignments and goals to prep for the future.                             |   | Counselor, Teachers, Principal | Increased career awareness, and assist in students organizing themselves within the classroom to prepare for the future. |           |     |     |           |
|   | <b>Funding Sources:</b> 211 - Title I - 1372.50 |                                |  |           |     |     |           |
|   |   |                                |  |           |     |     |           |

## Goal 2: Organizational Learning and Leadership Development

**Performance Objective 1:** Loma Park Elementary will continue to engage in the professional learning community process. We will implement PLC structure at 100%.

**Evaluation Data Source(s) 1:** state assessment scores and monitoring reports

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
|  |          |         |                                   | Formative |     |     | Summative |
|  |          |         |                                   | Nov       | Jan | Apr | June      |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>Improve low-performing schools<br>1) Loma Park will hire a consultant to provide input on campus systems and resources to support the Targeted Improvement Plan presented to TEA.   | 2.5      |         |                                   |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 20000.00   |          |         |                                   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> |          |         |                                   |           |     |     |           |

### Goal 3: Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

#### Performance Objective 1: SPECIAL EDUCATION





Increase the number of Special Education students meeting the STAAR passing standard in grades 3 - 5 (PBMAS Indicators)

- Increase Special Education student performance in Reading STAAR (3-5) from 40% to 45%.
- Increase Special Education student performance in 4th grade Writing STAAR from 0% to 50%.
- Increase Special Education student performance in Science STAAR 5th grade from 40% to 50%.

**Evaluation Data Source(s) 1:** This objective will be evaluated using 2019-2020 PBMAS results.

#### Summative Evaluation 1:

| Strategy Description   | ELEMENTS  | Monitor                             | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---|-------------------------------------|--|-----------|-----|-----|-----------|
|  |   |                                     |  | Formative |     |     | Summative |
|  |   |                                     |  | Nov       | Jan | Apr | June      |
| <b>Comprehensive Support Strategy</b><br>1) Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of modalities. Instructional resources will be purchased to support student learning. |   | Special Education Teacher/Principal | Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.   |           |     |     |           |
|  | <b>Funding Sources:</b> 211 - Title I - 3000.00 |                                     |  |           |     |     |           |
| <b>Comprehensive Support Strategy</b><br>2) Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.  |   | Special Education Teacher/Principal | Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments. |           |     |     |           |
| 3) Students will utilize academic applications on iPads to extend and/or enhance lessons in the classroom.   |   | Special Education Teacher/Principal | Increased student achievement results on CBA, benchmarks, STAAR and appropriate program assessments.   |           |     |     |           |
| <b>Comprehensive Support Strategy</b><br>4) Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).  |   | Special Education Teacher/Principal | Increased student achievement based on IEP report card   |           |     |     |           |

| Strategy Description   | ELEMENTS | Monitor                             | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|-------------------------------------|--|-----------|-----|-----|-----------|
|  |          |                                     |  | Formative |     |     | Summative |
|  |          |                                     |  | Nov       | Jan | Apr | June      |
| 5) Special education teachers will use eSped to document ARDs. Bilingual ARDs will be audio recorded. Parents will receive an audio copy of the ARD. Program specialists are meeting with teachers to ensure that teachers have a complete understanding of eSped. Professional development: Ongoing   |          | Special Education Teacher/Principal | use of eSped for all ARDs  |           |     |     |           |
| 6) Special education teachers will provide consultation and support to general education teachers in the instruction of students with disabilities. Substitutes will be provided to continue schedule of services as Teachers consult with and monitor student IEP's in the general education setting  |          | Principal                           | Increased student achievement results on CBA's, benchmarks, STAAR and appropriate program assessments. |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 1200.00  |          |                                     |  |           |     |     |           |
| 7) Special Education teacher and general education teacher will receive professional development on co-teach.  |          | Principal                           | Increase student achievement on Benchmarks, checkpoints and STAAR assessments                          |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 600.00   |          |                                     |  |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |          |                                     |  |           |     |     |           |



**Goal 3:** Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

**Performance Objective 2:** ENGLISH LANGUAGE LEARNERS (BILINGUAL/ESL)

Increase the number of English language learners meeting the Approaches Grade level Standards on STAAR (PBMAS Indicators) in reading from 56% to 70%, meets at 23% to 35% and masters at 15% to 20%.

- Increase English learners performance in Writing STAAR (4th) meeting the approaches grade level standards from 38% to 70%, meets at 22% to 35% and masters at 6% to 15%.
- Increase English learners performance in Science STAAR (5th) meeting the approaches grade level standards from 35% to 70%, meets at 10% to 35%, and masters at 0% to 15%.
- Decrease TELPAS beginning and intermediate Composite Rating levels for students in U.S. schools multiple years .

**Evaluation Data Source(s) 2:** The performance of this objective will be measured using STAAR Progress measure or ELL progress measure data.

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor                | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|------------------------|--|-----------|-----|-----|-----------|
|  |          |                        |  | Formative |     |     | Summative |
|  |          |                        |  | Nov       | Jan | Apr | June      |
| 1) ELL student writing samples and TELPAS proficiency level descriptors (PLDs) will be consistently used to rate ELL students  |          | ESL/Bilingual Teachers | Students will engage in writing activities based on ELPS English Language Proficiency Standards. |           |     |     |           |
| 2) ELL students will engage in instructional programs to address their linguistic needs based on LPAC recommendations utilizing the ELlevation Platform.<br>Additional resources to provide curriculum support will be provided to K-5 teachers for ESL instruction. |          | ESL/Bilingual Teachers | ELL student performance on TELPAS, STAAR   |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 8000.00  |          |                        |  |           |     |     |           |
|  |          |                        |  |           |     |     |           |

**Goal 3: Exceptional Learners:** To improve instructional programs to meet the needs of all exceptional learners.

**Performance Objective 3: MIGRANT EDUCATION**


Ensure that identified Priority for Service (PFS) migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children. 100% of Priority for Service (PFS) migrant students will receive priority access to supplemental instructional and support opportunities.

Increase the number of Migrant students meeting the STAAR passing standard in grades 3 - 5 (PBMAS Indicators)

- Migrant student performance in Reading STAAR (3-5) will meet 75%.
- Increase Migrant student performance in 4th grade Writing n/a
- Increase Migrant student performance 5th grade Science n/a

**Evaluation Data Source(s) 3:** Provided through shared service arrangement with Region 20

**Summative Evaluation 3:**

| Strategy Description   | ELEMENTS   | Monitor                        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|--|--------------------------------|---|-----------|-----|-----|-----------|
|  |  |                                |   | Formative |     |     | Summative |
|  |  |                                |   | Nov       | Jan | Apr | June      |
| 1) Provide all migrant parents a copy of the PFS criteria, what it means, and implications for the student to ensure awareness.  |  | Parent Liaison/ Administration | PFS Criteria letter, sign-in sheets from Community Outreach, recruiter logs   |           |     |     |           |
|  | <b>Funding Sources:</b> Region XX Shared Services Agreement - 0.00 |                                |   |           |     |     |           |
| 2) Provide parents of PFS students an update on the academic progress of their child. Timeline: Year Round   |  | Administration                 | Parent evaluations/feedback, counselor follow-up, phone logs, email documentation, mail out list  |           |     |     |           |
|  | <b>Funding Sources:</b> Region XX Shared Services Agreement - 0.00 |                                |   |           |     |     |           |
| 3) Provide appropriate placement/programs for students not meeting the state content standards or mastering TEKS objectives. Ex: tutoring, state assessments, remediation, online migrant course work, credit recovery (Nova Net, Plato, FLEX, night school, etc.), summer school, or community resources/services. Timeline: Year Round |  | Administration                 | Increased number of students completing partial credit and/or passing state assessments. Partial credit report, retention report, formal/informal assessment. |           |     |     |           |
|  | <b>Funding Sources:</b> Region XX Shared Services Agreement - 0.00 |                                |   |           |     |     |           |
|    |  |                                |   |           |     |     |           |


**Goal 3:** Exceptional Learners: To improve instructional programs to meet the needs of all exceptional learners.

**Performance Objective 4:** GIFTED and TALENTED

50% of our Gifted and Talented students in grades 3rd-5th will perform at the masters level on state assessments.

**Evaluation Data Source(s) 4:** Master grade level expectations on STAAR performances

**Summative Evaluation 4:**

| Strategy Description  | ELEMENTS | Monitor             | Strategy's Expected Result/Impact        | Reviews   |     |     |           |
|---|----------|---------------------|--|-----------|-----|-----|-----------|
|   |          |                     |  | Formative |     |     | Summative |
|   |          |                     |  | Nov       | Jan | Apr | June      |
| 1) District Elementary GT students will be offered a GT curriculum that includes the GT Texas Performance Standards.  |          | District GT Teacher | Project completion for every GT student. |           |     |     |           |
| 2) Elementary GT students (K - 5) will participate in advanced level lessons. GT students will attend instructional field trips that support CCMR opportunities . |          | District GT Teacher | Masters levels performance               |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 2500.00   |          |                     |  |           |     |     |           |
|   |          |                     |  |           |     |     |           |

## Goal 4: Student Support Services: To Provide a well-rounded education to increase student achievement.

### Performance Objective 1: GUIDANCE PROGRAM

To provide proactive developmental guidance program to 100% of the classes that addresses responsive services that supports social and emotional well-being of students, parents and staff.





**Evaluation Data Source(s) 1:** Increased academic achievement and attendance rate

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS | Monitor                  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|--------------------------|---|-----------|-----|-----|-----------|
|   |          |                          |   | Formative |     |     | Summative |
|   |          |                          |   | Nov       | Jan | Apr | June      |
| 1) Counselors, social workers and Communities in Schools (CIS) staff will conduct morning, lunch and after school groups targeting character traits, social skills and organizational skills  |          | Counselors/Social Worker | Decrease in the number of discipline referrals  |           |     |     |           |
| 2) Social workers will utilize curriculum and work with student groups to build social skills, increase morale, on campus and encourage community service opportunities completed by students by attending training on The Leader in Me.  |          | Social Workers           | Decrease in the number of discipline referrals  |           |     |     |           |
| <b>Funding Sources:</b> 199 - State Compensatory PIC 30 - 600.00  |          |                          |   |           |     |     |           |
| 3) Counselors and Social Workers will organize events to promote positive family relationships  |          | Counselors               | Positive survey results   |           |     |     |           |
| 4) Provide guidance content in a systematic way to all students via classroom guidance and small groups. Areas addressed through:<br>GUIDANCE CURRICULUM<br>Self-confidence development<br>- Motivation to succeed<br>- Decision-making, goal- setting, planning, and problem-solving skills<br>- Interpersonal effectiveness<br>- Communication Skills<br>- Cross Cultural Effectiveness<br>- Responsible Behavior |          | Counselors/Social Worker | Increased number of guidance lessons provided to students will promote student success. |           |     |     |           |

| Strategy Description  | ELEMENTS | Monitor                  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|--------------------------|---|-----------|-----|-----|-----------|
|   |          |                          |   | Formative |     |     | Summative |
|   |          |                          |   | Nov       | Jan | Apr | June      |
| 5) Address the immediate concerns of students for the purpose of prevention and intervention via individual counseling and small groups. Areas addressed through RESPONSIVE SERVICES:<br>-Academic Concerns<br>- School-related issues<br>- Tardiness<br>-Absences<br>- Truancy<br>- Misbehavior<br>- School-avoidance<br>-Relationship concerns<br>-Physical/sexual/emotional abuse<br>-Grief/loss<br>-Substance abuse<br>-Family issues<br>-Harassment Issues<br>-Coping with stress  |          | Counselors/Social Worker | Decreased in discipline referrals. Increased in Student Attendance.             |           |     |     |           |
| 6) Assist students to monitor and understand their own development for the purpose of student planning and goal setting Areas addressed through: INDIVIDUAL PLANNING:<br>Educational:<br>- Acquisition of study skills<br>- Awareness of educational opportunities<br>- Lifelong learning<br>- Utilization of test scores<br>Career:<br>- Knowledge of potential career opportunities<br>- Knowledge of career and technical training<br>- Knowledge of positive work habits<br>Personal-Social:<br>- Development of healthy self-concepts<br>- Development of adaptive and adjustive social behavior |          | Counselors/Social Worker | Students will gain self-knowledge and awareness of personal/social development. |           |     |     |           |

| Strategy Description   | ELEMENTS | Monitor                                    | Strategy's Expected Result/Impact                      | Reviews   |     |     |           |
|--|----------|--|--|-----------|-----|-----|-----------|
|  |          |  |  | Formative |     |     | Summative |
|  |          |  |  | Nov       | Jan | Apr | June      |
| 7) Implementation of anti-bullying comprehensive curriculum in K-12 classrooms   |          | Counselors/<br>Social Worker               | Decreased number of bullying incidents                 |           |     |     |           |
| 8) Counselors and Social Workers will provide training opportunities on anti-bullying prevention, policy and procedures to students, staff and parents |          | Director of<br>Student Support<br>Services | Positive survey results and reduced bullying incidents |           |     |     |           |
| 9) Childsafe will provide required training on child and sex abuse reporting policies to all staff members   |          | Counselors                                 | Childsafe reports                                      |           |     |     |           |
| 10) Counselors and Social Workers will provide training opportunities on suicide prevention, policy and procedures to students, staff and parents.     |          | Counselors/<br>Social Worker               | Student Support Service log                            |           |     |     |           |

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 4:** Student Support Services: To Provide a well-rounded education to increase student achievement.

**Performance Objective 2:** Decrease the number of students whose health screenings go unaddressed to fewer than 6.8% for vision, and fewer than 1.6% for hearing.

**Evaluation Data Source(s) 2:** The performance of this objective will be evaluated using reports from the Child Health Reporting System.

**Summative Evaluation 2:**

| Strategy Description  | ELEMENTS | Monitor | Strategy's Expected Result/Impact              | Reviews   |     |     |           |
|---|----------|---------|--|-----------|-----|-----|-----------|
|   |          |         |  | Formative |     |     | Summative |
|   |          |         |  | Nov       | Jan | Apr | June      |
| 1) School nurses will connect with parents of students who are uninsured to resources providing assistance for the identified needs(s). |          | Nurse   | Student referral log data                      |           |     |     |           |
| 2) Nurse will attend training so they can provide quality care to all students.   |          | Nurse   | Sign-in sheets and state mandated certificates |           |     |     |           |

= Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue

## Goal 5: Family and Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success.

### Performance Objective 1: PARENTAL and COMMUNITY INVOLVEMENT

Increase the number of parents involved in their children's school by 10%.

**Evaluation Data Source(s) 1:** The performance of this objective will be evaluated by attendance numbers of parents participating in meetings and events.

#### Summative Evaluation 1:

| Strategy Description  | ELEMENTS | Monitor                           | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|-----------------------------------|--|-----------|-----|-----|-----------|
|   |          |                                   |  | Formative |     |     | Summative |
|   |          |                                   |  | Nov       | Jan | Apr | June      |
| 1) Parent Liaison will build respectful relationships with families and conduct parent workshops linked to learning.  |          | Parent Liaison/<br>Administration | sign-in documentation  |           |     |     |           |
| <b>Funding Sources:</b> 211 - Title I - 1900.00   |          |                                   |  |           |     |     |           |
| 2) Parent Liaisons will increase the parent engagement program by providing parents with training sessions, workshops that are aligned with school and district achievement goals and to connect families to help children at home. |          | Parent Liaison/<br>Administration | Sign-in sheet data showing attendance trends at parental involvement activities  |           |     |     |           |
| 3) Parents Liaison will keep web pages updated weekly with new information, relevant dates and monthly projects   |          | Parent Liaison/<br>Administration | Distribution of Campus Parental Involvement website URL links, usage statistics, and the availability of computer labs for parent use. |           |     |     |           |
| 4) Conduct surveys to parents at the beginning of the year and at the end of the year to find out what topics parents are interested in to increase their awareness and participation in meetings.                                  |          | Parent Liaison/<br>Administration | Number of Returned Surveys   |           |     |     |           |
| 5) Parent Liaisons will promote the Parent Portal to parents. This will help parents keep up with their child's progress.   |          | Parent Liaison                    | Number of parents using Parents Portal.  |           |     |     |           |
| 6) Parent Liaisons will send out a Campus Newsletter keeping parents informed and up to date with campus activities.  |          | Parent Liaison                    | Increase in Parental Involvement.  |           |     |     |           |
| 7) Increase parent involvement with a district-wide PTA initiative for all campuses, to include the PTA Summit.   |          | Parent Liaison/<br>Administration | Increase in Parental Involvement.  |           |     |     |           |



| Strategy Description  | ELEMENTS | Monitor        | Strategy's Expected Result/Impact       | Reviews   |     |     |           |
|---|----------|----------------|---|-----------|-----|-----|-----------|
|   |          |                |   | Formative |     |     | Summative |
|   |          |                |   | Nov       | Jan | Apr | June      |
| 8) Campus Based meeting to provide parents of K-1 students to provide training in ESL, dual language and early literacy, in collaboration with Bilingual/ESL Department |          | Parent Liaison | Parent Questionnaire and Sign In Sheets |           |     |     |           |
|   |          |                |   |           |     |     |           |

**Goal 5:** Family and Community Engagement: Build respectful and trustful partnerships with parents and families to improve students' academic success.

**Performance Objective 2:** Provide Head Start services for three and four year old students and their families through partnership with City of San Antonio.

**Evaluation Data Source(s) 2:** Head Start Survey  
Student CiRrCLE and LAP-3 performance

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|--|---|-----------|-----|-----|-----------|
|  |          |  |   | Formative |     |     | Summative |
|  |          |  |   | Nov       | Jan | Apr | June      |
| 1) Create two model Head Start classrooms on the Loma Park campus that encourage developmentally appropriate early childhood practices in a supportive setting meeting Head Start compliance requirements. |          | Instructional Coach<br>Early Childhood / Head Start Department | Improved student performance on circle and LAP and increased services to families |           |     |     |           |
|  |          |  |   |           |     |     |           |

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 3    | 1         | 1        | Students will participate in specialized instruction by a special education teacher targeting individual student needs utilizing a variety of a modalities. Instructional resources will be purchased to support student learning. |
| 3    | 1         | 2        | Students will participate in guided reading instruction in resource classrooms, that incorporates both formal and informal reading assessments.  |
| 3    | 1         | 4        | Students will engage in differentiated instruction that addresses individual student needs as specified in their Individualized Education Plans (IEPs).  |