

Commerce Independent School District
A.C. Williams Elementary
2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

A.C. Williams Elementary School is a 3rd -5th campus. It has a student body of 348 students: Third grade 106 students, Fourth 119 students, Fifth 122 students. Ethnic Distribution:

African American	25 %	84 students	Hispanic	19.3 %	67 students	White	46.3 %	161 students
American Indian	0.9 %	3 students	Asian	2 %	6 students	Two/More Races	5.7 %	25 students
Pacific Islander	0.6 %	2 students						
Economically Disadvantaged	67.5 %	243 students	Non-Educationally Disadvantaged	42.2 %	103 students			
English Language Learners (ELL)	15.2 %	38 students	At-Risk	78.7 %	192 students			
Mobility	2.1 %	5 students						

Demographics Strengths

We have a diverse campus and an overall high attendance rate of 97.7 %.

Student Achievement

Student Achievement Summary

According to our 2017 Accountability Rating A.C. Williams Elementary School met standard in all three index performance areas.

ACW Approaches Grade Level at 78 out of 100%

All Students

Grade 3- Reading- 62% Grade 3- Math- 78%

Grade 4- Reading- 58% Grade 4- Math- 78% Grade 4 Writing- 46%

Grade 5- Reading- 67% Grade 5- Math- 85% Grade 5 Science- 66%

Student Achievement Strengths

All students in 3rd-5th grade showed 80 out of 100 Progress Growth and 74 out of 100 in Closing the Gaps.

African American students in 3rd-5th grade Math Mastered Grade Level at 77%.

Student Progress Strengths in Reading:

4th grade district: 49% vs. 4th grade region 40%

5th grade district: 38% vs. 4th grade region 26%

Student Progress Strengths in Math:

4th grade district: 66% vs. 4th grade region 60%

5th grade district: 77% vs. 5th grade region 74%

School Culture and Climate

School Culture and Climate Summary

We are continuing to build our school culture and climate. Currently, we have an active PTO and volunteer opportunities. We have family activities, such as Open House, Movie Night, Fall Carnival, Literacy Nights, Math and Science Nights, etc. We have become more customer service minded by creating an atmosphere that is warm and inviting for students, parents, staff, and the college in our city.

School Culture and Climate Strengths

Our Restorative Practice procedures, along with Trust-Based Relational Intervention (TBRI) and PRIDE creed, help to provide a common language and expectations across grade levels. Students are provided incentives and rewards for exhibiting positive behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due to various reasons, at the end of the 2017-18 school year, ACW was left with a few positions vacant. For the 2018-19 school year, seven classroom teachers, one reading intervention/Dyslexia teacher, one librarian, and two paraprofessionals were hired. Staff hired is interviewed by a panel of teachers and administrators involved in the position being hired, appropriate questions are prepared by the administrator, and proper interview and hiring procedures are followed according to state and district policy. Teachers are recruited at the yearly job fair located at the city college, as well as through the Teacher Job Network.

Staff Quality, Recruitment, and Retention Strengths

ACW has the following percentage of teachers by years of experience:

Beginning Teachers 20% 1-5 Years Experience 12% 6-10 Years Experience 32% 11-20 Years Experience 28% over 20 Years Experience 12%

In addition to having a nice range of teaching experience on our campus, the ACW staff has demonstrated the ability to pull together and work effectively as a team under adverse circumstances and limited resources.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We have focused weekly grade level Professional Learning Community(PLC) meetings to review data, improve instruction and facilitate the RTI process. A. C. Williams has strengthened daily enrichment and intervention by focusing on ten essential objectives that historically require in-depth instruction and practice. We currently utilize Eduphoria Aware to analyze student performance data to drive instruction as well as develop intervention groups. Teachers continue to implement TRS Curriculum using lesson plan and resource expectations, and administer Benchmark Assessments in STAAR tested areas.

Curriculum, Instruction, and Assessment Strengths

We utilize our Curriculum and Instruction coordinator and department heads to conduct team meetings to ensure curriculum alignment and monitor student achievement. We continue to provide extended learning opportunities to ensure that all students develop an awareness of careers, technology, and real world connections to learning through outside presenters, field trips, Google Expeditions, Social Studies Weekly, etc.

Parent and Community Engagement

Parent and Community Engagement Summary

In order to provide our ACW families timely, open communication we utilize social media, newsletters, weekly folders, student agendas, and the School Messenger communication system to communicate with parents via student folders, students agendas, email, text messaging, and automated phone services. We have had the following family activities thus far: Meet the Teacher, Family Scouting, and Watch Dogs and Dads.

Parent and Community Engagement Strengths

Here at ACW we will continue to take advantage of every opportunity to make parents and other visitors feel welcome at our school.

We provide translation services in Spanish and coordinate with PTO and the community to provide activities that benefit our students and their families.

School Context and Organization

School Context and Organization Summary

A.C. Williams Elementary School is a 3rd through 5th grade campus.

Regular Education

We have five classroom teachers in third grade six classroom teachers at the fourth and fifth grade levels. The 3rd grade team works in one two teacher team, and one three teacher team. Three teachers teach Math/Science content and the other three teach Language Arts/Social Studies content. The 4th grade team has 2 three teacher teams. Each team has one math/science teacher, one reading/social studies teacher, and one writing teacher. The 5th grade team has 2 three teacher teams. Each team has one Math teacher, one Reading teacher, and one Science/Social Studies teacher. After the 2018-19 Writing STAAR, the Writing teachers will assist with other core subject needs.

Special Ed/ Life Skills/Learner Support

We have two SPED teachers and one paraprofessional to service our SPED population. Our Learner support team consist of one math intervention teacher, one ESL teacher, and one Reading Intervention/Dyslexia teacher. One Life Skills teacher and one paraprofessional to meet the needs of our specials needs students.

Speciality Teachers/Paraprofessionals

We have four teachers and one paraprofessional to provide specialty programs for our students, which includes: (Art, Music, PE, Computer lab, and Library) and one paraprofessional for In-school suspension.

School Context and Organization Strengths

Regular class instruction is provided on a 90 minute block with pull outs and inclusion for SPED, EL, Dyslexia, and Speech students. Our morning or afternoon enrichment time provides opportunities for tutorials, remediation, and other programs such as GT and intervention services for students as needed.

Our district and campus professional development is geared toward providing teachers best practices and technology training to be used on an on going basis.

RtI process is utilized to help reduce the number of students failing core subject areas, by providing teachers strategies and assistance to ensure that students are in the best academic setting to help them be successful.

Technology

Technology Summary

All ACW classrooms are equipped with an interactive whiteboard, projector, document camera, phone, and laptop with docking station. Teachers may check out Chrome book carts through the library for classroom use. Our campus has two Icoaches to assist teachers and staff in the integration of more technology usage in the learning process and provide monthly training after school.

Technology Strengths

Every teacher has access to technology resources for planning lessons that engage students. Students are give many opportunities to interact with technology, and we have two computer labs and multiple mobile device carts, which makes our student/device ratio 1:1.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 16, 2018

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1: ACW will increase scores on state tests that will meet or exceed the state standard for all sub-populations including Index 3 percentages in Closing Performance Gaps.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Utilize Eduphoria Aware to analyze student performance and develop intervention groups. Specific Focus will be addressed by providing needed resources for this intervention.</p>	2.4, 2.5, 2.6	Teachers; Principal	STAAR Results; I station Math; I station Reading; Mentoring Minds				
Funding Sources: 199 - General Fund: HS Allotment - 0.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Utilize data from Lead4ward to set up intervention groups for Math, Reading, Writing and Science intervention for students who did not receive 60% on state target performance levels. Goal 1 in ACW Literacy Plan: Tracking Literacy. Specific Focus will be addressed by providing needed resources for this intervention.</p>	2.4, 2.5, 2.6	Teachers; Principal	lead4ward data; STAAR results; Progress monitoring; STAAR Results/Mentoring Minds/iStation; Enrichment and Essential TEKS				
Funding Sources: 211 - Title I, Part A - 0.00							

<p align="center">Critical Success Factors CSF 7</p> <p>3) Coordinator of Elementary Instruction helps facilitate Curriculum and student success through PLC meetings. Goal 2 in ACW Literacy Plan: Professional and Instructional Resource Library.</p>	2.4, 2.5, 2.6	Principal; Assistant Principal; Curriculum Director	lead4ward data; STAAR results; Progress monitoring; Improved Student Performance				
<p>Funding Sources: 211 - Title I, Part A - 30000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Conduct weekly walk-throughs to collect classroom instruction data</p>		Principal; Assistant Principal	Walk Through Data; Improved Student Performance				
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>5) Utilize department heads and provide scheduled time to conduct quarterly content vertical team meetings to analyze data, ensure curriculum alignment, and student achievement for sub-groups, who did not meet the 60% state performance target in any STAAR area. Specific Focus will be addressed by providing needed resources for this intervention.</p>	2.4, 2.5, 2.6	Department Heads; Administration	Agendas, Meeting Notes; Improved Student Performance				
<p>Funding Sources: 255 - Title II, Part A - 1500.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Implemented weekly grade level Professional Learning Community meetings to review data, improve instruction and facilitate the RTI process. RTI process moves more rapidly, making ensuring student needs are being met.</p>	2.4, 2.5, 2.6	Principal; Elementary Curriculum Specialist; RTI campus representative	Documentation of scores; Participation; Testing Data; STAAR Results				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) Use supplemental intervention materials (Mentoring Minds; IXL) to help aid students in academics achievement.</p>	2.6	Principal; RTI Committee	RTI Documentation; Progress Monitoring; Grade Reports; STAAR Results; Decrease in office referrals				
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Utilize learner support, dyslexia instruction (MTA), Math Intervention, LLI Reading Intervention, and ESL programs to provide small group instruction for at-risk students. Goal 4 in ACW Literacy Plan: Small Group Intervention.</p>	2.6	Principal; Dyslexia teacher	Student Achievement Data; Progress Monitoring; STAAR results				
<p>Funding Sources: 211 - Title I, Part A - 4300.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) Provide extended learning to reach at-risk students with transportation provided. With focus on math, reading, and writing for AA, ED, and SPED students. Summer school will be offered to students who do not meet standard on state assessments. Specific Focus will be addressed by providing needed resources for this intervention.</p>	2.4, 2.5, 2.6	Principal; Teachers	Tutoring Attendance Sheets; STAAR results				
Funding Sources: 211 - Title I, Part A - 8000.00							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>10) Teachers will continue to implement TRS Curriculum using the 5E Instructional Model and administer Benchmark Assessments in STAAR tested areas. Student goal sheets result in more shared accountability/responsibility.</p>	2.4	Teachers; Principal	Lesson Plans; STAAR Results; Performance Indicators; Student Goal Sheets				
Funding Sources: 199 - General Fund: SCE - 1900.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>11) Improve core curriculum adherence and effectiveness of implementation through lesson plans, instructional rounds and current teacher Appraisal system.</p>	2.5	Principal; Director of Curriculum	Lesson Plans; Data Reports; STAAR Results				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>12) Provide extended learning opportunities to ensure that all students develop an awareness of careers, technology, and real world connections to learning (i.e. career day, field trips, museum, etc)</p>	2.5	Teachers; Principal	Attendance sheets; Documentation of Opportunities				
Funding Sources: 211 - Title I, Part A - 2500.00							
<p align="center">Critical Success Factors CSF 1</p> <p>13) GT program will be evaluated and upgraded to meet student needs. BOY GT testing, as requested, and in the Spring.</p>		Counselor; Teachers; Principal	Lesson Plans; District GT Plan; Identification Procedures; Revised GT program and one instructor				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>14) To create a least restrictive environment, ARD committee will participate in planning and placement of students with disabilities.</p>	2.4	Teachers; Principal; Diagnostician, Speech Therapist	PEIMS reports; ARD minutes				

<p>Critical Success Factors CSF 1</p> <p>15) Utilize additional math and science web-based programs to supplement curriculum. i.e. Mentoring Minds; Education Galaxy; Science Weekly</p>	2.4, 2.5, 2.6, 3.1	Principal	Log in reports, Student achievement reports, STAAR results				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>16) Utilize progress monitoring systems to determine effectiveness of small group instruction and additional needs.</p>	2.4, 2.5, 2.6	Principal, Teachers	BOY, MOY, &EOY Progress Monitoring Reports; Enrichment based on Essential TEKS; Student Growth Goal sheets provide feedback based on benchmark results				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>17) Meet regularly with curriculum director and teachers to maximize effectiveness of instruction to all students, at all levels.</p>	2.4, 2.5, 2.6	Principal; Curriculum Director	Sign in Sheets; STAAR Results, Grade Reports; PLC meetings				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>18) Provide a reading intervention specialist and additional reading aides to provide Leveled Literacy Instruction (LLI) for students at-risk of failing the state reading test.</p>	2.4, 2.6	Principal; Curriculum Director; Teachers	Progress Monitoring Reports; Student Data; Report Cards				
Funding Sources: 211 - Title I, Part A - 32000.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>19) Provide additional intervention for students through the assistance of an instructional aide.</p>	2.4, 2.5, 2.6	Teachers; Instructional Aide	STAAR results				
Funding Sources: 211 - Title I, Part A - 16000.00							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>20) Increase the availability of library materials and assist students in selecting appropriate books to support the curriculum and increase the reading skills of students through the involvement of the district librarian.</p>	2.4, 2.5, 3.1	Principal; Librarian ; Reading Teachers	Who's Reading Records, State Reading Test results				
Funding Sources: 211 - Title I, Part A - 15000.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>21) A campus Instructional Technologist will provide students a curriculum that includes state of the art technology and programs so that classes simulate real world learning for students.</p>	2.5	Principal; Curriculum Director; Director of Technology	Lesson Plans, Student Products				

<p>Critical Success Factors CSF 1</p> <p>22) Provide supplementary supplies in core courses to enhance classroom instruction, with a FOCUS on needs associated with the areas students and certain sub-groups didn't achieve 60% accountability rates on the STAAR for 2017-18.</p>	2.4, 2.6	Principal; Curriculum Director	State testing results				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>23) Provide accelerated instruction daily, during Enrichment/Intervention during the school day, for at-risk students in order to prepare them for all state mandated tests. Progress will be monitored by three-weeks.</p>	2.6	Principal; Teachers	Benchmark results; Attendance sheets; Enrichment Data; STAAR results				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>24) Encourage participation in UIL academic contests.</p>	2.5	Curriculum Director; Principal	UIL rosters				
<p>25) Provide staff development and training to prepare teachers to utilize new technologies and increase student achievement.</p>	2.5	Curriculum Director; Principal	Professional Development Sign in sheets; TTESS				
<p>26) RTI committee will continue to evaluate at-risk students to determine appropriate levels of intervention.</p>	2.6	Teachers; Principals; Campus Intervention Team	PLC recommendations, BOY, MOY, EOY data report				
<p>27) Summer school will be offered to students who do not meet standard on state assessments in SSI grade 5.</p>	2.6						
Funding Sources: 199 - General Fund: SCE - 3000.00							
<p>28) We will continue to provide assistance to homeless students.</p>	2.6, 3.2						
Funding Sources: 211 - Title I, Part A - 500.00							
<p>Critical Success Factors CSF 1</p> <p>29) Utilize data from Lead4ward to set up quintile groups for Math and Reading intervention for students who did not receive 60% on state target performance levels to target areas of need. Goal 1 in ACW Literacy Plan: Tracking Literacy. Specific Focus will be addressed by providing needed resources for this intervention.</p>	2.4, 2.5, 2.6	Teachers; Principal	lead4ward data; STAAR results; Progress monitoring; STAAR Results/Mentoring Minds/iStation				
Funding Sources: 211 - Title I, Part A - 0.00							

<p align="center">Critical Success Factors CSF 1</p> <p>30) Utilize data from Lead4ward to set up quintile groups for Writing intervention for ALL Students not receiving 60% on state target performance levels. Goal 1 in ACW Literacy Plan: Tracking Literacy. Specific Focus will be addressed by providing needed resources for this intervention to continue targeting EL/Economically Disadvantaged students in writing by continuing to implement Informative/Expository writing practices . All teachers at ACW expect good writing, grammar, and mechanics from all students.</p>	2.4, 2.5, 2.6	Teachers, Principal	lead4ward data; STAAR results;Progress monitoring; STAAR Results/Mentoring Minds				
Funding Sources: 211 - Title I, Part A - 0.00							
<p align="center">Critical Success Factors CSF 1</p> <p>31) Utilize data from Lead4ward to set up quintile groups for Science intervention for ALL Students not receiving 60% on state target performance levels.</p>	2.4, 2.6	Teachers, Principal	lead4ward data; STAAR results;Progress monitoring; STAAR Results/Mentoring Minds				
Funding Sources: 263 - Title III LEP - 0.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>32) ACW will utilize the Aspire Director, Dr. Pruitt, in collaboration with TAMU-C and CISD to address professional development, community engagement, extended year services and creation of the LIGER Institute.</p>	2.5	TAMU-C, Aspire Director, CISD Administration, ACW Administration	Increase ACW learning environment to increase student progress.				
<p align="center">Critical Success Factors CSF 1</p> <p>33) Utilize data from Lead4ward to set up quintile groups for Math and Reading intervention for the African American student group who did not receive 60% on state target performance levels to target areas of need. Goal 1 in ACW Literacy Plan: Tracking Literacy. Specific Focus will be addressed by providing needed resources for this intervention.</p>	2.4, 2.5, 2.6	Teachers; Principal	lead4ward data; STAAR results; Progress monitoring; STAAR Results/Mentoring Minds/iStation/Education Galaxy				
<p align="center">Critical Success Factors CSF 1</p> <p>34) Utilize data from Lead4ward to set up Writing intervention for the all student groups in 4th grade to target areas of need from the 2017-18 performance levels. Specific Focus will be addressed by providing best practices and needed resources for this intervention.</p>	2.4, 2.5, 2.6	Teachers; Principals	Incremental Goals. Students will score higher averages of 6-8.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue


Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 2: Technology programs and practices will be offered that will include a curriculum to mirror and simulate real world learning.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Utilize technology (software/hardware) and Computer Lab rotations to increase student performance on state mandated tests, i.e., iStation; Education Galaxy and Google Read/Write - Teacher graded feedback</p>	2.4, 2.5, 2.6	Principal; Technology staff; Curriculum Director; Teachers; Technology support	STAAR results				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Make all district resources for instruction accessible via the internet (i.e., TRS, Eduphoria, Google, etc.).</p>	2.5	Curriculum Director	District Website Usage reports; lesson plans				
<p>Critical Success Factors CSF 1</p> <p>3) Utilize web-based math and reading intervention programs for designated at-risk students. ie: iStation; IXL, Education Galaxy. All is accessed to give teachers online information that is regularly updated.</p>	2.6	Principal; Intervention teachers; teachers	Log in Reports; Data reports; STAAR results, BOY, MOY, EOY data reports				
<p>Critical Success Factors CSF 7</p> <p>4) Utilize District Instructional Technologist to facilitate and train faculty in areas of technology.</p>	2.5	Principals; Teachers; Director of Technology	Sign in Sheets; Staff Development Records, Faculty Needs Assessment				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Provide new technology to increase Special Education students' access to the general curriculum.</p>	2.4, 2.5, 2.6	Director of Technology; Principal; Curriculum Director	ARD minutes; SpEd STAAR results				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Provide staff development in differentiation of instruction.</p>	2.4, 2.5, 2.6	Director of Curriculum; Principal	Attendance sheets; Staff Development Documentation				
Funding Sources: 211 - Title I, Part A - 0.00							
							

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: A. C. Williams will achieve an attendance rate of equal or greater than 95% and decrease incidences of disruptive behavior.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Reinforce objectives of character based education through PRIDE lessons and expectations, Guidance Lessons, and Social Groups.</p>		Principal; Counselor	Schedules; Reduction in office referrals; PIEMS reports				
2) Provide school-wide presentation on anti-bullying.		Principal; Counselor	Discipline logs and referrals				
3) Monitor disciplinary referrals on a nine-weeks basis to assure consistency		Principal; Assistant Principal	PEIMS Reports; Discipline Logs				
4) Continue with the ACW PRIDE GUIDE and Restorative Practices Program procedures and reinforce C.H.A.M.P.S.		Principal; Assistant Principal; Teachers	Staff Meeting agendas, Discipline Data				
<p>Critical Success Factors CSF 6</p> <p>5) Provide incentives/rewards for students exhibiting positive behavior in school. DOJO will be utilized to motivate appropriate behavior.</p>		Assistant Principal	PBSI Meeting documentation; 9 weeks DOJO documentation				
6) Review and revise emergency procedures for fire, weather, evacuation, lock-in, and lock-down.		Principal; School Resource Officer	Audit Documentation; Emergency Plans				
7) Conduct safety drills (fire, tornado, shelter in place).		Principals, Teachers; School Resource Officer	Documentation Log; Drill Logs				
8) ACW will strive to be a safe and drug free school. Students will participate in Red Ribbon Week activities to promote positive choices.		Principal; Counselor	Visitor Sign in; Visitor Badges; Sign in Sheets				
9) Visitors will sign-in and wear a visitors badges to visit lunch and classrooms.		Principal; Office Staff	Visitor Sign in sheets; Visitor Badges, Sign in Sheets				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress









= Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: Improve Attendance through motivational activities and increase parent notification and participation.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) ACW will motivate students achievement and attendance by recognizing at the end of each nine-weeks. Absence notices will go home when students have ten absences. Phone calls will be made by principal for absence after ten.</p>	2.5	Principal; Assistant Principal; PEIMS Clerk	Grade Reports; Attendance Reports				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Conduct awards ceremonies each report card period to recognize student achievement in the areas of A Honor Roll, A-B Honor Roll, Perfect Attendance, I-Station, Mad Math Minutes, Science, Reading, and Social Studies.</p>		Principal; Teachers	Grade Reports; Attendance Reports; Teacher Records				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 3: Maintain Facilities that are comfortable and conducive to the teaching/learning process.

Evaluation Data Source(s) 3:

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor building daily and report necessary maintenance and repairs.		Principal; School Secretary; Custodians, Teachers	Maintenance Reports; Maintenance logs				
2) Routinely inspect and audit inventory of all ACW assets.		Principal; School Secretary; Custodians, Custodians	Inventory Reports				
3) Utilize results from safety audit to create a campus action plan.		Principal; School Resource Officer	Safety Audit; Campus Action Plan				
							

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Parent and community involvement will increase. Parents and community will participate in the educational process.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Frequently, consistently, and timely provide parents with multiple sources of information that increases awareness of academic standards (newsletters, parent access, monthly parent/principal breakfast meetings, and communication folders).</p>	3.2	Principal; Teachers	School Documents; Parent survey				
2) Provide an Instructional Aide/Translator.		Principal	Documents Translated; Sign in Sheets; ARD meetings				
3) Coordinate with PTO/Community to provide activities that benefit students and parents.		Principal; PTO President	PTO Minutes, Agendas, and Sign in Sheets; PTO events				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Implementation of Library Logs and Istation to promote reading at school and home.</p>	2.4, 2.5	Principal; Assistant Principal; Library; Teachers	Who's Reading Reports, Istation, and rewards				
<p>Critical Success Factors CSF 6</p> <p>5) Update school/parent compact and parent involvement policies jointly with parents.</p>	3.1	Principal; Federal Programs Coordinators; Teachers	Parent compact and involvement policies				
<p>Critical Success Factors CSF 6</p> <p>6) Parent involvement survey will be conducted, needs assessed and Professional Development training offered by Region 10.</p>	3.2	Principal	Meeting minutes				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 2: Improve communication among school, parents, students and community.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize School Messenger service to communicate with parents via email, text messaging, and automated phone services.		Principal	Phone logs; Usage Report				
2) Communicate parent involvement policy to parents through PTO, emails, newsletters, and website.		Principal; Teachers	Newsletters, emails, agendas, website; School Messenger Reports				
3) Provide a School Newsletter bulletin to parents and community via Social Media.		Principals	Copies of news bulletin				
4) Teachers will update webpages regularly.		Teachers	Webpage				
5) Transition meeting will be held for 5th graders transitioning to Middle School. Example includes students walking self to lunch.		Principal; Counselor; Teachers	Meeting Agenda; Sign in Sheets				
6) Weekly folders will be sent home to keep parents informed of school activities and assignments.		Teachers	Weekly Communication copies				
7) Transition meeting will be held for incoming third grade students		Principal; Counselor	Meeting Agenda; Sign in Sheets				
							

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1: A.C. Williams Elementary will achieve 100% HQ staff with a turnover rate of $\leq 10\%$.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Provide new teachers with an effective mentor program through the district and on campus to support continued learning and professional development.</p>		Principal; District Mentor representative	Teacher Retention Rate; New mentor program in place on campus: "New Teacher 101" using the strategies from "Get Better Faster."				
<p>Critical Success Factors CSF 7</p> <p>2) ACW will continue to attract, recruit and hire minority teachers to bring the ratio of minority personnel equal to the ratio of minority students. ACW works closely with the university for quality applicants.</p>		Principal; Director of Personnel and Communication	Teacher position/openings posted; Recruitment records/hiring records				
<p>Critical Success Factors CSF 7</p> <p>3) Equity Plan: ACW will continue to attract, recruit and retain proficient teachers. ACW works closely with the university and with Region 10 for quality applicants.</p>		Principal; Director of Personnel and Communication	Teacher position/openings posted; Recruitment records/hiring records				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 2: All staff will be provided high quality, sustained professional development.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional and staff development to paraprofessionals to meet standards set in NCLB (No Child Left Behind) and state accountability system.		Principal; Curriculum Director	Documentation of Attendance				
Funding Sources: 211 - Title I, Part A - 1000.00							
Critical Success Factors CSF 7 2) Provide resources for teachers to implement the Commerce Curriculum (TRS).		Principal; Curriculum Director	Documentation of Attendance for PD; TRS sign in sheets				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 3) Provide staff development in identified areas of need to reach and understand all student needs, including cultural instruction, to close gaps in academic achievement.	2.4, 2.5, 2.6	Principal; Curriculum Director	Documentation of Attendance; Professional Development offered				
Critical Success Factors CSF 1 CSF 7 4) Provide staff development for all teachers to implement the ELPs and support second language acquisition for ELL students. Increase targeted instruction for ELL/SPED students via STAAR data. ESL certification is required for all teachers.	2.4, 2.5, 2.6	Curriculum Director; Principal; ESL teacher	Documentation of Attendance; Improved Student performance				
5) Teachers will be trained in discipline management, conflict resolution, and violence prevention.		Principal; Curriculum Director	Documentation of Attendance; Reduced Discipline Referrals				
							

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 3: All staff will meet required technology proficiency levels.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff development opportunities in technology.		Principal; Campus Tech Coordinator; Curriculum Director	Documentation of Attendance; WalkThrough Records; Campus I-Coaches (teachers)				
2) Provide training in data management program to disaggregate STAAR and local assessment data.		Principal; Curriculum Director	Documentation of Attendance; Log Reports; PLCs providing instruction/expectations				
3) Provide high quality instruction for all teachers to implement and use new technologies in the classroom to differentiate the instruction and allow for additional accommodations of special education students. New technologies include interactive whiteboards, document cameras, data projectors, and chrome books.		Principal; Curriculum Director	Documentation of Attendance; Professional Development Records				
4) All teachers will demonstrate their technology skills by consistently integrating technology information into their classroom instruction that will produce student products.		Teachers; Principals; Technology director	Ongoing Lesson Plans; Ongoing Student Projects				
5) Utilize campus instructional technologists to provide staff development to address identified campus needs.		Director of Curriculum; Director of Technology; Principals; Campus Instructional Technologists	Documentation of Attendance; Professional Development Records				
							

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 1: Reduce energy at the school before a major holiday.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A checklist will be given to all staff to reduce energy costs.		Principals Teachers Energy	Reports on energy management				
							

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 2: CISD will offer a free breakfast to all students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Offer a free breakfast to all students in the classroom.		Principals Director of Food Services	Food Service reports				

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 3: ACW partners with the Boys and Girls Club of Texas and the new ACE Program for an after school educational program.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4</p> <p>1) The new ACE Program and BGC of Texas comes to ACW all five days of the school week until 6:30pm to provide after school care for 3rd-5th. There is an educational schedule, a meal, a snack, and activities provided for all students in ACE/BGC, and working with the ACW campus.</p>		Boys and Girls Club of Texas Principal	Boys and Girls Club Reports; Monthly meetings with ACW/BGC				
Funding Sources: 211 - Title I, Part A - 20000.00							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Utilize data from Lead4ward to set up intervention groups for Math, Reading, Writing and Science intervention for students who did not receive 60% on state target performance levels. Goal 1 in ACW Literacy Plan: Tracking Literacy. Specific Focus will be addressed by providing needed resources for this intervention.
1	1	5	Utilize department heads and provide scheduled time to conduct quarterly content vertical team meetings to analyze data, ensure curriculum alignment, and student achievement for sub-groups, who did not meet the 60% state performance target in any STAAR area. Specific Focus will be addressed by providing needed resources for this intervention.
1	1	6	Implemented weekly grade level Professional Learning Community meetings to review data, improve instruction and facilitate the RTI process. RTI process moves more rapidly, making ensuring student needs are being met.
1	1	9	Provide extended learning to reach at-risk students with transportation provided. With focus on math, reading, and writing for AA, ED, and SPED students. Summer school will be offered to students who do not meet standard on state assessments. Specific Focus will be addressed by providing needed resources for this intervention.
1	1	22	Provide supplementary supplies in core courses to enhance classroom instruction, with a FOCUS on needs associated with the areas students and certain sub-groups didn't achieve 60% accountability rates on the STAAR for 2017-18.
1	1	29	Utilize data from Lead4ward to set up quintile groups for Math and Reading intervention for students who did not receive 60% on state target performance levels to target areas of need. Goal 1 in ACW Literacy Plan: Tracking Literacy. Specific Focus will be addressed by providing needed resources for this intervention.
1	1	30	Utilize data from Lead4ward to set up quintile groups for Writing intervention for ALL Students not receiving 60% on state target performance levels. Goal 1 in ACW Literacy Plan: Tracking Literacy. Specific Focus will be addressed by providing needed resources for this intervention to continue targeting EL/Economically Disadvantaged students in writing by continuing to implement Informative/Expository writing practices . All teachers at ACW expect good writing, grammar, and mechanics from all students.
1	2	1	Utilize technology (software/hardware) and Computer Lab rotations to increase student performance on state mandated tests, i.e., iStation; Education Galaxy and Google Read/Write - Teacher graded feedback
1	2	3	Utilize web-based math and reading intervention programs for designated at-risk students. ie: iStation; IXL, Education Galaxy. All is accessed to give teachers online information that is regularly updated.
1	2	5	Provide new technology to increase Special Education students' access to the general curriculum.

Campus Funding Summary

199 - General Fund: HS Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$1,900.00
1	1	27			\$3,000.00
Sub-Total					\$4,900.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$30,000.00
1	1	7			\$1,000.00
1	1	8			\$4,300.00
1	1	9			\$8,000.00
1	1	12			\$2,500.00
1	1	18			\$32,000.00
1	1	19			\$16,000.00
1	1	20			\$15,000.00
1	1	28			\$500.00
1	1	29			\$0.00
1	1	30			\$0.00
1	2	6			\$0.00
4	2	1			\$1,000.00
5	3	1			\$20,000.00

					Sub-Total	\$130,300.00
255 - Title II, Part A						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	5				\$1,500.00
					Sub-Total	\$1,500.00
263 - Title III LEP						
Goal	Objective	Strategy	Resources Needed		Account Code	Amount
1	1	31				\$0.00
					Sub-Total	\$0.00
					Grand Total	\$136,700.00