

Commerce Independent School District

A.C. Williams Elementary

2019-2020 Campus Improvement Plan

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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 2019 Accountability Rating A.C. Williams Elementary School met standard.

ACW Approaches Grade Level at 63% out of 100%

All Students

Reading: 65%

Math: 69%

Writing: 48%

Science: 53%

Student Achievement Strengths

Current year performance on overall STAAR for 2018-19 school year is 73%.

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 Guidance lessons 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 2018-19 school year, ACW was left with positions vacant. For the 2019-20 school year, a more diverse staff has been employed. 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 30% 1-5 Years Experience 25% 6-10 Years Experience 20% 11-20 Years Experience 20% over 20 Years Experience 5%

In addition to having a nice range of innovative teaching experience on our campus, the ACW staff has demonstrated the ability to pull together and work effectively as a team under adverse circumstances, yet additional support for the 2019-20 school year.

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 MTSS 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, Watch Dogs and Dads, Pastries with the Principal, and a 3rd grade field trip to Yesterland Farms in Canton, TX. Our new PTO Board has collaborated often with the school administration and hospitality committee.

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 six classroom teachers in the third, fourth and fifth grade levels. The 3rd grade team works in three rotations with two teachers: one teacher for Math/Science and the other for ELAR/SS. The 4th grade team has 2 three teacher teams. Each team has one math teacher, one reading/social studies teacher, and one writing/science 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.

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.

Specialty 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.

The MTSS 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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

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

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

Performance Objective 1: ACW will increase scores by 10% on state tests in Domain 1 at the Masters achievement level; in Domain 2 with progress, and with all sub-populations for Index 3 percentages in Closing Performance Gaps.

Evaluation Data Source(s) 1: Interim and local benchmark assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Utilize and disaggregate STAAR data to make well informed decisions on instruction, outline goals for Targeted Improvement Plan, and adhere to TEA time line/rubric for submission on TIP to TEA.</p>	2.4, 2.5, 2.6	Teachers; Principal; Asst. Principal; C&I Coordinator	<p>-STAAR data; TEA Interim Assessments; Local tests and benchmarks; progress monitoring -Tracking sheets for assessments and intervention will continue to show progress throughout the 2019-20 school year. -Our goal is to have 90% of Students are showing growth in their grade level STAAR subjects and measurable goals.</p>				
<p>Funding Sources: 199 - General Fund: HS Allotment - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Utilize data from Eduphoria AWARE to set up enrichment intervention groups for Math, Reading, Writing and Science intervention for all students on state target performance levels. Specific Focus will be addressed by providing needed resources for this intervention.</p>	2.4, 2.5, 2.6	Teachers; Principal; Asst. Principal; C&I coordinator	-STAAR data; TEA Interim Assessments; Local tests and benchmarks; progress monitoring -Flexible small group instruction -Research based resources following TEKS Resource System (TRS) Curriculum				
Funding Sources: 211 - Title I, Part A - 0.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Principals, with C& I Coordinator assistance provide Curriculum and student success through PLC meetings. This includes teachers as leaders in the PLCs via their knowledge of their students.</p>	2.4, 2.5, 2.6	Principal; Assistant Principal; Curriculum Director; Teachers	-PLC agenda and notes/minutes; Eduphoria AWARE; TRS Curriculum; STAAR results; Progress monitoring -results: Improved Student Performance				
Funding Sources: 211 - Title I, Part A - 30000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Conduct weekly walk-throughs to collect classroom instruction data, then follow up meetings to address needs, and additional walkthroughs to monitor growth in needed areas.</p>	2.4, 2.5, 2.6	Principal; Assistant Principal	Lesson Plans; Walk Through Data; Improved Student Performance				
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</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; C&I Coordinator	-Agendas, Meeting Notes; Progress monitoring of assessment data -Flexible small group instruction -Improved Student Performance				
<p>Funding Sources: 255 - Title II, Part A - 1500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) Implemented monthly grade level Professional Learning Community meetings to review data, improve instruction and facilitate the MTSS process. MTSS process moves more rapidly, making ensuring student needs are being met.</p>	2.4, 2.5, 2.6	Principal; Asst. Principal; C&I coordinator; Counselor	-Documentation of interventions; Testing Data; STAAR Results; -PD on MTSS				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Utilize learner support, dyslexia instruction (MTA), Math Intervention, LLI Reading Intervention, and ESL programs to provide small group instruction for at-risk students.</p>	2.4, 2.5, 2.6	Principal; Dyslexia teacher; ESL teacher; C&I Coordinator	-Student Achievement Data; Progress Monitoring; STAAR results -Flexible small group instruction				
Funding Sources: 211 - Title I, Part A - 4300.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>8) Close the gap in student achievement for low-income students and students of color, particularly African-American students. 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; Asst. Principal; Teachers; C&I Coordinator	<p>Make closing the gap a districtwide and community focus;</p> <p>Use research and data to improve teacher practice;</p> <p>Engage students' families in improving student achievement;</p> <p>Target instructional support in after-school programs.-Tutoring Attendance Sheets; STAAR results</p> <p>-Friday night School -Flexible small group instruction -Closing Gaps will result in state testing, domain 3</p>				
				Funding Sources: 211 - Title I, Part A - 8000.00			
<p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>9) Improve core curriculum adherence and effectiveness of implementation through lesson plans, instructional rounds and current teacher Appraisal system.</p>	2.5	Principal; Asst. Principal	Lesson Plans; Walkthroughs; Data Reports; STAAR Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>10) 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>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>11) GT program will be evaluated and upgraded to meet student needs. BOY GT testing, as requested, and in the Spring.</p>	2.5	Counselor; Teachers; Principal	Lesson Plans; District GT Plan; Identification Procedures; Revised GT program and one instructor				
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>12) To create a least restrictive environment, ARD committee will participate in planning and placement of students with disabilities.</p>	2.4, 2.6, 3.1	Teachers; Principal; Counselor, Diagnostician, Speech Therapist	PEIMS reports; ARD minutes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Level 1: Strong School Leadership and Planning Level 2: Effective, Well-Supported Teachers Level 4: High-Quality Curriculum Level 5: Effective Instruction</p> <p>13) Utilize additional math and science web-based programs to supplement curriculum. i.e. Mentoring Minds; Education Galaxy; Science Weekly; Generation Genius; Science Penguin; HMH; Go Math</p>	2.4, 2.5, 2.6, 3.1	Teachers; Principal; Asst. Principal; C&I Coordinator	-Log in reports, Progress Monitoring, Student achievement reports, STAAR results				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools ESF Levers Level 1: Strong School Leadership and Planning Level 2: Effective, Well-Supported Teachers Level 4: High-Quality Curriculum Level 5: Effective Instruction</p> <p>14) Utilize progress monitoring systems to determine effectiveness of small group instruction and additional needs.</p>	2.4, 2.5, 2.6	Principal, Teachers, Asst. Principal, C&I coordinator	BOY, MOY, & EOY Progress Monitoring Reports; Enrichment based on Essential TEKS; Student Growth Goal sheets provide feedback based on benchmark results				
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Level 1: Strong School Leadership and Planning Level 3: Positive School Culture Level 4: High-Quality Curriculum</p> <p>15) 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	CISD Reads contest, State Reading Test results				
Funding Sources: 211 - Title I, Part A - 15000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>16) 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>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>17) 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 after every Eduphoria Aware assessment.</p>	2.4, 2.5, 2.6	Principal; Teachers; Asst. Principal; C&I Coordinator	Benchmark results; Attendance sheets; Enrichment Data; STAAR results				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>18) Encourage participation in UIL academic contests.</p>	2.5	Curriculum Director; Teachers; Principal	UIL rosters				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>19) Provide staff development and training to prepare teachers to utilize new best practices, new policies, new programs, technologies, and increase student achievement.</p>	2.5	Principal, Asst. Principal, C&I Coordinator	-Professional Development Sign in sheets; TTESS -Need Assessment -80% of ACW teachers will be proficient or higher. Therefore, show growth throughout the school year in TTESS and through student progress, and are therefore retained for the next school year.				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>20) MTSS 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>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>21) Summer school will be offered to students who do not meet standard on state assessments in SSI grade 5.</p>	2.6	Principal Assistant Principal	Obtain a passing rate on the 3rd STAAR administration.				
Funding Sources: 199 - General Fund: SCE - 3000.00							
<p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>22) We will continue to provide assistance to homeless students.</p>	2.6, 3.2	Principal, Asst. Principal, Counselor, District Health and Family employees	Closing opportunity gaps				
Funding Sources: 211 - Title I, Part A - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>23) Utilize data from Eduphoria Aware to set up quintile groups for Writing intervention for ALL Students not receiving 60% on state target performance levels. 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, Asst. Principal, C&I Coordinator	Eduphoria AWARE data; STAAR results; Progress monitoring; Research based resources and TRS Curriculum				
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Additional Targeted Support Strategy</p> <p>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>24) 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 ACT Institute.</p>	2.5, 3.1, 3.2	TAMU-C, Aspire Director, CISD Administration, ACW Administration	Increase ACW learning environment to increase student progress.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Utilize technology (software/hardware) and Computer Lab rotations to increase student performance on state mandated tests, i.e., Waggle, 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>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Utilize web-based math and reading intervention programs for designated at-risk students.ie: Waggle; 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>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</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>Comprehensive Support Strategy</p> <p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) Provide staff development in differentiation of instruction.	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>TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Reinforce objectives of character based education through PRIDE lessons and expectations, Guidance Lessons, and Social Skills Groups.</p>	2.5	Principal; Counselor; Asst. Principal	-Schedules; Reduction in office referrals; PIEMS reports -Brag tags, Pawsitive Paw awards, PRIDE lunch reward, Positive Office Referrals				
<p>TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) Provide school-wide presentation on anti-bullying.</p>	2.5	Principal; Counselor	Discipline logs and referrals				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Monitor disciplinary referrals on a nine-weeks basis to assure consistency</p>	2.5	Principal; Assistant Principal	PEIMS Reports; Discipline Logs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 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				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 5) Review and revise emergency procedures for fire, weather, evacuation, lock-in, and lock-down.	2.5	Principal; School Resource Officer	Audit Documentation; Emergency Plans				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 6) Conduct safety drills (fire, tornado, shelter in place).	2.5	Principals, Teachers; School Resource Officer	Documentation Log; Drill Logs				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 7) ACW will strive to be a safe and drug free school. Students will participate in Red Ribbon Week activities to promote positive choices.	2.5	Principal; Counselor	Visitor Sign in; Visitor Badges; Sign in Sheets				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 8) Visitors will sign-in and wear a visitors badges to visit lunch and classrooms.	2.5	Principal; Office Staff	Visitor Sign in sheets; Visitor Badges, Sign in Sheets				
							


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>TEA Priorities Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) ACW will motivate students achievement and attendance by recognizing at the end of each nine-weeks. Phone calls will be made after 3 days of recurrent absences for each student. 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>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum</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, Waggle, Education Galaxy, Science, Reading, and Social Studies.</p>	2.4	Principal; Teachers	Grade Reports; Attendance Reports; Teacher Records				




= Accomplished



= Continue/Modify



= 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 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
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 1) Monitor building daily and report necessary maintenance and repairs.	2.5	Principal; Asst. Principal; School Secretary; Custodians, Teachers	Maintenance Reports; Maintenance logs				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 2) Routinely inspect and audit inventory of all ACW assets. Weekly AP and Custodian Manager walk the building.	2.5	Principal; Asst. Principal; School Secretary; Custodians, Custodians	Inventory Reports				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Utilize results from safety audit to create a campus action plan.	2.5	Principal; School Resource Officer	Safety Audit; Campus Action Plan				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 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).	3.2	Principal; Teachers	School Documents; Parent survey				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Provide an Instructional Aide/Translator.	2.4, 2.5, 2.6	Principal	Documents Translated; Sign in Sheets; ARD meetings				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 3) Coordinate with PTO/Community to provide activities that benefit students and parents.	3.1, 3.2	Principal; PTO President	PTO Minutes, Agendas, and Sign in Sheets; PTO events				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 4) Implementation of Library Logs and Istation to promote reading at school and home.	2.4, 2.5	Principal; Assistant Principal; Library; Teachers	Who's Reading Reports, Istation, and rewards				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 5) Update school/parent compact and parent involvement policies jointly with parents.	3.1, 3.2	Principal; Federal Programs Coordinators; Teachers	Parent compact and involvement policies				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 6) Parent involvement survey will be conducted, needs assessed and Professional Development training offered by Region 10.	3.2	Principal	Meeting minutes				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue



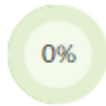

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

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
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) Utilize School Messenger service to communicate with parents via email, text messaging, and automated phone services.	3.1, 3.2	Principal	Phone logs; Usage Report				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 2) Communicate parent involvement policy to parents through PTO, emails, newsletters, and website.	3.1	Principal; Teachers	Newsletters, emails, agendas, website; School Messenger Reports				
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 3) Provide a School Newsletter bulletin to parents and community via Social Media.	3.1, 3.2	Principals	Copies of news bulletin				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>4) Teachers will update webpages regularly and communicate through DOJO, email, by phone, Agendas, and parent conferences. Tuesday/Weekly folders will be sent home to keep parents informed of school activities and assignments.</p>	2.6, 3.2	Teachers	Webpage DOJO Email Phone Agendas Parent Conferences Weekly folders = Parent involvement and positive relationships and support				
<p>TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>5) Transition meeting will be held for 5th graders transitioning to Middle School. Example includes students walking self to lunch.</p>	2.4, 2.5, 2.6	Principal; Counselor; Teachers	Meeting Agenda; Sign in Sheets				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>6) Transition meeting will be held for incoming third grade students as well as 3rd-5th grade mandatory parent meeting at Meet the Teacher night.</p>	2.5, 2.6, 3.1, 3.2	Principal; Counselor	-Meeting Agenda; Sign in Sheets -Introductions and expectations provide the start of relationships with parents and open communication for their support.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							



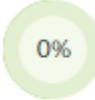

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1: A.C. Williams Elementary will achieve 100% HQ staff with a turnover rate of $\hat{\approx}$ 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>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Provide new teachers with an effective mentor program through the district and on campus to support continued learning and professional development. 80% of ACW teachers will be proficient or higher. Therefore, show growth throughout the school year in TTESS and through student progress, and are therefore retained for the next school year.</p>	2.4, 2.5, 2.6	Principal; District Mentor representative	-Teacher Retention Rate; New mentor program in place on campus: "New Teacher 101" using the strategies from "Get Better Faster." -Teacher lesson plans mirror IFDs with differentiation and additional intervention. Principal does not have to leave questioning notes on Lesson Plans anymore, and teachers are utilizing their plans during class time when observed.				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</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>	2.4, 2.6	Principal; Director of Personnel and Communication	Teacher position/openings posted; Recruitment records/hiring records				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 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.	2.4, 2.5, 2.6	Principal; Director of Personnel and Communication	Teacher position/openings posted; Recruitment records/hiring records				
<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 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
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) Provide professional and staff development to paraprofessionals to meet standards set in ESSA (Every Student Succeeds Act) and state accountability system.</p>	2.4, 2.5, 2.6	Principal; Curriculum Director	Documentation of Attendance				
Funding Sources: 211 - Title I, Part A - 1000.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Provide resources for teachers to implement the Commerce Curriculum (TRS).</p>	2.4, 2.5, 2.6	Principal; Curriculum Director	Documentation of Attendance for PD; TRS sign in sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>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.</p>	2.4, 2.5, 2.6	Principal; Curriculum Director	Documentation of Attendance; Professional Development offered				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>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.</p>	2.4, 2.5, 2.6	Curriculum Director; Principal; ESL teacher	Documentation of Attendance; Improved Student performance				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>5) Teachers will be trained in discipline management, conflict resolution, and violence prevention.</p>	2.5	Principal; Curriculum Director	Documentation of Attendance; Reduced Discipline Referrals				

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

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
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Provide staff development opportunities in technology.</p>	2.5	Principal; Campus Tech Coordinator; Curriculum Director	Documentation of Attendance; WalkThrough Records; Campus I-Coaches (teachers)				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) Provide training in data management program to disaggregate STAAR and local assessment data.</p>	2.4, 2.5, 2.6	Principal; Curriculum Director	Documentation of Attendance; Log Reports; PLCs providing instruction/expectations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>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.</p>	2.4, 2.5, 2.6	Principal; Curriculum Director	Documentation of Attendance; Professional Development Records				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) All teachers will demonstrate their technology skills by consistently integrating technology information into their classroom instruction that will produce student products.</p>	2.5	Teachers; Principals; Technology director	Ongoing Lesson Plans; Ongoing Student Projects				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) Utilize campus instructional technologists to provide staff development to address identified campus needs.</p>	2.5	Director of Curriculum; Director of Technology; Principals; Campus Instructional Technologists	Documentation of Attendance; Professional Development Records				
<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 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 at the beginning and end of each semester.		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
TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 1) Offer a free breakfast to all students every school day.		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>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction</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>	2.6	Boys and Girls Club of Texas Principal	Boys and Girls Club Reports; Monthly meetings with ACW/BGC				
<p>Funding Sources: 211 - Title I, Part A - 20000.00</p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Utilize data from Eduphoria AWARE to set up enrichment intervention groups for Math, Reading, Writing and Science intervention for all students on state target performance levels. 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 monthly grade level Professional Learning Community meetings to review data, improve instruction and facilitate the MTSS process. MTSS process moves more rapidly, making ensuring student needs are being met.
1	1	8	Close the gap in student achievement for low-income students and students of color, particularly African-American students. 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	23	Utilize data from Eduphoria Aware to set up quintile groups for Writing intervention for ALL Students not receiving 60% on state target performance levels. 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., Waggle, 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: Waggle; 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	21			\$3,000.00
Sub-Total					\$3,000.00
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			\$4,300.00
1	1	8			\$8,000.00
1	1	10			\$2,500.00
1	1	15			\$15,000.00
1	1	22			\$500.00
1	1	23			\$0.00
1	2	6			\$0.00
4	2	1			\$1,000.00
5	3	1			\$20,000.00
Sub-Total					\$81,300.00

255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,500.00
				Sub-Total	\$1,500.00
				Grand Total	\$85,800.00