

## Price T. Young Elementary School



**Nakeisha Adams Pegues, Principal**  
**2017 – 2018**

Dr. Jerry Gibson – Superintendent

Marshall Independent School District

### Campus Demographics

Price T. Young Elementary Demographic Breakdown							
Total Population: 525 Students							
African American	Hispanic	White	2 or More	ECD	Special Education	GT	LEP/ELL
63%	19%	15%	2%	89%	8%	4%	10%

### Mission

The mission of Price T. Young Elementary is to create an environment where every day is a new day; that is safe, loving, and student centered. Students are taught with high expectations for all and molded to have self-confidence and know they are capable individuals.

### Vision

The vision of Price T. Young Elementary is to be one of the best performing elementary schools academically, behaviorally and in extracurricular across the state of Texas. The vision will be accomplished by creating students that question everything, aren't afraid of failing, innovative, communicate effectively, and look beyond the present in order to create a future that is better for all.

**CIP Committee**

<b>Name of Campus Improvement Team Members</b>	<b>Position (Classroom teacher, other school-based professional, non-instructional, parent, community, business)</b>
Nakeisha Adams Pegues	Principal
LaTaushia Rosborough	Assistant Principal
Lesley Glanton	Assistant Principal
Kim Peel	Counselor
Heather Bliven	Co-Teach Teacher
Sandra Anderson	Co-Teach Teacher
Charizma Taylor	5 <sup>th</sup> Grade Teacher
Jenelle Carpenter	4 <sup>th</sup> Grade Teacher
Erica Mills	3 <sup>rd</sup> Grade Teacher
Trista Carter	2 <sup>nd</sup> Grade Teacher
Vicki Crosby	1 <sup>st</sup> Grade Teacher
Maknzy Billingslea	Kindergarten Teacher
Ashley Key	ESL Teacher
Jackie Harman	Math Interventionist
Charita Lovely	Instructional Coach
Dr. Stacey Russell	Instructional Coach
LaToyia Green	Instructional Aide
Dr. Melinda Jennings	District Personnel – Director of State and Federal Programs
Vanessa Durley	Parent
Cathy Carver	Parent

## Goal 1: Academic Performance of All Students

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>All Groups and All Subjects</b>				
<b>Campus Goal:</b> All student academic performance on <b>Index 1</b> will increase from <b>54%</b> to <b>65%</b> for the 2018 state accountability.				
1. Teachers will utilize TEKS Resource Systems as the curriculum to assist in alignment of standards.	Administrators, Instructional Coaches, Teachers	TEKS Resource System (TRS)	Daily September 2017 – June 2018	Weekly lesson plan review, District 6 weeks common assessments
2. Teachers will engage in Professional Learning Communities (PLCs) to develop engaging lessons, collaborate with peers, and foster their own learning.	Administrators, Instructional Coaches, Teachers	TEKS Resource System (TRS), Lead4Ward, Master Schedule to show time for PLC	Weekly September 2017 – June 2018	Notes and agendas from PLCs, lesson plan review, district 6 weeks common assessment, STAAR results, Star Renaissance results.
3. Teachers will engage in a Reflective Walk and Journal reviews with peers, coaches, and administration to analyze the evidence of teaching, collaboration, and alignment.	District officials, District consultant, Administrators, Instructional Coaches, Teachers	Master schedule to show time for collaboration, student journals, student work, personnel	Once a six weeks September 2017 – June 2018	RPM agendas and notes, Student journals
4. Administrators and Coaches will conduct several monitoring walks and feedback sessions to provide teacher support	Administrators, Instructional Coaches	Talented software, Technology devices,	Weekly September 2017 – June 2018	Powerwalks
5. Teachers will engage in data talks with peers, coaches, and administration to analyze the data to understand student knowledge, performance, and how to improve both areas.	Administrators, Instructional Coaches, Teachers	Data binders, data walls, student work, Star Renaissance, DMAC, Lead4Ward, Master schedule to show time for data talks	Monthly September 2017 – June 2018	Data Walls, District Common Assessments, Student data charts. Teacher data charts, STAAR results, Star Renaissance results

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
<b>ELAR</b>				
<b>Campus Goal:</b> Student performance in <b>Reading</b> will increase from <b>49%</b> to <b>65%</b> and in <b>Writing</b> from <b>57%</b> to <b>65%</b> for the 2018 state accountability.				
1. Teachers in grade K- 2 will establish routines and procedures that support a productive Balanced Literacy Program.	Administrators, District ELAR Coordinator, Instructional Coaches, Teachers	Continuous professional development	Daily September 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common assessments
2. Teachers in grades 3-5 will establish routines and procedures that support a productive Readers-Writers Workshop Model.	Administrators, District ELAR Coordinator, Instructional Coaches, Teachers	Continuous professional development	Daily September 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common assessments
3. Reading Coach will conduct targeted walkthroughs, PLCs, and Vertical Alignment meetings to assist with analyzing student data, identification of individual strengths and weaknesses, and create a collaborative learning environment.	Instructional Coaches, Teachers	Coach training for District and Region 7 personnel for coaches, DMAC, Renaissance, DMAC, Lead4Ward, Master schedule to allocate time for meetings	September 2017 – June 2018	Powerwalks, journals, lesson plans, PLC agendas and notes
<b>Math</b>				
<b>Campus Goal:</b> Student performance in <b>Math</b> will increase from <b>56%</b> to <b>67%</b> for the 2018 state accountability.				
1. Daily use of concrete objects to support conceptual learning for K-2 instruction.	Administrators, Instructional Coaches, Teachers	Manipulative (concrete objects), Continuous professional development	Daily September 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common assessments
2. Use of concrete objects to support conceptual learning for 3-5 instruction when needed.	Administrators, Instructional Coaches, Teachers	Manipulative (concrete objects), Continuous professional development	September 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
				assessments
3. Small group instruction for grades K-5.	Administrators, Instructional Coaches, Teachers	Continuous professional development, data binders	Weekly September 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common assessments
4. Use of IXL Learning Program to increase student fluency and calculation skills	Administrators, Instructional Coaches, Teachers	IXL Learning Program	Weekly September 2017 – June 2018	Powerwalks, journals, lesson plans, Technology logins
5. Teachers will collaborate, plan, and implement higher order thinking questions along with direct instruction on academic vocabulary.	Administrators, Instructional Coaches, Teachers	TRS, Lead4Ward, Master Schedule	Weekly September 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common assessments
<b>Science</b>				
<b>Campus Goal:</b> Student performance in <b>Science</b> will increase from <b>50%</b> to <b>63%</b> for the 2018 state accountability.				
1. Students will engage in hands-on activities for each unit of study approximately 40% of the time.	Administrators, Instructional Coaches, Teachers	TRS, Science Lab equipment	September 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common assessments
2. Teacher will collaborate with lower grade levels and coaches to assist with academic vocabulary, hands-on activities, and creating higher order thinking questions.	Administrators, Instructional Coaches, Teachers	TRS, Lead4Ward, Master Schedule	Monthly September 2017 – June 2018	Vertical meeting agenda and notes

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
3. Use of Study Island Program to increase student knowledge and academic vocabulary.	Administrators, Instructional Coaches, Teachers	Study Island Program	Weekly September 2017 – June 2018	Powerwalks, journals, lesson plans, Technology logins
<b>Social Studies</b>				
<b>Campus Goal:</b> Student performance in <b>Social Studies</b> will be <b>65%</b> on all district common assessment for the 2018 year.				
1. Teachers will utilize district coordinator to assist with alignment, resources, and content knowledge.	Administrators, District Social Studies Coordinator, Instructional Coaches, Teachers	TEKS Resource System (TRS)	Once a six weeks September 2017 – June 2018	Powerwalks, journals, lesson plans
2. Teachers will utilize social studies to support non-fiction (expository) reading skills.	Administrators, Instructional Coaches, Teachers	TEKS Resource System (TRS)	September 2017 – June 2018	Powerwalks, journals, lesson plans
<b>African American</b>				
<b>Campus Goal:</b> Student academic performance in <b>Index 1</b> for all test will increase from <b>44%</b> to <b>55%</b> for the 2018 state accountability.				
1. Teachers will receive professional development on cultural diversity and responsiveness.	Region 7 consultant, Administrators, Instructional Coaches, Teachers	Region 7 consultant & Dr. Kim McCloud	September 2017, November 2017, January 2018, April 2018	Powerwalks, Diversity agenda and notes, lesson plans, STAAR scores
2. Teachers will participate in a book study to help foster teaching students of color and/or poverty.	Administrators, Instructional Coaches, Teachers, Instructional Aides	The Dream Keepers by Gloria Ladson Billings for each teacher	Monthly November 2017 – June 2018	Books, agenda and notes from book discussions
3. Identify students for small group instruction and extended day and/or primetime accelerated instruction.	Administrators, Instructional Coaches, Teachers, Instructional Aides	Data binders, Star Renaissance, DMAC, Master Schedule for primetime, Financial	October 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common assessments scores

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
		Budget for extended day		
4. Teachers will participate in neighborhood walks to foster a positive relationship with parents and students to assist with creating lessons that are diverse.	Administrators, Instructional Coaches, Teachers, Instructional Aides	Financial Budget for extended day walk, District zoning maps, Skyward	October 2017 & April 2018	Signature sheets with area neighborhoods assigned, lesson plans
5. Students will set goals and monitor/chart to increase ownership of learning and develop a link between effort and performance.	Administrators, Instructional Coaches, Teachers	Data Binder, Student data/charting sheets, DMAC, Star Renaissance	Every six weeks October 2017 – June 2018	Student goal setting sheets, STAAR scores, District common assessment scores
<b>Hispanic</b>				
<b>Campus Goal:</b> Student academic performance in <b>Index 1</b> for all test will increase from <b>70%</b> to <b>80%</b> for the 2018 state accountability.				
1. Teachers will receive professional development on cultural diversity and responsiveness.	Region 7 consultant, Administrators, Instructional Coaches, Teachers	Region 7 consultant & Dr. Kim McCloud	September 2017, November 2017, January 2018, April 2018	Powerwalks, Diversity agenda and notes, lesson plans, STAAR scores
2. Teachers will participate in a book study to help foster teaching students of color and/or poverty.	Administrators, Instructional Coaches, Teachers, Instructional Aides	The Dream Keepers by Gloria Ladson Billings for each teacher	Monthly November 2017 – June 2018	Books, agenda and notes from book discussions
3. Teachers will participate in neighborhood walks to foster a positive relationship with parents and students to assist with creating lessons that are diverse.	Administrators, Instructional Coaches, Teachers, Instructional Aides	Financial Budget for extended day walk, District zoning maps, Skyward	October 2017 & April 2018	Signature sheets with area neighborhoods assigned, lesson plans
4. Identify students for small group instruction and extended day and/or primetime accelerated instruction.	Administrators, Instructional Coaches, Teachers, Instructional	Data binders, Star Renaissance, DMAC, Master Schedule for	October 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
	Aides	primetime, Financial Budget for extended day		assessments scores
5. Students will set goals and monitor/chart to increase ownership of learning and develop a link between effort and performance.	Administrators, Instructional Coaches, Teachers,	Data Binder, Student data/charting sheets, DMAC, Star Renaissance	Every six weeks October 2017 – June 2018	Student goal setting sheets, STAAR scores, District common assessment scores
<b>White</b>				
<b>Campus Goal:</b> Student academic performance in <b>Index 1</b> for all test will increase from <b>75%</b> to <b>80%</b> for the 2018 state accountability.				
1. Students will set goals and monitor/chart to increase ownership of learning and develop a link between effort and performance.	Administrators, Instructional Coaches, Teachers	Data Binder, Student data/charting sheets, DMAC, Star Renaissance	Every six weeks October 2017 – June 2018	Student goal setting sheets, STAAR scores, District common assessment scores
2. Identify students for small group instruction and extended day and/or primetime accelerated instruction.	Administrators, Instructional Coaches, Teachers, Instructional Aides	Data binders, Star Renaissance, DMAC, Master Schedule for primetime, Financial Budget for extended day	October 2017 – June 2018	Powerwalks, journals, lesson plans, STAAR scores, District common assessments scores
<b>Economically Disadvantaged</b>				
<b>Campus Goal:</b> Student academic performance in <b>Index 1</b> for all test will increase from <b>52%</b> to <b>65%</b> for the 2018 state accountability				
1. Teachers will receive professional development on cultural diversity and responsiveness.	Region 7 consultant, Administrators, Instructional Coaches, Teachers	Region 7 consultant & Dr. Kim McCloud	September 2017, November 2017, January 2018, April 2018	Powerwalks, Diversity agenda and notes, lesson plans, STAAR scores
2. Teachers will participate in a book study to help foster teaching students of color and/or poverty.	Administrators, Instructional Coaches, Teachers, Instructional	The Dream Keepers by Gloria Ladson Billings for each teacher	Monthly November 2017 – June 2018	Books, agenda and notes from book discussions



<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
	Aides			
3. Identify students for small group instruction and extended day and/or primetime accelerated instruction.	Administrators, Instructional Coaches, Teachers, Instructional Aides	Data binders, Star Renaissance, DMAC, Master Schedule for primetime, Financial Budget for extended day	October 2017 – June 2018	Powerwalks, journals, lesson plans
4. Teachers will participate in neighborhood walks to foster a positive relationship with parents and students to assist with creating lessons that are diverse.	Administrators, Instructional Coaches, Teachers, Instructional Aides	Financial Budget for extended day walk, District zoning maps, Skyward	October 2017 & April 2018	Signature sheets with area neighborhoods assigned, lesson plans
5. Students will set goals and monitor/chart to increase ownership of learning and develop a link between effort and performance.	Administrators, Instructional Coaches, Teachers	Data Binder, Student data/charting sheets, DMAC, Star Renaissance	Every six weeks October 2017 – June 2018	Student goal setting sheets, STAAR scores, District common assessment scores

<b>SPED</b>				
<b>Campus Goal: Student academic performance in Index 1 for all test will increase from 19% to 45% for the 2018 state accountability</b>				
1. Teachers will receive training, follow-up, and feedback on the Co-Teaching Model.	Administrators, District Special Education Department, Instructional Coaches, Teachers	Continuous professional development, Master schedule to facilitate co-teach model	Summer 2017, Monthly September 2017 – June 2018	Powerwalks, Co-Teach agenda and notes, lesson plans, STAAR scores
2. Teachers will implement the Co-Teaching model to support student learning with student w/o disabilities to the maximum extent appropriate for their overall educational needs.	Administrators, Special Education Teachers, General Edu. Teachers	Continuous professional development, Master schedule to facilitate co-teach model	Daily September 2017 – June 2018	Powerwalks, lesson plans, STAAR scores
3. Students will set goals and monitor/chart to increase ownership of learning and develop a link between effort and performance.	Administrators, Special Education Teachers, General Edu. Teachers	Data Binder, Student data/charting sheets, DMAC, Star Renaissance	Every six weeks October 2017 – June 2018	Student goal setting sheets, STAAR scores, District common assessment scores
4. Special Education Staff will be included in all professional development, planning meetings and PLCs (as appropriate for grades being served).	Administrators, Special Education Teachers, General Edu. Teachers	Master schedule to facilitate co-teachers collaborative time	Weekly September 2017 – June 2018	PLC and collaborative planning sign in sheets, agendas, and notes
<b>ELL</b>				
<b>Campus Goal: Student academic performance in Index 1 for all test will increase from 69% to 78% for the 2018 state accountability</b>				
1. Teacher servicing ELL students will receive training on Gomez & Gomez Dual Language Model.	Administrators, District Bilingual Coordinator, Instructional Coaches, Teachers	Continuous professional development, Master schedule	Summer 2017	Gomez & Gomez training sign in sheets, agendas, and notes, powerwalks, TELPAS & STAAR scores
2. ELL teacher will collaborate with General education teachers to foster collaboration and alignment.	Administrators, ELL Teacher, Teachers	Master schedule to facilitate ELL teacher collaborative time with Gen. Ed.	Once a six weeks October 2017 – June 2018	Collaborative planning sign in sheets, agendas, and notes

3. Students will set goals and monitor/chart to increase ownership of learning and develop a link between effort and performance	Administrators, ELL Teacher, Teachers	Data Binder, Student data/charting sheets, DMAC, Star Renaissance	Every six weeks October 2017 – June 2018	Student goal setting sheets, TELPAS & STAAR scores, District common assessment scores
4. Teachers will receive professional development on cultural diversity and responsiveness.	Region 7 consultant, Administrators, Instructional Coaches, Teachers	Region 7 consultant & Dr. Kim McCloud	September 2017, November 2017, January 2018, April 2018	Powerwalks, Diversity agenda and notes, lesson plans, TELPAS & STAAR scores

<b>GT/Advanced Academics</b>				
<b>Campus Goal: 80%</b> of G/T students will perform at the Meets or Masters level on the 2018 STAAR assessments.				
1. Teachers will utilize the Texas Performance Standards Project curriculum for services.	Administrators, District GT Coordinator, Instructional Coaches, Teachers	Continuous professional development, Master schedule, Funds to support program	Twice a week October 2017 – June 2018	Powerwalks, student projects, STAAR scores
2. Teachers will be a part of an advisory committee, led by the District GT Coordinator, to assist in curriculum alignment and collaboration.	Administrators, District GT Coordinator, Instructional Coaches, Teachers	Continuous professional development, funds to support the program	Monthly November 2017 – June 2018	Advisory committee sign in sheets, agendas, and notes
3. Teachers servicing GT students will have completed their 30 hours of training along with their annual 6-hour update.	Administrators, District GT Coordinator, Instructional Coaches, Teachers	Region 7 training schedule, other GT training opportunities	Summer 2017, Summer 2018	Teacher certifications

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>Attendance</b>	All students in grades K-5th	ADA for 2018 Academic year	Annual student attendance will increase from <b>95.45%</b> to <b>96.7%</b> .

Summative Evaluation	According to the Texas Education Agency 17-18 Accountability ratings the attendance for JH Moore was 96.2%, which put them in Quintile 2 of their campus comparison groups. G W Carver had 96.3%, which put them in Quintile 2 of their campus comparison groups. When you average the two together, due to PT Young Elementary having both populations of students, the percentage is 96.25%. For PT Young Elementary to be in Quintile 1 for the 17-18 year we must have at least a 96.6% attendance rate.		
Formative Evaluation including incremental dates or frequency	The data will be reviewed every 3 weeks with an incentive plan being implemented every three weeks also.		
Person responsible for formative evaluation	Principal, Assistance Principals, Coaches, and Teachers		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Administrative staff and teachers will implement an incentive plan every three-week period.	Administrators, PEIMS Clerk, Teachers	Skyward, Financial budget	Every three weeks October 2017 – June 2018	Attendance percentages
2. Teachers will make parent contact when attendance is recognized as worthy or problematic.	Administrators, PEIMS Clerk, Teachers	Skyward	October 2017 – June 2018	Attendance percentages, parent contact logs
3. Assistant Principals will follow the District Truancy policy if problematic attendance habits continue.	Administrators, PEIMS Clerk, Teachers	Skyward, Truancy officer	October 2017 – June 2018	Attendance percentages

## Goal 2: Recruit, Employ, and Retain a Well-Qualified and Professional Staff

### Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
2.1 Recruitment of New Teachers	New Teacher	Percent of new teachers hired by July 2018	Have 100% of all teachers hired and New Teacher Orientation trainings completed by August 1, 2018.

Summative Evaluation	All new teaching positions are filled by July 2018		
Formative Evaluation including incremental dates or frequency	Summer 2018		
Person responsible for formative evaluation	Human Resources Director and Principal		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Provide incentives for attendance and performance throughout the year.	District and Campus Administrators	AESOP reports, PTA,	Every six weeks October 2017 – June 2018	Retention rate
2. Participate in in-district and out of district recruiting opportunities.	Campus Leadership Team and Human Resources Personnel	Alternative certification programs, Universities, MISD Human Resource Department	Spring 2018, Summer 2018	Retention rate

Area	Group	Measured	Quantitative Criteria
<b>2.2 Development of All Teachers</b>	All Teachers	TTESS for 2017-2018	Documentation will show that 90% of all teachers are successful in at least one goal they set in Sept of 2017.

Summative Evaluation	90% of teachers will complete their TTESS Goals successfully with documentation.		
Formative Evaluation including incremental dates or frequency	Teachers will meet with Evaluators the beginning, middle, and end of the school year to discuss progress toward meeting set goals.		
Person responsible for formative evaluation	Principal, Assistant Principal, Coaches, and Teachers		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Teachers will engage in weekly Professional Learning Communities (PLCs) to develop engaging lessons, collaborate with peers, and foster their own learning.	Administrators, Instructional Coaches, Teachers	TEKS Resource System (TRS), DMAC, Lead4Ward, Star Renaissance, and personnel	Weekly September 2017 – June 2018	PLC agendas and notes, powerwalks, lesson plans, STAAR scores, District common assessment scores
2. Teachers will participate in professional development in and out of district.	Administrators, Instructional Coaches, Teachers	Region 7 resources, District resources and personnel	September 2017 – July 2018	Professional Development Certificates
3. Teachers will conduct/facilitate professional development on campuses during PD days and PLCs.	Administrators, Instructional Coaches, Teachers	TEKS Resource System (TRS), DMAC, Lead4Ward, Star Renaissance, and personnel	January 2018 – June 2018	Teacher created PD and PLC lessons

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>2.2 Retention of Teachers</b>	All Teachers	Decrease employee turnover rate by 80%	90% of current teaching staff will return to the campus for the 18-19 school year.

Summative Evaluation	Decrease employee turnover rate by 80%		
Formative Evaluation including incremental dates or frequency	Middle and end of year staff surveys on school's climate and culture.		
Person responsible for formative evaluation	Human Resources Director and Principals		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Have staff celebrations to promote a positive culture and climate.	Administrators, PEIMS Clerk	Financial Budget	Every six weeks October 2017 – June 2018	Retention rate, staff surveys
2. Have two major staff parties off campus to help create and maintain a collaborative, family, and positive environment.	Administrators, Secretary	Financial Budget	December 2017 & Spring 2018	Retention rate, staff surveys

### Goal 3: Fiscal Responsibility

Area	Group	Measured	Quantitative Criteria
3.1 Fiscal Management	Administrators	2017-2018 Budget	100% of budget will be spent towards student growth and achievement.

Summative Evaluation	100% of budget will be spent in a timely manner.		
Formative Evaluation including incremental dates or frequency	Monthly budget checks		
Person responsible for formative evaluation	Principal, Assistant Principals, and Secretary		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. Secretary will be trained on the processes set by Business and Financial Services.	Principal, Assistant Principals, and Secretary	Skyward Finance	September 2017 – August 2018	Sign in sheets, agendas, and notes from Budget training, Monthly Budget checks
2. Maintain a monthly balanced budget of expenditures and receipts on the campus level.	Principal, Assistant Principals, and Secretary	Skyward Finance, Binders, Paper,	September 2017 – August 2018	Monthly Budget checks
3. Monitor and evaluate the success and needs of campus programs.	Principal, Assistant Principals, and Secretary	Skyward Finance, Binders, Paper, List of all campus programs.	September 2017 – August 2018	As the programs, complete and at the end of the 17-18 academic year.



## Goal 4: Safety/Discipline

### Measurable Objectives:

Area	Group	Measured	Quantitative Criteria
4.1 Expect, promote and support a safe and orderly learning environment by using positive behavioral supports and academic awards and incentives.	Students	Referrals	ISS Assignments, OSS Assignments, and Referral Count will decrease by 50% from the 16-17 school year.

Summative Evaluation	The number of referrals, ISS, OSS, and Corporal punishment consequences should decrease for the 17-18 year.		
Formative Evaluation including incremental dates or frequency	Semester		
Person responsible for formative evaluation	Assistant Principals		

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/ activity
1. Promote positive behaviors by providing incentives for academic and positive behavior performance.	Assistant Principals	Funds for Incentives and Rewards	October 2017	The number of 6 weeks ISS/OSS Assignments and Major Referrals
2. Implementation of Safe and Civil School program	Assistant Principals and teams	Ongoing Training and Support	October 2017	The number of 6 weeks ISS/OSS Assignments and Major Referrals
3. Implementation of D.A.R.E program for 5 <sup>th</sup> grade.	Assistant Principals, Counselor, Teachers and District Police	Funds for D.A.R.E. curriculum and planning materials	November 2017	Observation, teacher and student survey

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.2 Provide consistency and uniformity in school wide discipline management by implementing comprehensive discipline management plan.</b>	Students	<b>Referrals</b>	ISS Assignments, OSS Assignments, and Referral Count will decrease by 50% from the 16-17 school year.

Summative Evaluation	The number of referrals, ISS, OSS, and Corporal punishment consequences should decrease for the 17-18 year.		
Formative Evaluation including incremental dates or frequency	Semester		
Person responsible for formative evaluation	Assistant Principals		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1.Implement district discipline management program.	Assistant Principals, Teachers	Ongoing Training on district discipline management program,	October 2017	6 weeks review of referrals, ISS, OSS, and LLRS
2.Implement foundations and 1 <sup>st</sup> stage of Safe and Civil Schools.	Assistant Principals Team, and Teachers	Professional Development on Safe & Civil Schools.	October 2017	Implementation of Procedures for open areas, Observation, and Staff Feedback

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.3 Improve or enhance the character of students by increasing the opportunities for students to receive character education.</b>	Students	Students Served	ISS Assignments, OSS Assignments, and Referral Count will decrease by 50% from the 16-17 school year.

Summative Evaluation	Student survey and a decrease in referrals		
Formative Evaluation including incremental dates or frequency	Semester		
Person responsible for formative evaluation	Counselor		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Provide character education through classroom guidance, small groups, and individual counselling	Counselor	Funds for character education curriculum, and materials	October-June	Observation, Student, and Teacher Survey
2. Target a specific character trait in daily morning meeting with students	Principal, Assistant Principals	Funds incentives and rewards	September-June	Teacher and Student Survey
3. Implement a comprehensive counselling program	Counselor	Ongoing professional development	September-June	Observation of Student Behaviors, Counselor Sign In,
4. Provide social skills and character education to students who are assigned ISS.	Counselor and ISS facilitator	Fund for character education curriculum, and materials	September-June	Student reflection, decrease in repeat offenders, Teacher Survey

**Goal 4: Safety/ Discipline**

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.4 Increase parental involvement by providing a varied array of opportunities for parents to participate.</b>	Parents	Parent Participation Opportunities and Parent Participation	We will participate/host at least 4 activities that parents will have the opportunity to participate in the 17-18 school year.

Summative Evaluation	Parent survey
Formative Evaluation including incremental dates or frequency	Yearly
Person responsible for formative evaluation	Principal, Assistant Principals, and Counselor

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1. Fine Arts department will present grade-level productions every 6 weeks	Fine Arts Teachers Team	Program materials and props	October-June	Parent Participation Sign in Sheets
2. End of the year volunteer awards	Administration Team	Incentives and awards	June	Parent Participation Sign in Sheets
3. STAAR nights for parents	Principal, Assistant Principal, and Administration Team	Program Materials	March	Parent Participation Sign in Sheets
4. Active PTA will increase parent participation	PTA President and members	PTA	October-June	Parent Participation Sign in Sheets

**Goal 4: Safety/ Discipline**

<b>Area</b>	<b>Group</b>	<b>Measured</b>	<b>Quantitative Criteria</b>
<b>4.5 Increase community involvement by partnering with local colleges and churches</b>	Community Stakeholders	Activities	We will host at least 4 community involvement activities for the 17-18 year.

Summative Evaluation	Community Survey		
Formative Evaluation including incremental dates or frequency	Yearly		
Person responsible for formative evaluation	Principal, Assistant Principals, and Counselor		

<b>Initiatives/Strategies/Activities</b>	<b>Staff responsible for ensuring strategy/ activity is accomplished and evaluated</b>	<b>Resources</b>	<b>Specific time period for implementing strategy/activity</b>	<b>Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity</b>
1.Mission Marshall will mentor and tutor 2 <sup>nd</sup> grade students	Principal, Assistant Principal, Teachers, Coaches, Mission Marshall	Master schedule to allot for time	October-June	Program Coordinator Feedback and Principal Observations/ Number of Students Served
2.ETBU will sponsor Fall Festival on campus	Principal, Assistant Principal, Secretary, Coaches, ETBU	Building and supplies	October	Number of Participants
3.ETBU students will provide support for school one hour a week for community service hours	Principal, Assistant Principal, Secretary, Coaches, ETBU	Master Schedule to Allot for time	October-June	Program Coordinator Feedback and Principal Observations/ Number of Students Served
4.Mission Marshall will implement read to ride program	Principal, Assistant Principal, Teachers, Coaches, Mission Marshall	Master Schedule to Allot for time	October-June	Program Coordinator Feedback and Principal Observations/ Number of Students Served

## **10 Components of an Effective or Title I Program**

1. A comprehension needs assessment
2. School-wide reform strategies
3. Instruction by highly qualified teachers
4. High-quality and ongoing professional development
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Ensure smooth transition for students
8. Measures to include teachers in the decisions regarding the uses of academic assessments
9. Effective, timely additional assistance
10. Coordination and integration of Federal, State, and local services and programs