

**Challenger Elementary
2018-2019 Campus Improvement Plan
Johnnie Santos, Principal
Kara Cook, Assistant Principal**

Meeting Dates: Sept. 19, Oct. 24, Nov. 28, Jan. 23, Feb. 27

Purpose: The purpose of the Campus Improvement Plan (CIP) is to guide in improving student performance on the state’s student achievement indicators for ALL student populations, as well as improving the performance on any other performance measures for special needs populations.

Representatives:

CEIC Committee Members

Position	Name	Year Serving		Position	Name	Year Serving
Kinder	Stephanie Jacks	1 of 2		Parent Rep	Emily Slate	2 of 2
1 st	Ashley Irwin	1 of 2				
2 nd	Tracie Alley	1 of 2		Non-teaching Rep	Sissie Coe	1 of 2
3 rd	Heather Desormeaux	2 of 2				
4 th	Erin Simpson	2 of 2		Community/Business Rep	Rene Gomez	1 of 2
Special Classes	Nancy Runge	1 of 2				
District Rep	Jennifer Greer	2 of 2				

Challenger Elementary School: Campus Goal

Challenger Elementary will exceed the state standards on STAAR testing for the 2018-19 school year.

Challenger Elementary School: Mission Statement

At Challenger Elementary, we ALL share the responsibility of providing a safe environment, where ALL students will grow academically, socially, emotionally, and physically.

Challenger Elementary: Vision Statement

We will ALL foster a community where ALL Challenger students will achieve personal growth by engaging in activities that promote learning, social skills, resiliency, and wellness.

CAMPUS: Challenger Elementary

2018-19 SCHOOL YEAR

CAMPUS IMPROVEMENT PLAN

STUDENT PERFORMANCE GOALS

District/Campus Goal:	Percent of Students Passing STAAR	All Students	Economic Dis.	White	African-American	Hispanic
	Pearland ISD and each Pearland ISD campus will meet the state standard for STAAR	<i>Reading</i>	90%	90%	90%	90%
<i>Writing</i>		90%	90%	90%	90%	90%
<i>ELA</i>		n/a	n/a	n/a	n/a	n/a
<i>Math</i>		90%	90%	90%	90%	90%
<i>Science</i>		n/a	n/a	n/a	n/a	n/a
<i>Social Studies</i>		n/a	n/a	n/a	n/a	n/a
<i>Principal: Juanita Santos</i>						

<p>TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.</p>	<p>Rationale/Evidence of Need: Writing scores for 4th grade White, Hispanic, African American, SPED, and ED students will maintain 90% or above.</p>
<p>Performance Objective 1: WRITING: Continue using Six Traits of Writing, preparing at least 90% of all students and student groups to master TEKS objectives and demonstrate mastery of the STAAR test.</p>	
<p>Summative Evaluation of Performance Objective: Portfolio Assessment; Benchmarks; STAAR; Teacher Analysis; CIP Annual Review and Needs' Assessment</p>	

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1.1 Analyze 17-18 STAAR data and develop school wide interventions	District Accountability Specialist; District and Campus Administration; Teachers	STAAR Spring Results	September 2018	Analyses of data; CEIC/Vertical Team Agendas and minutes	STAAR 4 th grade Writing Test, 2019
1.2 Analyze 17-18 Benchmark data and teacher collected data to develop small group instruction	District Accountability Specialist; District and Campus Administration; Teachers; ELA Vertical Team	Benchmark Tests; Aware Data	August 2018-April 2019	Classroom observations; lesson plans; benchmark data charts and Friday meetings, teacher STAAR talks	STAAR 4 th grade Writing Test, 2019
1.3 Provide pull out training with for our teachers utilizing the C&I staff.	District Specialist, Teachers, librarian	Six Traits Writing Materials, library books, Training with district specialists	August 2018- April 2019	Classroom observations; lesson plans; benchmark data charts, CAP	STAAR 4 th grade Writing Test, 2019
1.4 Conduct before and during STAAR tutorials	Teachers, Substitutes	State Comp Ed Funding for substitutes and materials, campus budget	January 2019-April 2019	Tutoring Lesson Plans; Classroom observations, CBA and test data	STAAR 4 th grade Writing Test, 2019
1.5 Pep rally for 4 th graders	4 th Grade Teachers, principal, AP	Campus Budget	February- April 2019	Observations; graded quizzes, CBA and test data	STAAR 4 th grade Writing Test, 2019
1.6 Incorporate pen pals Across grade levels	4 th grade teachers, team leaders, Wenzel, counselor	Campus budget	September 2018 – June 2019	Teacher and student feedback	STAAR 4 th grade Writing test, 2019
1.7 Follow the district scope and sequence and state TEKS	Teachers, principals	Campus budget	September 2018- June 2019	Friday meetings, RTI meetings, CBA data	Writing Portfolio and STAAR 4 th grade Writing Test 2019

TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.			Rationale/Evidence of Need: Math scores for 3 rd and 4 th grade African American, White, Hispanic and ED will maintain 90% or above.		
Performance Objective 2: MATH: Implement Small Group Instruction preparing all students and student groups to master 90% of the STAAR test objectives whether on the state test for 3 rd and 4 th grade or on the locally developed alternative test for K-2.					
Summative Evaluation of Performance Objective: Benchmarks; STAAR; Teacher Analysis; CIP Annual Review and Needs' Assessment					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
2.1 Analyze 17-18 STAAR data and develop school wide interventions (FASTT & SMI Math) through the Math Vertical Team	District and Campus Administration; Teachers; Math Vertical Team	STAAR Spring Results	By September 2018	Analyses of data; CEIC/Vertical Team Agendas and minutes	STAAR 3 rd and 4 th grade Math Test 2019
2.2 Analyze 17-18 Benchmark data and teacher collected data to develop small group instruction	District and Campus Administration; Teachers; Math Vertical Team	Benchmark Tests; Aware Data	August 2018-April 2019	Classroom observations; lesson plan review; benchmark data charts and Friday meetings, teacher STARR talks	STAAR 3 rd and 4 th grade Math Test 2019
2.3 Provide pull out training with for our teachers utilizing the C&I staff.	District Accountability Specialist; Special Ed. Campus Administration	Campus Budget; Math Lab, District and campus Training	August 2018-April 2019	Agendas; Classroom observations; lesson plan review; Vertical Annual Review, CAP	STAAR 3 rd and 4 th grade Math Test 2019
2.4 Continue to use district problem solving, mental models, QDPAC on display, 5 E lessons	Vertical Math Team; Teachers; Administrators	District Problem Solving Model and QDPAC Chart displayed	August 2018-June 2018	Classroom observations; Lesson Plan Review	STAAR 3 rd and 4 th grade Math Test 2019
2.5 Conduct before, during and after school STAAR tutorials	Teachers; Substitutes; Tutoring Materials	State Comp Ed Funding substitutes & materials, AMI funding	January 2018 -April 2019	Tutoring Lesson Plans; Classroom observations; Vertical Team Annual Review	Vertical Team Annual Review; STAAR 2019
2.6 Host a Family Math/P.E. Night & Mult./Art (in alternating years)	Teachers; Administrators; PTA Volunteers	Campus budget	November 2018	Parent/student Attendance and Feedback; Teacher Feedback	Vertical Team Annual Review

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
2.7 Problem of the Day review for 3 rd and 4 th	Teachers, administration	Motivational Math books	August 2018- April 2019	Classroom observations, vertical team review	STAAR Test 3 rd and 4 th Grade 2019
2.8 Everyday counts and Math Chat for grades K, 1 and 2	Teachers, administration	Campus budget	August 2018- May 2019	Classroom observations, vertical team review	Vertical team annual review
2.9 Math lab for teachers and students to utilize during the day as needed	Teachers, administration, vertical team	Campus Budget	August 2018- May 2019	Classroom observations, vertical team review	Vertical team annual review
2.10 Continue to promote library books that help teach and demonstrate mathematical concepts	Administration, librarian, teachers	Campus budget	August 2018- May 2019	Parent, teacher feedback	Vertical team annual review, STAAR 2019
2.11 Follow the district scope and sequence and state TEKS	Teachers, administration	Campus budget	August 2018- June 2019	Friday meetings, RTI meetings, CBA data	STAAR test 3 rd and 4 th 2019 data
2.12 Incentive plan for FAST Math; certificates	Teachers, administration	Campus budget	August 2018- June 2019	CBA data, classroom observations	SMI data
2.13 Create and maintain a Math wall in the main hallway	Math Vertical Team	Campus budget	August 2018-June 2019	Vertical team review	Vertical team annual review

TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.			Rationale/Evidence of Need: Reading scores for 3 rd and 4 th grade African American, White, Hispanic and ED will maintain 90% or above.		
Performance Objective 3: READING: Apply the strategies associated with Guided Reading preparing all students and student groups to master 90% of the STAAR test objectives whether on the state test for 3 rd and 4 th grade or on the locally developed alternative test for K-2.					
Summative Evaluation of Performance Objective: DRA post scores; Benchmarks; STAAR; Teacher Analysis; CIP Annual Review and Needs' Assessment					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
3.1 Analyze 17-18 STAAR data and develop school wide interventions (LLI)	District and Campus Administration; Teachers; Reading Vertical Team	STAAR Spring Results; Campus Budget	By September 2018	Analyses of data; CEIC/Vertical Team Agendas and minutes	End of year DRA, STAAR 3 rd and 4 th grade Reading Test, 2019
3.2 Analyze 17-18 Benchmark data and teacher collected data (running records) to develop small group instruction	District and Campus Administration; Teachers; Reading Vertical Team	Benchmark Tests; Aware Data	August 2018-May 2019	Classroom observations; lesson plan review; benchmark data charts and teacher/principal conferences, Friday meetings, teacher STAAR talks	End of year DRA, STAAR 3 rd and 4 th grade Reading Test, 2019
3.3 Provide pull out training with for our teachers utilizing the C&I staff.	District Reading Specialist, Campus Administration	Campus Budget, Sub Release days	August 2018-May 2019	Classroom observations, lesson plan review, CAP	End of year DRA, STAAR 3 rd and 4 th grade Reading Test, 2019
3.4 Provide Leveled Literacy Intervention for below level readers for grades 1-4	Dyslexia Teacher; classroom teachers, Mentor Teachers, resource teacher, instructional aide	Leveled Books; Campus Budget; LLI Kits	August 2018-May 2019	Classroom observations; lesson plans	DRA Post Scores; STAAR 3 rd and 4 th grade Reading Test, 2019
3.5 Continue using word walls in grades K-4	Classroom Teachers	Campus Budget	August 2018-May 2019	Classroom Observations	Classroom observations, T-TESS, DRA scores
3.6 Conduct before and during school; STAAR tutorials	Teachers; Substitutes; Tutoring Materials	State Comp Ed Funding and materials, campus budget	January 2019 -April 2019	Tutoring Lesson Plans; Classroom observations; Vertical Team Annual Review	STAAR 3 rd and 4 th grade Reading Test, 2019

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
3.7 Host a Family Fun Night for Multicultural/Art on a rotating basis	Teachers; Administrators	Campus Budget	Spring 2019	Parent/student / teacher Attendance and Feedback	Vertical Team Annual Review
3.8 Develop Accelerated Reader Goals for the school: Independent Reader parade, Pajama Day and B.E.A.R. Night as incentives	Teachers; Librarian; PTA; Administration	Campus Budget; PTA Budget, AR program, book fair	August 2018-May 2019	AR Point Totals	AR Point Totals; # Participating
3.9 Continue with Fountas and Pinnell Phonics Program K-2	Teachers, administrators	Campus budget	August 2018- May 2019	DRA, observations	Post DRA
3.10 Provide equipment to the staff for the implementation of teaching the TEKS: CD players, listening centers (headphones and listening centers needed)	District and campus admin, librarian	Librarians handbook, school library standards and guidelines for Texas, TEKS, budget, book fair	August 2018- May 2019	Student and teacher requests and feedback	Follett reports and Titlewave reports, annual review
3.11 Scholastic Story-works Jr. for 3rd grade and Story Works for 4 th grade	Teachers, Administration	Campus budget	August 2018- June 2019	Teacher feedback, CBA data	Report cards, Post DRA

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
3.12 Provide open checkout library time for students to read and take tests.	District and campus admin, librarian	Librarians handbook, school library standards and guidelines for Texas, TEKS, budget, book fair, AR program	October 2018- May 2019	Student and parent feedback	Participation stats, circulation reports, annual review
3.13 Provide incentive programs to motivate students to read: 2x2, and Bluebonnet Challenge	District and campus admin, librarian	Librarians handbook, school library standards and guidelines for Texas, TEKS, budget, book fair, AR program	August 2018- May 2019	Student, parent, and teacher requests and feedback	Participation stats, circulation reports, annual review
3.14 Provide research resources and information about access to electronic data base resources	State legislatures, district and campus admin, librarian	School library standards and guidelines for Texas, state budget, campus budget	August 2018- May 2019	Student, teacher, and parent requests and feedback	Usage reports from electronic data bases
3.15 Use Text Talk kits to increase vocabulary in grades K-2	Teachers	None	August 2018- May 2019	Classroom observations, DRA scores, guided reading and guided writing	DRA end of year scores, project phoenix
3.16 Follow the district scope and sequence and state TEKS	Teachers, Administration	Campus budget	August 2018-May 2019	Friday meetings, RTI meetings, CBA data	STAAR test for 3 rd and 4 th grade, post DRA data
3.17 Use comprehension kits to increase comprehension in grades K-4	Teachers	C&I budget, campus budget	August 2018- May 2019	Friday meetings, RTI meetings, CBA data	STAAR test for 3 rd and 4 th grade. post DRA data
3.18 Provide award winning literature in popular books/ series to promote a love of reading	Librarian, teachers	Campus budget, book fair	August 2018- May 2019	Student, teacher, parent feedback	STAAR test for 3 rd and 4 th grade. post DRA data

TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.			Rationale/Evidence of Need: Increased emphasis on the concepts, knowledge and skills related to science and social studies and the increased difficulty of the STAAR test increased the importance of attention to science social studies instruction K-4.		
Performance Objective 4: Science and Social Studies: Implement the district science and social studies scope and sequence preparing all students and all student groups to master 90% of the STAAR objectives on the locally developed test K-4.					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/ Activity
4.1 Conduct at least one hands-on experiment per 9 weeks in the science lab	Teachers	Science Equipment	August 2018-May 2019	Lesson Plans; Classroom Observations	TSR II-III; Observation and Discussion; Annual CIP Evaluation and Review
4.2 Implement United Streaming and the internet for visual connections and increasing vocabulary	Teacher, librarian, CITS	Computer	August 2018- May 2019	Lesson plans, classroom observations	Annual vertical team review
4.3 Integrate science and social studies through math and reading	Teachers, vertical teams	Literacy library, math and science lab, district personnel	August 2018- May 2019	Team meetings, Friday meetings, vertical team planning	Annual vertical team review
4.4 Integrate art with science and social studies for visual connections and cultural understanding by providing specific examples in lessons	Art teacher	Lesson plans	August 2018- May 2019	Display of class projects, feedback from teachers	Annual Vertical team review
4.5 Provide books for the teachers to check out to help students understand science and social studies TEKS	Teachers, librarian, district and campus admin.	Librarians handbook, teacher requests, TEKS, campus budget and book fair	August 2018- May 2019	Student and teacher requests and feedback	Follett and Titlewave reports, annual vertical team review

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/ Activity
4.6 Provide activities and library books for cultural awareness for students and staff	Teachers, principals, PTA, library	PTA, campus budget	August 2018- May 2019	Student, parent and teacher feedback	Annual vertical team review 2019
4.7 Time for Kids grade 3 rd	4 th grade teachers, principals	Campus budget	August 2018- May 2019	Lesson plans, CBA's, teacher feedback	CBA scores, annual vertical team review 2019
4.8 Scholastic Magazines grades PK- 2 nd	Teachers, principals	Campus budget	August 2018- May 2019	Lesson plans, CBA's, teacher feedback	CBA scores, annual vertical team review 2019
4.9 Have students utilize the Challenger garden to learn about plants, insects and birds	Teachers, science vertical team	Campus budget	August 2018- May 2019	Student, parent and teacher feedback	Annual vertical team review 2019
4.10 Incorporate instructional enrichment activities for science and social studies in teacher websites.	Teachers, vertical teams	Campus budget	Spring 2019	Student, parent and teacher feedback	Annual vertical team review 2019

EXPECTING SUCCESS FROM ALL STUDENTS insuring that Gifted and Talented and special education Students experience at least a year's academic growth.			Rationale/Evidence of Need: 90% of students identified as Gifted and Talented will have commendable on 2018 STAAR test. 90% of special education students will meet ARD expectation on STAAR tests.		
Performance Objective 5: Improve instruction and support for students identified as Gifted and Talented and special education					
Summative Evaluation of Performance Objective: Benchmarks; Report Cards; STAAR tests; Teacher Reports; CIP Annual Review and Needs' Assessment					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
5.1 Analyze 2018 STAAR data of GT and SE students	Principal; GT and SE specialists, Identified teachers of the GT and SE	STAAR Data	September 2018	Data analysis	Spring 2018 STAAR Results
5.2 Analyze 17-18 Benchmark data and teacher collected data	Identified teachers of the GT and SE	Benchmarks; Aware Data	August 2018-April 2019	Data Analysis; Classroom Observations; Lesson Plans	Spring 2018 STAAR results
5.3 Continue to provide training and materials for differentiating instruction and inclusion for teachers to work with GT and SE students.	Administration; District & non district Advanced Academics Specialists, librarian	District and Campus Budget	August 2018 - April 2019	Teacher Feedback; Lesson Plans; Classroom Observation	GT/ SE Program Team Review and Feedback
5.4 Provide inclusion for our SE students and only pull out resource as needed.	Administrators, SE team members, librarian	IEP, modification sheet	August 2018- May 2019	Lesson plans, IEP, observations, CAP	2018 STAAR and SE Results, annual vertical team review
5.5 Provide a STAAR buddy for our SE students to help motivate them.	District and campus admin.	District and campus budget	August 2018- May 2019	CAP	2018 STAAR results, annual vertical team review
5.6 Continue to follow all state and federal, district and campus guidelines (scope and sequence) for progress reporting for GT and SE	Administration, teachers	District and campus budget	August 2018- May 2018	Data analysis, IEP's, lesson plans, classroom observations	Progress monitoring, report cards, Post DRA, CBA, STAAR assessment

EXPECTING SUCCESS FROM ALL STUDENTS insuring that the ESL, Dyslexic, Low SES and Below Grade Level Students experience at least a year's academic growth in reading, math, and writing.			Rationale/Evidence of Need: Students identified as At Risk demonstrate lower scores on the STAAR tests, Reading Levels and general academic achievement than those not identified.		
Performance Objective 6: Improve instruction and support for At Risk Students.					
Summative Evaluation of Performance Objective: Benchmarks; Report Cards; STAAR tests; Teacher Reports; CIP Annual Review and Needs' Assessment					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
6.1 Develop a mentoring program pairing a teacher mentor with an At Risk Student – STAAR buddies	Administration; Teachers; Counselor	teachers	January 2018 -April 2019	Friday meetings, tracking sheets, benchmarks, T-TESS	At Risk Program Team Annual Review; DRA Scores; 2018 Spring STAAR Scores
6.2 Conduct before and during school tutorials to improve reading, math and writing skills of the at-risk students focusing on AA, ESL, SPED and Hispanic as these are our lowest groups for STAAR testing.	Teachers K-4; Substitutes	State Comp Ed Funding , campus budget	January 2018- April, 2019	Friday meetings, RTI, tracking sheets, benchmarks, CAP	At Risk Program Team Annual Review; 2018 Spring STAAR Scores
6.3 Implement student tracking system for reading levels and STAAR benchmark data	Principal, teachers	CBA/ released TAKS, DRA data	Every nine weeks	Tracking charts, benchmark tests, STAAR binders with data, Friday meetings, RTI, T-TESS	At risk program team, annual review, DRA, 2019 STAAR Scores
6.4 Develop a mentoring program between grade levels – reading and writing buddies	Counselor, teachers, librarian	Library books, campus budget, AR program	Monthly	Tracking charts, benchmark data, STAAR binders with data, T-TESS	Friday meetings, team meetings, vertical teams

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
6.5 Develop a mentoring program to bring in community members to be a "buddy" to our most needy students	Counselor	Campus budget	October 2018- May 2019	Student observation, feedback from teachers and parents, CAP	Annual vertical team review
6.6 STEP Program for 1 st grade	PTA, teachers	Literacy and Library books, PTA provides books	September 2018- April 2019	Student observation, feedback from STEP tutor, Friday meetings, RTI	DRA scores, end of year
6.7 Communicate with parents on importance of passing STAAR tests	Teachers	None	Ongoing	Friday meetings, RTI, classroom observations, parent conferences	STAAR scores 2019
6.8 Meet with students and 3 rd and 4 th grade teachers to go over released test results	Teachers, principal	None	After STAAR and CBA tests	Friday meetings, RTI	Post DRA and STAAR scores 2019
6.10 Share released STAAR information with all grade levels	Principal and AP	None	After STAAR and CBA tests	Vertical team review	STAAR scores 2019 Annual vertical team review
6.11 Continue with the use of STAAR incentives and STAAR pep rally to motivate students to do well and work hard.	Administration, teachers	Campus budget	May 2019	Vertical team review, CAP plan	STAAR scores 2019 Annual vertical team review

UTILIZING TECHNOLOGY TO IMPROVE COMMUNICATIONS				Rationale/Evidence of Need: The use of technology can be used to enhance communication and improve student performance.	
Performance Objective 7: Improve instruction and support through the incorporation of technology.					
Summative Evaluation of Performance Objective: Benchmarks; Report Cards; STAAR tests; Teacher Reports; CIP Annual Review and Needs' Assessment					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
7.1 Maintain a Technology Vertical Team to improve planning and technical communications	Administration; Technology Vertical; ETS	Planning Time, vertical team planning	August 2018- May 2019	Technology Committee Agenda and meeting notes	Annual CIP Review
7.2 Insure that teachers have adequate training to use technology and appropriate tools i.e. Dell Tablet	ETS, Administration	Hardware; Software; Training Materials	Ongoing	Training calendars; Agenda	Annual CIP Review
7.3 Incorporate technology into lessons to enhance the learning experience	ETS, Classroom Teachers	Hardware; Software; Training Materials	August 2018- May 2019	Classroom Observations; Lesson Plan Review	Annual CIP Review
7.4 Communicate to parents through Skyward messaging, Peek of the week and newsletter posted on campus/ teacher website	Teachers, ETS, AP	Hardware, Software	August 2018- May 2019	Teacher/ parent feedback	Annual CIP review
7.5 Wi Fi/ Laptop implementation	Technology department, teachers	District budget, district HB	On going	Teacher, student, parent feedback	Annual CIP review
7.6 Implementation of grade level technology TEKS	ETS, teachers	Grade level planning time, training materials	On going	Lesson plan review	Annual CIP review
7.7 Reading A-Z and RAZ Kids for below level readers and language support	Teachers	District budget	September 2018- May 2019	DRA, and CBA's	Annual CIP review

PLANNING FOR ALIGNMENT OF STATE, DISTRICT AND CAMPUS GOALS				Rationale/Evidence of Need: Opportunities for collaboration among the faculty is key to academic success of students and professional growth of staff.	
Performance Objective 8: Provide planning time for grade level teams to plan instruction and implement the TEKS to insure that all students make at least one year's academic growth.					
Summative Evaluation of Performance Objective: Campus Calendar; Lesson Plan Review; Observations					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
8.1 Conduct a summer planning retreat to review campus progress and conduct a needs' assessment	Principal; Assistant Principal; CEIC; team leaders	Campus Budget; Campus Data	July or August 2018	Retreat Feedback and Follow up meeting	CIP; Campus Initiatives and Plans; CIP Evaluation and Review
8.2 Schedule Monday Meetings with teacher teams and the principal and AP, each month, for the purposes of student monitoring, RTI, TEKS & STAAR discussion and planning.	Principal; AP, Team Members	Campus data, benchmarks	September 2018- May 2019	Agendas; Calendars	Discussion notes; CIP Evaluation and Review
8.3 Weekly Grade level planning to have consistency throughout grade level.	Teachers, team leaders	TEKS, campus data. Lesson plans	August 2018- May 2019	Team Leader agenda	CIP evaluation and review
8.4 Vertical team meetings six times a year	Teachers, principals	None	August 2018 and June 2019	Vertical team review	Annual team review
8.5 Faculty, Team leader, and CEIC meetings once a month	Teachers, principals	Campus budget	August 2018-June 2019	Vertical team review, minutes from agendas	CIP evaluation and review

INCLUDING THE COMMUNITY IN CAMPUS ACTIVITIES				Rationale/Evidence of Need: Community based support is critical to the sustained academic excellence and reputation of the school.	
Performance Objective 9: Increase student and teacher recognition and community support.					
Summative Evaluation of Performance Objective: Student Office Referrals; Teacher Reports; CIP Annual Review and Needs' Assessment					
Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
9.1 Continue the School wide Character Education, Recycling Programs, positive office visits, Positive PBIS reward/SOAR slip	Principal, Assistant Principal, Counselor	Character Ed. Resources Notebook; Campus Budget; Recycling Company	August 2018-May 2019	Student Report; Teacher Reports; Lesson Plans	Teacher Reports; Parent Feedback; CIP Evaluation and Review
9.2 Monitor student attendance with a goal of 95% attendance, Award Perfect Attendance twice a year	Attendance Clerk; Counselor	Activity Fund; PTA Budget	January and May 2019	Attendance Reports	Annual Attendance Report; CIP Evaluation and Review; Attendance Committee
9.3 Continue weekly "Peek of the Week" and Monthly newsletters to keep parents informed	Teachers; Principal; Asst. Principal	Campus budget	August 2018-May 2019	Weekly Take home folders; Parent feedback, web page	Annual Program Team Review
9.4 Teacher staff recognitions for perfect attendance	PTA, Principal, Asst. Prin., counselor	Budget, PTA	Weekly, monthly	Vertical teams, CEIC	Annual program review
9.5 Various teacher morale boosters such as: Ruby Read Slipper Award to teacher/para demonstrating a climate of 'family' on our campus.	Principals	Campus budget	August 2018- June 2019	Vertical teams	Annual program review

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
9.6 PTA hosts various activities to involve community	PTA, administration	PTA budget	Ongoing	CEIC, vertical teams, parent feedback	Annual program review
9.7 Host College Week to introduce students to various colleges	Counselor, teachers	Campus budget	January 2019	CEIC, vertical teams, parent and teacher feedback	Annual program review
9.8 Arts in Education to enhance our students awareness of fine arts and cultural awareness	PTA, music teacher	PTA	August 2018- May 2019	Parent, teacher, student feedback	Annual program review
9.9 Student Art shows	Art teacher	Campus budget	Twice a year	Parent, teacher and student feedback	Annual program review
9.10 Host a family fun Art night on a rotating basis	Art teacher	Campus budget	Fall 2019	Teacher, student and parent feedback	Annual program review
9.11 Teacher BD treats/announce their BD on morning announcements	Teachers	n/a	To be determined	CEIC, vertical teams, teacher feed back	Annual program review