

# Point Isabel Independent School District



## Derry Elementary Campus Improvement Plan 2018 – 2019

Updated: January 22, 2019

# Point Isabel ISD Mission Statement

*Point Isabel Independent School District in partnership with parents and the community, prepares skilled life – long learners to responsibly contribute to our global society.*

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1:** The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6:** The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8:** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Point Isabel Independent School District  
Board of Trustee  
2018-2019 Goals**

*Goal 1:* Educate and inspire productive citizens.

*Goal 2:* Operate with efficiency and integrity

*Goal 3:* Cultivate and lead a community of excellence.

*Honor Tradition – Lead Innovation*

# Point Isabel ISD

## 2018-2019 Superintendent Goals

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### *Goal 1: Educate and inspire productive citizens*

- a. Based on NWEA Measures of Academic Progress (MAP) 80% of students in K – 9 grade will master their expected growth from the first administration in fall of 2018 to the final administration in spring of 2019.
- b. PIISD will earn the district distinction for post-secondary readiness for the state accountability system.

### *Goal 2: Operate with efficiency and integrity*

- a. Implement sustainability plan for blended learning by redirecting budget funds from other programs in an amount of at least \$200,000 annually.
- b. Maintain superior rating on FIRST (Financial Integrity Rating System of Texas) for the 2018-2019 school year.

### *Goal 3: Cultivate and lead a community of excellence*

- a. Increase the number of students participating in off-site internships by 100% by May, 2019. The prior year data indicated five students participated in off-site internships.
  - b. Increase the number of students earning industry certifications or participating in dual enrollment classes by 10% from 2017-2018 to 2018-2019.
  - c. PIISD will work with community partners utilizing the Title IV to implement an anti-bullying campaign to include a minimum of two classroom lesson per grade level, K-10 and three parent information sessions by May, 2019. Additionally, the district will seek two new partners as contributors in cultivating a safe learning environment by May, 2019.
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## **2018-2019 Derry Elementary Campus Improvement Plan Performance Goals and Objectives** Campus Goal 1: Increase Student Achievement.

Objective 1: Derry Elementary will increase Level III: Masters Grade Level Performance for all students to **25% in Reading and Math, 12% in Writing, and 10% in Science.**

Objective 2: **75%** of kindergarten through 5<sup>th</sup> grade students will meet the Projected Growth in reading and math according to NWEA-MAP.

Objective 3: Derry Elementary will increase student performance on state assessments in Writing to a minimum of 80%.

Objective 4: Derry Elementary will increase student performance in Science to a minimum of 85%

Objective 5: Increase **current** special education student performance **to Meets Grade Level Standard** on state assessments in all content areas **by 5%.**  
( ELA- 53%, Math 53%, Writing 43%, Science 55%)

Objective 6: Increase **current** English Language Learners' performance **to Meets Grade Level Standard** in all content areas **by 5%.** (ELA-67%, Math-45%, Writing-23%, Science-25%)

### **Campus Goal 2: Improve School Culture and Climate.**

Objective 1: Derry Elementary will decrease the number of placements in ISS from 38 to 35.

Objective 2: Derry Elementary will provide a safe learning environment free from bullying **and cyberbullying** for **100% of** students.

Objective 3: Derry Elementary will meet 98% attendance rate for the 2018 – 2019 school year.

Objective 4: Derry Elementary will provide a safe learning environment for all students.

### **Campus Goal 3: Retain Staff and Improve Staff Quality.**

Objective 1: 100% of teachers and administrators will be provided with professional development.

Objective 2: 100% of content area teachers and campus administrators will participate in second language acquisition and special education staff development sessions.

Objective 3: 100% of content area teachers will meet certification requirements to teach the grade assigned.

Objective 4: 95% of teachers will be retained from the 2018 – 2019 school year.

### **Campus Goal 4: Improve Curriculum, Instruction, and Assessment.**

Objective 1: 100% of the content area aligned curriculum will be implemented to address TEKS.

Objective 2: **80%** of classroom teachers will begin the Blended Learning implementation process using the Student Design Pillars daily across the campus throughout the 2018-2019 school year.

### **Campus Goal 5: Increase Family and Community Involvement.**

Objective 1: Derry Elementary will update and implement 100% of the campus parental involvement plan.

### **Campus Goal 6: Improve School Context and Organization.**

Objective 1: 100% of Derry Elementary committees will evaluate, discuss and act upon decisions related to maximizing instructional time.

Objective 2: 100% of Derry Elementary committees will evaluate, discuss, and implement strategies to improve student performance during transitional years.

### **Campus Goal 7: Improve the use of technology to enhance student achievement.**

Objective 1: 100% of teachers will integrate technological resources into the classroom a minimum of twice a week.

Objective 2: Update and increase technology equipment as per the technology plan of replacing equipment every 5 years.

**Campus Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

Objective 1: 90% of students transitioning from a special program to the regular education program will meet STAAR progress measure.

Objective 2: 100% of instructional and federal programs will be evaluated for effectiveness.

Objective 3: Teachers, parents, staff and community will be provided opportunities to provide input on the use of federal funds through discussions during SBDM and Title I Meetings.

## DERRY ELEMENTARY SITE BASED DECISION MAKING COUNCIL MEMBERS

### Teachers:

Member	Representing	Years
Delgadillo, Evelyn.	Pre-K	1 <sup>st</sup> year
Carrillo, Angie	Kinder	2 <sup>nd</sup> year
Castillo, Jose	1 <sup>st</sup> Grade	1 <sup>st</sup> year
Barrera, Julio	2 <sup>nd</sup> Grade	1 <sup>st</sup> year
Garcia, Sheila	3 <sup>rd</sup> Grade	1 <sup>st</sup> year
Orta, Jesus	4 <sup>th</sup> Grade	2 <sup>nd</sup> year
Gonzalez, Maggie	5 <sup>th</sup> Grade	1 <sup>st</sup> year
Cantu, Virginia	Bilingual	1 <sup>st</sup> year
Ramon, Maria	GT	1 <sup>st</sup> year
Badillo, Flora	Paraprofessional	1 <sup>st</sup> year

### Parents:

Perez, Embherly

### Business & Community:

Ochoa, Teresa : Community Member  
Arredondo, Eduardo U. , Wells Fargo

### Counselor:

Stathopoulos, Laura

### Dean of Instruction:

Guzman, Noemi

### Principals:

Valdez, Maribel  
Gonzalez, Melissa

### District Non-Voting:

Ramirez, Kirstie



**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: (SCHOOL WIDE COMPONENT #1)**

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<b>Data Sources Reviewed:</b>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Student Demographics are consistent. 100% Title I Participants; High number of Bilingual/LEP, Special Education, At-Risk and economically disadvantaged students.	High number of economically disadvantaged students and special education students; high number of ELs; students not exiting LEP status. Increase trainings to identify Gifted and Talented students in subpopulations such as Bilingual.	Addressing the needs of special education, ELs, and economically disadvantaged students. Closing the gap between special populations. Smaller Class sizes.
<b>Student Achievement</b>	An increase of all student performance in almost all content areas.	Low numbers of students exiting from the Bilingual/ESL program due to low TELPAS and STAAR scores. Addressing low achievement on STAAR scores in special populations: special education and LEP.	Address math, reading, science, and writing instruction, continue to increase mastery of skills in all grade levels resulting in increased passing rates and STAAR scores, show growth on NWEA-Map from BOY to EOY. Increase data analysis.
<b>School Culture and Climate</b>	Positive staff collaboration, Increased staff and students' attendance, Improved student discipline. Positive culture/climate environment. Data is visible across campuses.	Low attendance percentages in the lower grade levels, increase bullying awareness, address student discipline. School community should be able to articulate the school's vision/mission. Surveys should be available. Increase student extracurricular activities	Increasing the student attendance rate, lowering the number of discipline referrals. Provide behavioral intervention training and support, increase positive school culture for students, staff, and families, increase awareness to bullying and its effects. Meeting student's needs. Create positive extracurricular activities
<b>Staff Quality/ Professional Development</b>	100% highly qualified staff. Professional development and staff retention is high.	Discipline management, differentiated instruction, performance-based instruction, and assessment training to address the special	New teacher mentoring and coaching by dean of instruction; staff development on discipline,

		population students and increasing rigor during instruction through cooperative learning strategies; increase teacher mentoring.	differentiated instruction, curriculum, and alignment of instruction. Observations and online Professional Learning Community opportunities within staff of best practices. Surveys to reflect on areas of weakness and seek solutions to improve. Lower students to staff ratio.
<b>Curriculum, Instruction, Assessment</b>	Curriculum and technological resources, assessments are linked to TEKS as evident by data. Vast amount of forms used to collect data and utilization to provide interventions. Blended Learning helped develop individualized pathways for students.	Alignment, rigorous instruction, implementation of appropriate TEKS based skills in lessons, interventions for students who are unsuccessful. Increase rigor to provide assistance to secondary. Implement the blended learning model to a greater population. Increase data driven instruction	Provide coaching and support of curriculum alignment, increase updated resources, varied instructional strategies, and common assessments, interventions provided to unsuccessful students. Address student weaknesses. Increase blended learning initiative in classrooms. Increase analyzation of data.
<b>Family and Community Involvement</b>	Multiple modes of communicating with parents and the community including notes in dual languages and phone messaging system. Diverse opportunities for parents/ community members to actively participate in the student academic life. Opportunities for building community partnerships.	Low number of parents attending training sessions. Low number of campus instructional sessions including sub populations.	Provide informational sessions for parents through participation in our district parent and health fairs and additional sessions on the school curriculum. Provide additional opportunities to meet the needs of our students both academically and emotionally. Increase the input from various stakeholders. Increase the opportunities for parents to participate in school activities.
<b>School Context and Organization</b>	Teachers are represented in Site Based decision-making committees. Teachers are involved in district wide committees.	Maximizing instructional time. Low performing student achievement during transitional years. Increase communication about guidelines, rules, and expectations to parents. Finding ways to reach out to more parents and	Provide monitoring, coaching and support to maximize instructional time and improve student performance. Provide additional instructional materials. Provide para-professionals to assist with student instruction.

	Expectations communicated by district and all campus.	community members to increase the involvement.	Increase the number of technology, bilingual, and Spanish materials. Increase parent involvement.
<b>Technology</b>	Increased availability of technology resources, infrastructure, equipment and training. Professional development has increased the use of technology intentionality.	Integration of technology in instruction, Lack of iPad carts within the grade levels. Increase bandwidth and technology equipment to implement programs such as headphones. Increase the implementation of technology in English Language Arts and Reading. Home access for students.	Provide training on the implementation of technology integration; increase equipment and computer lab usage; increase equipment. Increase implementation of Blended Learning. Increase equipment to a 1 to 1 student to device.

**Campus Goal 1: Increase Student Achievement. (School wide component #2)**

**Objectives 1: Derry Elementary will increase Level III: Masters Grade Level Performance for all students to 25% in Reading and Math, 12% in Writing, and 10% in Science.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Teachers and administrators will engage in Data Driven Instruction (DDI) sessions to disaggregate formative and summative data to provide targeted instruction, interventions and/or workshops.	Teachers, Administrators, Dean of Instruction, Blended Learning Integration Specialist	Local (199) Title I (211) RYHT BL Title IIA (255)	August 2018- June 2019 (weekly)	Sign-in sheets, Tutorial Lesson Plans, Attendance Logs, Eduphoria, Grade Level and Department Meetings, Lesson Plans	Increase of projected growth attainment in NWEA-MAP/CPAA, STAAR scores, Report Card Grades, Simulated Assessments	Simulated Assessments, STAAR Results, NWEA-MAP, Imagine Math, It's Learning, Tejas Lee, Weekly Assessments
2. Staff will provide additional support and differentiated learning to address students' needs through instruction, personalized online pathways, mentoring, interventions, and station rotation.	Teacher, Campus Administrators, Support Staff, Dean of Instruction	Local (199) Title I (211) State Comp (199), Title II (255)	August 2018– June 2019	Lesson Plans, Gradebook, Walk-through Data, It's Learning, Imagine Math, Curriculum Maps, Mentoring Schedules, Tutoring Schedules, Station Rotation Groupings, Online Resources	Increase of projected growth attainment in NWEA-MAP/CPAA, STAAR scores, Report Card Grades, Simulated Assessments	Simulated Assessments, STAAR Results, NWEA-MAP, Imagine Math, It's Learning, Tejas Lee, Weekly Assessments
3. Provide before, during, and after school interventions to address the specific needs of all students specifically At-Risk student populations, including subgroups such as Bilingual, LEP, and Special Education.	Teacher, Principal, Asst. Principal, support staff, Dean of Instruction,	Local (199) Title I (211) SPED (244)	August 2018 – June 2019	Lesson Plans, Gradebook, Walk-through data, Its Learning, Imagine Math, Curriculum Maps, Mentoring Schedules, Tutoring Schedules, Station Rotation Groupings, Online Resources	Increase of projected growth attainment in NWEA-MAP/CPAA, STAAR scores, Report Card Grades, Simulated Assessments	Simulated assessments, STAAR results, CPALL, TPRI/Tejas Lee, NWEA-MAP, Imagine Math, It's Learning, Weekly assessments

4.	Dean of Instruction and Blended Learning Integration Specialist will provide teachers with intensive instructional support to ensure students are provided rigorous and engaging instruction.	Teacher, Principal, Asst. Principal, Support Staff, Dean of Instruction	Local (199) Title I (211)	August 2018 – June 2019 (daily, monthly, and weekly upon request)	Classroom Visit Logs, Professional Development, Sign-In Sheets, Teachers Conference Logs, Walk-throughs, Coaching Logs, Grade Level and Department Meetings	Increase of projected growth attainment in NWEA-MAP/CPAA, STAAR scores, Report Card Grades, Simulated Assessments	Simulated assessments, STAAR results, CPALL, TPRI/Tejas Lee, NWEA-MAP, Imagine Math, It's Learning, Weekly assessments
5.	Elementary gifted and talented students will develop an individualized project (Texas Performance Standards Project- TPSP)	GT Teachers Principal, Asst. Principal, Dean of Instruction	GT (199) Local (199)	August 2018 – June 2019	Lesson Plans, Class Rosters, Parent Sessions, GT student sessions	Increase of STAAR Scores, Report Card Grades and Simulated Assessments	Simulated Assessments, STAAR results, TPSP
6.	Scientifically research based resources will be utilized during classroom instruction to provide additional support to all students with emphasis on At-Risk student populations, including special education and Limited English Proficient students, and will be evaluated for effectiveness.	Teachers, Principal, Asst. Principal, Dean of Instruction	Title III (263) Title 1 (211) State comp (199) Local (199) SPED (244) RYHT BL Grant	August 2018 – June 2019	Lesson Plans, Gradebook, Walk-throughs, TTESS, Computer Lab Schedules, iPad Cart Logs, Sign-in sheets	Increase STAAR Scores, Advanced Academic Levels, Report Card Grades, Simulated Assessment	Simulated Assessments, STAAR results, CPALL, TPRI/Tejas Lee, NWEA-MAP, Imagine Math, It's Learning, Weekly assessments
7.	Monitor Student progress in reading and math (Progress monitoring)	Teachers, Principal, Asst. Principal, Dean of Instruction	Local, State comp (199) RYHT BL Title I (211), Sped (244), Title III (263)	August 2018 – June 2019	ESPED, Go Math Logs, Imagine Math Logs, NWEA-MAP logs, Meeting Agendas, Sign-In Sheets, Lesson Plans Certificates, Assessments, It's Learning	Increase of STAAR scores, (Satisfactory and advanced academic levels) Report Card Grades, Simulated assessments,	Simulated assessments, STAAR results, CPALL, TPRI/Tejas Lee, NWEA-MAP, Imagine Math, It's Learning, Weekly assessments

					NWEA-Map growth measures	
8. Provide students and teachers with the necessary tools and supplies to create and provide visuals and activities to address students' academic and social needs.	Teachers, Principal, Asst. Principal, Dean of Instruction	Local, State comp (199) RYHT BL Title I (211), Title II (255) Sped (244), Title III (263)	August 2018 – June 2019	Classroom observations, student products, classroom displays, make and take sessions.	Increase student grasp of concepts as evident thorough increased STAAR, NWEA, report card, progress report and simulated assessment scores	Simulated assessments, Student products, Anchor charts, Class displays, NWEA- MAP, weekly assessments,
9. Provide before, during, and after school enrichment activities to challenge all students including subgroups such as GT, Bilingual and LEP.	Teachers, Principal, Asst. Principal, Dean of Instruction, Support Staff	Local, State comp (199) Title I (211), Title II (255)	August 2018-2019	Classroom observations, schedules, sign in sheets, UIL rosters, classroom displays	Increase student grasp of concepts as evident thorough increased STAAR, NWEA, report card, progress report and simulated assessment scores	Simulated assessments, TPSP projects, Class displays, UIL rosters, NWEA-MAP

**District Goal 1: Increase Student Achievement. ( School wide component #2)**

**Objective 2-4: Derry Elementary will increase student performance by 75% of kindergarten through 5<sup>th</sup> grade students meeting the Projected Growth in reading and math according to NWEA-MAP; 80% of 4<sup>th</sup> grade student meeting the passing standard on STAAR Writing; and 85% of 5<sup>th</sup> grade students will meet the passing standard on STAAR Science.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Based on the needs assessment, additional teachers and support staff will be provided to reduce class size and provide intensive interventions.	Teachers, Campus Administrators, Dean of Instruction	Title I (211) Sp. Ed (224) Title III (263) Title II (255)	August 2018- June 2019	Lesson Plans, Attendance Logs	Percentage of students reaching their projected growth measure	Report Card Grades
2. Teachers and administrators will disaggregate formative and summative data to provide targeted remediation.	Teachers, Campus Administrators, Dean of Instruction	Local (199) Title I (211)	August 2018 – June 2019 After each simulated; ongoing with NWEA, TTM,	Sign- In Sheets, Tutorial Lesson Plans and Attendance Logs, Eduphoria data, T-TESS Data	Increase of STAAR scores, Report Card Grades, and Simulated assessments NWEA Data Google Classroom, Its Learning	Simulated assessments, STAAR results
3. Teachers will utilize, NWEA-MAP, CLI Engage, Eduphoria, and student observations to analyze assessment data and develop intensive interventions for students in need of assistance.	Teachers, Campus administrators, and contracted service staff, Dean of Instruction	Title I (211) State Comp (199) Title II (255)	August 2018 – June 2019	Lesson Plans, Signed Job Descriptions, Attendance Logs, Friday Academy Sign-In, Tutoring Schedules, Consultants Sign-In sheets	Increase of STAAR scores, Report Card Grades, and Simulated assessments NWEA Data	Report Card Grades, Progress Monitoring, Monitoring data

4. Provide before, during, and after school interventions to address the specific needs of migrant, special education, and Limited English Proficient students.	Teachers, Campus administrators, Dean, and contracted service staff	Sp. Ed (244) Title III (263) (265) Title I (211)	August 2018 – June 2019	Tutoring/Friday Academies Attendance Logs, Lesson plans Walk-through, Contract service	Increase of STAAR scores, Report Card Grades, and Simulated assessments NWEA Data Mini marks	Simulated assessments, STAAR results, NWEA Map, Weekly Assessments, TEKS Trackers
5. Dean of Instruction will provide teachers with intensive instructional support to ensure students are provided rigorous and engaging instruction.	Campus administrators and Dean	Title I (211) State Comp (199)	August 2018 – June 2019	Classroom Visit Logs Professional Development Sign-In Sheets Teacher Conference Logs Walk-throughs, Coaching Logs	Increase of STAAR scores, Report Card Grades, and Simulated assessments Increased performance, TTESS data, Reflective Process on	NWEA Map, Weekly assessments, TEKS Trackers, Simulated assessments, STAAR results, Improved TTESS results
6. Scientifically research based resources will be utilized during classroom instruction to provide additional support to special education and Limited English Proficient students.	Teachers, Principal, Asst. Principal, Dean of Instruction	Sp. Ed (244) Title III (263) Title I (211)	August 2018 – June 2019	Lesson plans, Empowering writers/PD Sign-In Sheets, iPad Apps	Meet STAAR satisfactory levels/ advanced academic levels, NWEA Data	Common and simulated assessments, NWEA-MAP Data, TELPAS, Weekly Assessments, TEKS Trackers,
7. Monitor student progress (RTI/CPALL/NWEA-MAP, Tejas Lee) in reading and math (progress monitoring).	Teachers, Principal, Asst. Principal, Dean of Instruction	Sp. Ed (244) Title III (263) Title I (211) State Comp (199) Local (199) RYHT BL	August 2018 – June 2019	Tejas LEE, CPALL, NWEA-MAP reports, RTI Logs, reports, ESPED, Meeting	Meet STAAR satisfactory levels/ advanced academic levels,	NWEA-Map, CPALL, Tejas Lee, Common and simulated assessments, Walk-throughs



				Agendas, and Sign-In Sheets	progress on NWEA Data	
8. Teachers and administrators will disaggregate formative and summative data to enhance instruction.	Teachers, Principal, Asst. Principal, Dean of Instruction	Title I (211)	September 2018- May 2019	Tutorial Lesson Plans and Attendance Logs Teacher Evaluations and Walk-throughs	Meet AYP requirements NWEA Data	Common and simulated assessments, STAAR, Report Cards, NWEA-MAP Data, Online program usage
9. Scientifically research based resources will be utilized during classroom instruction to provide additional support and will be evaluated for effectiveness.	Teachers, Principal, Asst. Principal, Dean of Instruction	Title I (211) State Comp (199) SPED (244)	September 2018- February 2019	Lesson plans Walk-through Data, iPad apps, NWEA-MAP, Imagine Math, Imagine Espanol, Imagine Literacy, Lexia	Meet STAAR Satisfactory Levels, Advanced Academic Levels	Common and simulated assessments, NWEA-MAP, Online program usage and evaluations.
10. Provide before, during, and after school interventions to address the specific needs for Reading, Math, Science and Writing.	Teachers, Principal, Asst. Principal, and contracted service staff	Title 1 (211) State Comp (199) Title III (263)	January 2019- May 2019	Tutoring/Friday Academies Attendance Logs Lesson Plans Walk-throughs Imagine Math, Imagine Espanol, Imagine Literacy, Lexia	Improved STAAR scores, NWEA-MAP	Common and simulated assessments, report cards, progress reports NWEA data, Online program data,

**District Goal 1: Increase Student Achievement. (School wide component #2)**

**Objective 5: Increase current Special Education student performance to Meets Grade Level Standard on state assessments in all content areas by 5%. (ELAR 53%, Math 53%, Writing, 43%, Science 55%)**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Disaggregation of all special education student data in order to provide effective instruction.	Teachers, Principal, Asst. Principal and Dean of Instruction	State Comp (199) Local (199) Title I (211) SPED (224)	August 2018 – June 2019	Sign-In Sheets, Data sheets, IEPs, Coordination Day notes and Sign-In Sheets	Increase grades on Report Card Grades, STAAR scores, Coordination day notes and Sign-In Sheets	Walk-throughs IEP Progress Reports, Tejas LEE, Simulated Assessments, CPALL, Tejas Lee, ESPED, NWEA-MAP
2. Teachers will be provided accommodations and modifications training, including inclusive practices to strengthen instruction for special education students.	Principal, Asst. Principal, teachers, Dean of Instruction	Title I (211) Local (199) Title II (255) SPED (224)	August 2018- June 2019	Sign-In Sheets, Evaluations, Agendas, Lesson Plans	STAAR Scores, and Report Card Grades	Report card, IEP, Progress Reports, Walk-throughs
3. Ensure students are provided instruction in the least restrictive environment.	Principal, Asst. Principal, teachers	Local (199) Title I (211) SPED (224)	August 2018 – June 2019	State and Local Data collected, Schedule of services, Inclusion logs, ARD meetings, IEPS	Increase in students in least restrictive settings	IEP progress reports, Report Card Grades, Online program data, NWEA
4. Special Education and classroom teachers will utilize individual special education data throughout the school year to properly identify and provide instruction to meet the needs of	Principal, Asst. Principal, teachers	Local (199) Title I (211) SPED (224)	August 2018 – June 2019 (Every Progress report/Report Card)	State and Local Data collected, Schedule of services, Inclusion logs, ARD meetings, IEPS, Lesson Plans,	Improvement on State Assessment Performance, Student growth using NWEA data	IEP progress reports, Report Card Grades EPED, NWEA-MAP data, It's Learning, Imagine Math, Imagine Literacy

special education students.				Coordination days		
5. Monitor full implementation of ARD decisions.	Principal, Asst. Principal, Teachers, Paraprofessionals	Local (199) Title 1 (211) SPED (224)	August 2018 – June 2019	State and Local Data collected, Schedule of services, Inclusion logs, ARD meetings, IEPS Lesson Plans Walk-throughs TTESS, Coordination Day	Improvement on State Assessment Performance and TELPAS performance, NWEA Map growth	IEP progress reports, Report Card Grades, ESPED, NWEA-MAP Data, It's Learning

**District Goal 1: Increase Student Achievement. (School wide component #2)**

**Objective 6: Increase current English Learners performance to Meets Grade Level Standard in all content areas by 5%. (ELA-67%, Math-45%, Writing-23%, Science-25%)**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Disaggregation of all EL student data in order to provide effective instruction.	Principal, Asst. Principal, and Dean of Instruction	State Comp (199) Local (199) Title I (211) RYHT BL	August 2018- June 2019	Sign-In Sheets, Data sheets	Increase of Report Card Grades, STAAR scores, TELPAS scores	Walk-throughs, TTESS Woodcock – Munoz Simulated Assessments, NWEA-MAP, TELPAS
2. Content area teachers will be provided second language acquisition strategies to support LEP students. (SIOP)	Principal, Asst. Principal, Teachers	Title III (263) Title I (211) Local (199) Title II (255) RYHT BL	August 2018 – June 2019	Sign-In Sheets Evaluations Agendas Lesson plans	Improved AMAOS, STAAR, TELPAS scores	TELPAS data, Woodcock Munoz scores, Report Card Grades
3. Implementation of Early Transitional bilingual program will be	Principal, Asst. Principal, teachers	Local (199) Title I (211)	August 2018 – June 2019	State and Local Assessment Data Collected,	Increase in transition of students from	TELPAS Data, Woodcock Munoz, Tejas LEE data, NWEA MAP

monitored and reviewed regularly.				Schedules, Sign-In Sheets	Spanish to English Improved TELPAS and ITBS/Logramos scores, NWEA MAP DATA	
4. Monitor full implementation of ELPS in all subjects.	Principals, Asst. Principals, Teachers	Local (199)	August 2018 – June 2019	Lesson Plans Walk-throughs TTESS	Improved TELPAS and STAAR results	TELPAS data, STAAR data, Walk-throughs, TTESS Lesson plans
5. STAAR, NWEA-Map and TELPAS data will be shared with all staff to ensure the instruction is as rigorous as the assessments.	Principal, Asst. Principal, Teachers	Local (199)	October 2018 January 2019 June 2019	Data collected Schedules Sign-In Sheets , NWEA-MAP	Improved TELPAS Results, PBMAS	TELPAS Data NWEA Map, STAAR data
6. Bilingual and classroom teachers will utilize individual assessment data throughout the school year to properly identify and provide instruction to meet the needs of EL students.	Principal, Asst. Principal, Dean of Instruction, Teachers, LPAC Members	Local (199) Title I (211) Title III (263) RYHT BL	August 2018 – June 2019	State and local data collected, schedules, Sign-In Sheets	Improved TELPAS results, PBMAS, NWEA	TELPAS Data, NWEA-MAP, Tejas Lee, CPALLs, Imagine Math, Imagine Literacy, Lexia
7. Provide intensive targeted interventions to address the needs of Bilingual/ESL students.	Campus Administrators, Teachers, LPAC members	Local (199) Title I (211) Title III (263) RYHT BL	August 2018 – June 2019	State and local data collected, schedules, Sign-In Sheets, Lesson Plans	Improved TELPAS results, PBMAS data, , Improved STAAR Results	TELPAS Data, NWEA-MAP, Tejas Lee, CPALLs, Imagine Math, Imagine Literacy, Imagine Espanol, Lexia, It's Learning
8. Provide a varied setting to offer additional and increased opportunities for Bilingual/ESL students to acquire the command of their second language resulting in an increase of TELPAS listening and speaking scores.	Campus Administrators, 5th grade bilingual Teachers	Local (199) Title I (211) Title III (263)	August 2018- June 2019	Class Rosters, TELPAS Scores	Improved TELPAS results, PBMAS data, Improved STAAR Results	TELPAS Data, NWEA-MAP, Tejas Lee, CPALLs, Imagine Math, Imagine Literacy, Imagine Espanol, Lexia, It's Learning

**Campus Goal 2: Improve School Culture and Climate.**

**Objective 1: Derry Elementary will decrease the number of placements in ISS from 38 to 35**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide training and support on positive behavior strategies for teachers.	Principal, Asst. Principal, Teachers and Counselors	Local (199) Title I (211) State Comp. (199) Title II (255)	August 2018- June 2019	Sign-In Sheets Agendas	Decrease ISS and DAEP placements	Discipline data analysis reports
2. Analyze discipline data by special populations.	Principal, Asst. Principal	Local (199)	September 2018-June 2019	Data Analysis Reports	Decrease ISS and DAEP placements	Discipline data analysis reports
3. Teachers and administrators will implement Crisis Prevention Intervention (CPI) strategies.	CPI campus trainers, CPI trained Teachers, Principal, Asst. Principal	Local (199) Title I (211) Title IIA (255)	August 2018 – June 2019	Sign-In Sheets, Walk-throughs, TTESS Data, Discipline Referrals, Restraint forms	Decrease ISS and DAEP placements	Discipline data analysis reports
4. Reduce the number of special education students placed in ISS and DAEP by utilizing positive behavior supports.	Principals, Asst. Principal, Teachers, and Counselors	Local (199) Title I (211) State Comp. (199) Title II (255)	August 2018 – June 2019	Reduced number of discipline referrals to ISS and DAEP	Decrease ISS and DAEP placements	Discipline data analysis reports
5. Provide intervention strategies for teachers to address “de-escalating” techniques to reduce student referrals.	Principals, Asst. Principal, Teachers and Counselors	Local (199) Title I (211) State Comp. (199) Title II (255)	August 2018 – June 2019	Reduced number of discipline referrals to ISS and DAEP	Decrease ISS and DAEP placements	Discipline data analysis reports
6. Enhance discipline management system at each campus to include additional components such as: an Elementary ISS program, afterschool detention, counseling	Principals, Asst. Principal, Teachers and ISS Monitor, Counselors	Local (199) Title I (211) State Comp. (199) Title II (255)	August 2018 – June 2019	Reduced number of discipline referrals to ISS and DAEP, ISS and Detention Logs	Decrease ISS and DAEP placements	Discipline data analysis reports

session and lunch detention.						
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**District Goal 2: Improve School Culture and Climate.**

**Objective 2: Derry Elementary will provide a safe learning environment free from bullying and cyberbullying for 100% of students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Parents, students, teachers and administrators, will participate in informative presentation sessions on bullying.	Principal, Asst. Principal, Counselors, Teachers, parent educators, and campus staff	Local (199) Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, Handouts, and Session Evaluations	Decrease in the number of discipline incidents	Improvement on the relevant sections of the teacher and student surveys, discipline data
2. Campus administrators will post campus wide anti – bullying campaigns on their campuses.	Principal, Asst. Principals, Counselors	Local (199)	October 2019	Posted posters at campuses	Decrease in the number of discipline referrals. Improvement on the relevant sections of the parent and student surveys	Improvement on the relevant sections of the teacher and student surveys
3. Teachers and counselors will instruct students on appropriate behaviors through presentations, such as: classroom sessions and assemblies.	Principals, Asst. Principals Teachers Counselors	Local (199) Title I (211)	August 2018 – June 2019	Lesson plans, Walk-throughs, TTESS Handouts	Decrease in the number of discipline referrals. Improvement on the relevant sections of the parent and student surveys.	Monthly discipline reports
4. Appropriate personnel will address bullying incidents in a consistent	Principal, Asst. Principal, Counselors, and Teachers	Local (199)	August 2018 – June 2019	Complaint forms, Statement forms,	Decrease in the number of discipline referrals.	Determination of bullying documents, monthly discipline reports

and structured format, as outlined in Board Policy.				Determination report, Discipline forms, Counselor session forms.	Improvement on the relevant sections of the parent and student surveys	
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**District Goal 2: Improve School Culture and Climate.**

**Objective 3: Derry Elementary will meet 98% attendance rate for the 2018 – 2019 school year.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Campus administrators will meet regularly to analyze trends in attendance and develop interventions to increase attendance.	Principal, Asst. Principal	None	Monthly from August 2018 – June 2019	Sign-In Sheets Agendas	Increase in attendance rates	Sign-In Sheets, Weekly, nine weeks and year attendance rates
2. Campus administration will promote the Optional Flexible Year Program, which includes strict guidelines about attendance.	Principal, Asst. Principal	None	August 2018 – June 2019 (monitoring of individual students)	Informational flyers School calendar	Increase in attendance rates	Sign-In Sheets, Weekly, nine weeks and year attendance rates
3. Campus Attendance Committees will be formed and meet once per semester.	Principal, Asst. Principal	None	January 2019 May 2019	Sign-In Sheets Deliberation Minutes	Increase in attendance rates	Sign-In Sheets, Logs Attendance rates
4. Presentations for parents on attendance requirements and the impact of low attendance on students.	Principal, Asst. Principal, Teachers	None	September 2018, October 2018	Sign-In Sheets, Agendas	Increase in attendance rates	Weekly, nine weeks and year attendance rates, Sign-In Sheets,
5. Perfect attendance incentives will be awarded to students	Principal, Asst. Principal, Counselor Teachers	Local (199)	August 2018 – May 2019	School calendar, assemblies, purchase orders for incentives	Increase in attendance rates	Sign-In Sheets, weekly/nine weeks/yearly attendance rates

**District Goal 2: Improve School Culture and Climate.**

**Objective 4: Derry Elementary will provide a safe learning environment for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Continue to utilize the Raptor System at all campuses.	Principal, Asst. Principal, Front office staff	Local (199)	Monthly from August 2018 – June 2019	System Usage logs	100% of visitors IDs will be verified	Sign-In Sheets
2. Continue to invest in security cameras.	Principal, Asst. Principal	Local (199)	August 2018 – June 2019 (monitoring of individual students)	Purchase Orders, Inventory Lists	Increase in security	Increased surveillance and increased security
3. Provide training for all staff on the identification and reporting of sexual harassment and sexual abuse.	Title IX Coordinator	Local (199)	August 2018	Sign-In Sheets Staff Development Agenda, PD 360	Increased staff awareness	Sign-In Sheets
4. Conduct mandated drills to increase student awareness of proper procedures during an emergency.	Principal, Asst. Principal	Local (199)	August 2018 – June 2019	Log sheets	Increased student awareness	Fire drill/ lockdown drill reports
5. Counselor presentations on bullying, appropriate behavior, and other safety topics.	Principal, Asst. Principal, Teachers, Counselor	Local (199)	August 2018 – June 2019	Presentations, Agendas, Counselors' Schedules	Survey results will show fewer concerns about student safety	Presentation agendas, discipline referrals,
6. Analyze campus cameras to address key points of entrance and exit.	PIISD police, Principal, Asst. Principal.	Local (199)	August 2018 – June 2019	Analysis, Purchase Orders, Inventory Lists	Increase in security	Increased surveillance, increased security
7. Crisis Management training for all staff.	PIISD police, Principal, Asst. Principal.	Local (199)	August 2018	Sign-In Sheets, Agendas	Increased staff awareness	Sign-In Sheets



**Campus Goal 3: Retain Staff and Improve Staff Quality. (School wide component #3, 4 and 5)**

**Objective 1: 100% of teachers and administrators will be provided with professional development.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Teachers will be provided professional development to enhance content and pedagogy knowledge.	Principal, Asst. Principal, Dean of Instruction	State Comp (199) TPTR (255) Local (199) Title I (211)	August 2018 – June 2019	Sign-In Sheets Agendas Surveys	Increased STAAR results, Increased student growth on NWEA	Walk-throughs, TTESS summative, Simulated assessments, NWEA
2. Dean will support teachers on providing effective instruction to students through weekly classroom demonstrations, individual conferences, coaching and school wide meetings/sessions.	Principal, Asst. Principal, Dean of Instruction	State Comp (199) Title I (211) Local (199)	August 2018 – June 2019	Coaching Feedback Visit schedule and notes, Debriefing Meeting Minutes, Staff Development Sign-In Sheets, Logs of Interactions with teachers	Increased STAAR results, Increased student growth on NWEA	T-TESS observations and summative for teachers, Simulated Assessment data, Walk-throughs, TTESS, NWEA
3. Provide administrators and content area teacher's professional development on STAAR/TEKS/PK guidelines.	Principal, Asst. Principal, Dean of Instruction	Title II Part A (255) State Comp (199)	Ongoing- August 2018 – June 2019	Sign-In Sheets Agendas Flyers Registration Forms Certificates	Meet the state rate of students scoring the satisfactory level on STAAR, Student growth on NWEA	Certificate of attendance Lesson Plan STAAR data NWEA
4. Teachers will be provided professional development on self-reflection to enhance classroom instruction.	Principal, Asst. Principal, Dean of Instruction	State comp (199) TPTR (255) Local (199) Title I (211)	August 2018- May 2019	Sign-In Sheets, Agendas, Surveys	Increased STAAR/TPRI/ Tejas LEE/ ITBS NWEA student growth	Walk-throughs, TTESS data, Simulated Assessments, NWEA

5. Administrator and deans will utilize online professional development to support teachers in need of assistance or support.	Principal, Asst. Principal, Dean of Instruction	State comp (199) TPTR (255) Local (199) Title I (211)	August 2018- June 2019	Sign-In Sheets Agendas, Survey Results, Flyers Registration forms	Increased STAAR/TPRI/ Tejas LEE/ITBS/ CPALL, Logramos and Results,	Walk-throughs, Simulated assessments, Professional Growth Plans, TTESS Data
6. Coaching Sessions will be conducted to support teachers in their instruction by consultants, deans and administrators.	Principal, Asst. Principal, Dean of Instruction	State comp (199) TPTR (255) Local (199) Title I (211)	August 2018 – June 2019	Sign-In Sheets Agendas, Survey Results, Coaching Feedback	Increased STAAR/TPRI/ Tejas LEE/ITBS/ Logramos, CPALL, and Results	Walk-throughs, simulated assessments, Professional Growth plans, TTESS Data, SIOP Logs
7. Teachers and will be provided professional development linked to their individual needs as per T-TESS and continuum of self-reflection.	Principal, Asst. Principal, Dean of Instruction	State comp (199) TPTR (255) Local (199) Title I (211)	August 2018 – June 2019	Sign-In Sheets Agendas, Survey Results, Coaching Feedback, Building Collective Capacity sessions	Increased STAAR, TPRI/Tejas LEE, ITBS/Logramos CPALL, and Results	Walk-throughs, simulated assessments, Professional Growth plans, TTESS Data

**Campus Goal 3: Retain Staff and Improve Staff Quality. (School wide component #3, 4 and 5)**

**Objective 2: 100% of content area teachers and campus administrators will participate in second language acquisition and special education strategy staff development sessions.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Engage in data analysis and data talks with teachers.	Principal, Asst. Principal, Teachers Dean of Instruction	Local (199) Title I (211) Title III (263)	August 2018 – June 2019	Sign-In Sheets Disaggregated Data reports	Improved teacher, TTESS Data, Increased STAAR results	STAAR results, Walk-throughs, Simulated Assessments, and TTESS evaluations TEJAS LESS/ TELPAS/ CPALL
2. Teachers and administrators will be provided professional development on second language learner instructional strategies.	Principal, Asst. Principal, Dean of Instruction	Local (199) Title I (211) Title III (263) Title IIA (255)	August 2018 – June 2019	Sign-In Sheets Agenda Evaluations, PD360 and	Increase in AMAOS scores; Increase in the number of students exiting Bilingual and ESL.	Lesson Plans Walk-throughs and TTESS evaluations
3. All teachers will attend professional development to enhance the instruction of special education students.	Principal, Asst. Principal, Dean of Instruction	Special Education (224) Local (199) Title I (211) Title II (255)	August 2018 – June 2019	Sign-In Sheets Agenda Evaluations,	Completion of IEP goals	Lesson Plans, Common and simulated assessments, Walk-throughs and TTESS evaluations
4. Special education and bilingual teachers will attend professional development sessions to address the special needs of their students.	Principal, Asst. Principal	Special Education (224) Local (199) Title I (211) Title III (263) Title II (255)	August 2018 – June 2019	Sign-In Sheets Agenda Evaluations,	Increased STAAR & TELPAS performance, student growth on NWEA	Lesson Plans Common and simulated assessments, Walk-throughs and TTESS evaluations, Woodcock, IEP, CPALL, TPRI, Tejas Lee

**District Goal 3: Retain Staff and Improve Staff Quality. (School wide component #3, 4 and 5)**

**Objective 3: 100% of content area teachers will meet certification requirements to teach the grade assigned.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Submit vacancies and interview candidates meeting the highly qualified requirements.	Principal, Asst. Principal	Local (199)	August 2018 – June 2019	Teacher Certification Documents	Meeting 100% highly qualified on the TEA Highly Qualified Report	Applications, Certifications
2. Recruit ESL, Special education and bilingual certified teachers to address needs of EL and SPED students.	Principal, Asst. Principal	Local (199)	August 2018 – June 2019	Teacher Certification Documents	Meeting 100% highly qualified on the TEA Highly Qualified Report	Applications, Certifications
3. Review teacher certifications and place teachers in the appropriate setting to ensure all teachers are prepared to serve selected students populations.	Principal, Asst. Principal	Local (199)	August 2018	Teacher Certification Documents	Highly qualified according to certifications	Class assignment rosters
4. Provide opportunities for professional staff members to attend staff development sessions to continue to develop pedagogical skills.	Superintendent Assistant Superintendent for Curriculum and Instruction, principal, asst. principal	Local (199) Title II, A (255) Focus (211)	August 2018 – June 2019	Eduphoria staff development session attendance records	TTESS	Class assignment rosters
5. Provide timely notice to each individual parent, if the child has been assigned to a teacher who is not certified to teacher their child.	Principal	Local (199)	August 2018 – June 2019	Teacher Certification Documents, Parent letters	Highly qualified according to certifications	Class assignment rosters

**Campus Goal 3: Retain Staff and Improve Staff Quality. (School wide component #3, 4 and 5)**

**Objective 4: 95% of teachers will be retained for the 2018 – 2019 school year.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Teachers will be provided coaching and professional development support from deans to address areas of concerns.	Principal, Asst. Principal, and Dean of instruction	Local (199) Title I (211) TPTR (255) State Comp (199)	August 2018 – June 2019 (support will vary by teacher and need)	Notes from discussions Walk through TTESS Goals, T-TESS Agendas Sign-In Sheets Minutes from meetings	Increased retention rate	T-TESS Walk-throughs, observation and summative data State assessment scores Renewal contract

**District Goal 4: Improve Curriculum, Instruction, and Assessment. (School wide component #8).**

**Objective 1: 100% of the content area aligned curriculum will be implemented to address TEKS.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Content area teachers will analyze, revise, and implement the curriculum maps.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199) Title I (211) Title II	August 2018 – June 2019	Lesson plans, Walk-throughs, TTESS data, Department/Grade Level Meeting Agendas, Sign-In Sheets	Students will meet the STAAR satisfactory/ advanced academic level and show growth	Lesson Plans, simulated assessments, Curriculum maps, syllabi
2. Analyze simulated assessments and provide support to teachers to enhance and increase the level of rigor of the assessment to match TEKS.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199)	February 2019-April 2019	Assessment data, Lesson Plans, Walk-throughs	Students will meet the STAAR satisfactory/ advanced academic level and show growth	Simulated assessment data, unit assessments
3. Analyze curriculum implementation and plan with core teachers to enhance lesson plans for students to meet STAAR standard at the advanced academic level.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199)	August 2018- June 2019	Assessment data, Lesson Plans, Walk-throughs, Inclusion logs, Sign-In Sheets, Department/Grade Level Meeting agendas	Students will meet the STAAR satisfactory/ advanced academic level and show growth	Simulated assessment data, unit assessments, and mini-marks, NWEA map, Online student program data
4. Analyze NWEA- MAP, STAAR levels, CLI Engage, Tejas LEE results at the student, teacher, campus, and district levels.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199)	August 2018- May 2019	Assessment data, Lesson Plans, Walk-throughs, TTESS Data, Inclusion logs	Students will meet the STAAR satisfactory/ advanced academic level and show growth	Simulated assessment data, unit assessments, STAAR, NWEA Map
5. Curriculum alignment sessions during grade level and department meetings.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199)	August 2018 – June 2019	Sign-In Sheets, Agendas, and Minutes of Meetings.	Students will meet the STAAR satisfactory/ advanced	Common assessment data, unit assessments, NWEA Map

					academic level and show growth	
6. Parent Information session will be provided to address new accountability system, STAAR data, PK Guidelines and TEKS instruction.	Principal, Asst. Principal, Dean of Instruction	Local (199) State Comp (199) Title I (211) Title II	August 2018 September 2018 October 2018, December 2018, February 2019, April 2019	Sign-In Sheets, Agendas, Handouts	Students will meet the STAAR Satisfactory/Advanced Academic Level and show growth	Skill Assessment Data, Unit Assessments

**District Goal 4: Improve Curriculum, Instruction, and Assessment. (School wide component #8).**

**Objective 2: 80% of classroom teachers will begin the Blended Learning implementation process using the Student Design Pillars daily across the campus throughout the 2018-2019 school year.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Content area teachers will analyze, revise, and implement strategies to personalize learning in the classroom.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199) Title I (211) Title II Professional Development (255)	August 2018 – June 2019	Lesson plans, Walk-throughs, TTESS data, Department/Grade Level Meeting Agendas, Sign-In Sheets, artifacts, TEKS Trackers, TEKS Bins	Students will show growth and meet the projected growth on NWEA Map.	Lesson Plans, simulated assessments, Curriculum maps, weekly assessments, NWEA Map, STAAR
2. Analyze data and provide personalized lessons to students to enhance and increase the level of rigor as well as provide interventions.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199) Professional Development (255)	August 2018- July 2019,	Lesson plans, Walk-throughs, TTESS data, Department/Grade Level Meeting Agendas, Sign-In Sheets, artifacts, TEKS Trackers, TEKS Bins	Students will meet the STAAR satisfactory/advanced academic level and show growth	NWEA- Map data, It's Learning, Weekly assessments, online programs, Simulated assessment data, unit assessments, STAAR

3. Provide mentoring sessions and progress monitoring tools for students to utilize.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199)	August 2018- July 2019	Lesson plans, Walk-throughs, TTESS data, , Sign-In Sheets, artifacts, TTESS Data,	Students will show growth on NWEA-Map, weekly assessments. Youthtruth survey results	Simulated assessment data, unit assessments, STAAR, NWEA Map, Youthtruth survey
4. Provide Blended Learning meetings and professional development sessions to content area teachers.	Principal, Asst. Principal, and Teachers, Dean of instruction	Local (199)	August 2018 – June 2019	Sign-In Sheets, Agendas, and Minutes of Meetings, TTESS Walk-throughs	Implementation of BL models will be evident in class. An increase in Station Rotation and student free-choice will be observed.	Common assessment data, unit assessments, NWEA Map, TTESS Goals, TTESS Summatives

**Campus Goal 5: Increase Family and Community Involvement. (School wide component #6)**

**Objective 1: Derry Elementary will implement 100% of the district parental involvement plan.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Continue to develop parental involvement programs, activities, and procedures planned and operated with meaningful consultation with parents of participating children.	Principal, Asst. Principal	Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, Week at a Glance, Social Media Posts, SBDM Meeting Minutes	Positive comments on school and district parent surveys	State and federal assessments Attendance
2. Distribute copies of the district’s current Parent Involvement Policy and campus designed Parent-Student Compact both in English and in Spanish.	Teachers, Principal, Asst. Principal	Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, Newsletters, SBDM Meetings	Positive comments on school and district parent surveys	State and federal assessments Attendance



3. Arrange school meetings to meet the needs and schedules of the parents.	Teachers, Principal, Asst. Principal, Dean of Instruction	Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, Newsletters, SBDM Meetings	Positive comments on school and district parent surveys	Impact on student achievement and attendance Evaluations
4. Offer parent training on instructional activities and state assessment requirements to improve their children’s academic achievement.	Principal, Asst. Principal, Teachers	Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, Newsletters, SBDM Meetings	Positive comments on school and district parent surveys Revised parent sessions	State and federal assessments, attendance, increased participants in parental involve sessions
5. Provide opportunities for the participation of campus parent representatives in all programs offered in the campus.	Teachers, Principal, Asst. Principal	Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, SBDM Meetings and LPAC Meetings, Parent and Teacher Conferences Logs	Positive comments on school and district parent surveys	State and federal assessments, attendance
6. Monitor the implementation of the district’s education of staff on the development of communication skills with parents.	Teachers, Principal, Asst. Principal	Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, SBDM Meetings	Positive comments on school and district parent surveys	State and federal assessments, attendance
7. Ensure that Derry Elementary parents participate in the evaluation of the content and effectiveness of the parental involvement policy.	Teachers, Principal, Asst. Principa	Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, Parent /Teacher Conferences, Parental Involvement Activities,	Positive comments on school and district parent surveys	State and federal assessments, attendance

				sessions and meetings		
8. Hold a GT, PK, and Title I parent meeting on campus.	Teachers, Principals	Title I (211)	August 2018 – June 2019	Sign-In Sheets, Agendas, parent/teacher conferences, parental involvement activities, sessions and meetings	Positive comments on school and district parent surveys	State and federal assessments Attendance
9. Maintain communication with parents and staff via Blackboard and Parent Portal, email, text messaging and social media	Principal, Asst. Principal, Clerks	Local (199)	August 2018 – June 2019	Blackboard Analysis Reports Parent Portal users	Increased parental involvement, Responses to messages Increased Parent Portal users	Blackboard Analysis Report

**Campus Goal 6: Improve School Context and Organization. (School wide component #9).**

**Objective 1: 100% of Campus committees will evaluate, discuss and act upon decisions related to maximizing instructional time.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Organize Campus committees who will analyze and make decisions about behavior, technology, and curriculum, instruction, and assessment.	Principal, Asst. Principal	TEKS, STAAR One, Region 1 Support Team, Project RESPECT, and technology vendor reps.	October 2018 December 2018 February 2019 May 2019	List of committee members, Agendas, Sign-In Sheets	Meet State/Federal Rate/Growth on STAAR, Decrease discipline incidents, increased technology use	Quarterly discipline reports, lesson plans, common and simulated assessment, technology proficiency assessment
2. Campus administrators will monitor analyze and evaluate instruction, classroom management plans and instructional schedules, including time and treatment for bilingual classrooms to provide support to staff.	Principal, Asst. Principal, Dean of Instruction	Eduphoria, Campus and classroom schedules	September 2018- May 2019	Agendas, Sign-In Sheets, data collected, minutes	Meet state rate on STAAR Promotion and Retention Rates, Improved AMAOs scores, Increase Passing Rate for Special Education and English Learners.	Failure report, common and simulated assessments

**Campus Goal 6: Improve School Context and Organization. (School wide component #9)**

**Objective 2: 100% of Campus committees will evaluate, discuss, and implement strategies to improve student performance during transitional years.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Vertical Alignment sessions will be conducted across the grade levels on the campus to decrease gaps in instruction.	Principal, Asst. Principal, Dean of Instruction	Eduphoria, Self-Reflection Tools	August 2018 -June 2019	Sign-In Sheets Agendas Minutes, Visit Schedules, Feedback	Meet State rate on STAAR, Increase STAAR Advanced Academic Rate	Retention data, summer school data, OFYP data
2. Teachers will participate in grade level/ department planning meetings to address targeted needs of students.	Principal, Asst. Principal, Dean of Instruction, Grade Level/ Department Chairpersons	Eduphoria, Grade Level/ Department Meeting Agendas and Sign In Sheets	Weekly from August 2018 – June 2019	Lesson Plans, Agendas, and Sign-In Sheets	Meet State rate on STAAR. Increase STAAR Advanced Academic Rate	Common and simulated assessment data, NWEA Data, Online Program Usage Data
3. Bilingual teachers will monitor student TELPAS scores and provide instructional strategies to help them transition.	Campus Administration, LPAC administrators	Local Bilingual, Title III	August 2018 – June 2019	LPAC minutes	TELPAS SCORES	Advanced Proficiency Levels

**District Goal 7: Improve the use of Technology to enhance student achievement.**

**Objective 1: 100% of teachers will integrate technological resources into the classroom twice a week.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Technological resources to enhance classroom instruction will be purchased.	Principal, Asst. Principal, Dean of Instruction	Title I (211) Local (199) Eduphoria, DMAC Brainpop Kahoot Doceri	August 2018 – June 2019	Purchase orders	Increased integration of technology in classroom instruction ( as per Forethought technology TEKS log)	Lesson plans, Walk-throughs, NWEA Data
2. TTESS will be evaluated to determine needs of teachers as per professional development and/or resource implementation.	Technology Director, Campus and District Administrators, Deans of Instruction, and teachers	State Comp.	August 2018- June 2019	TTESS Summative Data, Walkthrough data and observations	Increase in Technology Proficiency Assessment scores, DEIC Minutes, Professional Development Adjustments, TTESS, Local Technology Proficiency Evaluation	TTESS Summative data
3. Increase technology proficiencies and implementation of technological resources by providing teachers ongoing training.	Principal, Asst. Principal, Dean of Instruction, and Teachers, Instructional Technology Coordinator	Title II part A (255) State Comp (199) Local (199) Title 1 (211)	August 2018– June 2019	Sign-In Sheets Agendas Evaluations Schedules of visits	Increase in Technology Proficiency Assessment scores	Lesson Plans, Walk-throughs, Technology Proficiency Assessment

**Campus Goal 7: Improve the use of Technology to enhance student achievement.**

**Objective 2: Update and increase technology equipment as per the technology plan of replacing equipment every 5 years.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Maintain educator work station ratio at one to one.	Technological Director, Campus and District Administrators	Local (199) State Comp. (199)	June 2019	Purchase orders Inventories	Local Technology Proficiency Evaluation	Inventories
2. Improve student work station ratio to four to one while striving to achieve work station ratio to one to one.	Technological Director, Campus and District Administrators	Local (199) Title III (263) RYHT BL Grant	June 2019	Purchase Orders Inventories	Local Technology Proficiency Evaluation	Inventories
3. Continue to purchase wireless devices for students.	Technological Director, Campus and District Administrators	Local (199) Title III (263) RYHT BL Grant	June 2019	Purchase Orders Inventories	Local Technology Proficiency Evaluation	Inventories

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**Campus Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

**Objective 1: 90% of students transitioning from a special program to the regular education program will meet STAAR progress measure.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Campus staff will monitor students that transition from special education to regular education programs.	Campus Administrators, Special Education Teachers	None	November 2018 January 2019 March 2019 May 2019 June 2019	Monitoring Logs, ARD meeting Documentation	Decrease in failure rates during transition placements, meet state passing rate on STAAR at transition grades, completion of IEP's	Monitoring logs Report Card Grades, simulated Assessments, TELPAS, AIP, IEP Progress Reports, Failure ARDS, STAAR data
2. Monitor students that transition from bilingual education to regular education programs.	LPAC Campus Administrators, Teachers	None	November 2018 January 2019 March 2019 May 2019 June 2019	Monitoring Logs, LPAC 9-week Monitoring Minutes	Decrease in failure rates when transitioning from programs, meet state passing rate on STAAR at transition grades meet AMAOS requirements	Monitoring logs Report Card Grades, Mini-Marks and simulated Assessments, Failure ARDs, STAAR data
3. Monitor students that transition from 504/Dyslexia to regular education programs.	Campus Administrators, 504 campus Administrator, Teachers	None	November 2018 January 2019 March 2019 May 2019 June 2019	Monitoring Logs, 504 Meeting Documentation	Decrease in failure rates while transitioning from programs, Meet state passing rate on STAAR, decrease retention rates.	Monitoring logs Report Card Grades, Mini-Marks and simulated Assessments TELPAS/STAAR data

**Campus Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

**Objective 2: 100% of instructional and federal programs will be evaluated for effectiveness.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Collaboration sessions will be conducted between transitional teachers.	Campus administrators	None	August 2018 June 2019	Sign-In Sheets Agendas	Improved performance on STAAR assessments	Report Card Grades, STAAR data
2. Implementation of the activities listed in the identification and recruitment plan for migrant students.	Migrant Recruiters, NGS Specialist, District/ Campus Administrators	Migrant	July 2018- June 2019	Evaluation of Program Effectiveness	Meet State Passing Rate for STAAR and Federal Standards, Increased Graduation Rates	Graduation Rates, College Entrance Rates
3. Monitor and address the needs of priority of service migrant students.	NGS Specialist, District/Campus Administrators, Teachers, Migrant Summer School Teachers	Migrant	July 2018-June 2019	Evaluation of Program Effectiveness	Meet State Passing Rate for STAAR and Federal Standards	Graduation Rates College Entrance Rates



**District Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

**Objective 3: Teachers, parents, staff and community will be provided opportunities to provide input on the use of federal funds through discussions during SBDM and Title I Meetings.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. SBDM and Title I meeting participants will review evaluations and overviews of federal programs, needs assessments, and budgets.	Campus Administrators	None	September 2018– June 2019	SBDM and Title I Sign-In Sheets, agendas and minutes Presentations	Appropriate use of funds and increased student achievement	Presentations, Needs Assessment, CIP
2. SBDM and Title I meeting members will provide input and feedback on the use of federal funds and planning for student needs.	Campus Administrator, SBDM Committee	None	September 2018 – June 2019	SBDM and Title I Sign-In Sheets, agendas and minutes Presentations	Appropriate use of funds and increased student achievement	Presentations, Needs Assessment, CIP