

# San Angelo Independent School District

## Belaire Elementary

### 2020-2021 Campus Improvement Plan



# Mission Statement

Belaire Elementary collaborates with students, parents, and the community; we empower all students to become life-long learners who exceed their own expectations, in a non-threatening environment.

## Vision

Fostering and encouraging life-long learners.

## GOALS

The district goals for 2016-2021 are to:

- Provide student achievement at the highest levels.
- Prepare students to graduate San Angelo ISD college and career ready.
- Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs, and goals adopted by the board.
- Improve communication between all stakeholders and the district.
- Secure and retain an effective staff that is reflective of and responsive to the district's student body.
- Sustain a safe and secure environment.

# Value Statement

## Core Beliefs

**We believe student achievement is our highest priority and core principle for all decisions that impact the district.**

*We will engage high-yield and research based instructional strategies, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.*

**We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing**

**citizen.**

*We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.*

**We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.**

*We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.*

**We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.**

*We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.*

**We believe all students learn best in a safe, supportive, and secure environment.**

*We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.*

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

During the 2019-20 school year, an average of 388 students were enrolled at the campus in both general education and special education (Pre K-5th). Enrollment has slightly increased over the last year and our Hispanic population has grown. The information listed below is from 2019-20 On Data Suite, current Public Education Information Management System (PEIMS) Demographic reports, and the district budgetary projections for 2019-20. Updates for 2020-21 will be added when TAPR is released later in the year.

### Demographics Summary

<i>School Year</i>	<i>Total Enrollment</i>	<i>BI/ESL</i>	<i>GT</i>	<i>AR</i>	<i>ED</i>	<i>Sp. Ed.</i>	<i>Migrant</i>
<b>2017-2018</b>	339	22 6.49%	3 .88%	133 44%	241 71.09%	24 7.08%	0
<b>2018-2019</b>	350	18 5.14%	9 2.57%	159 50%	238 68%	34 9.71%	0
<b>2019-2020</b>	388	17 4.38%	6 1.55%	192 49%	275 70.88%	43 11.08%	0
<b>2020-2021</b>							

### Ethnic Distribution

<i>School Year</i>	<i>Total Enrollment</i>	<i>African American</i>	<i>Hispanic</i>	<i>White</i>	<i>Native American</i>	<i>Asian</i>	<i>Pac. Islander</i>	<i>Two or More</i>
<b>2017-2018</b>	339	27 7.96%	205 60.47%	103 30.38%	0	3 .88%	1 0.30%	0
<b>2018-2019</b>	350	27 7.71%	205 58.57%	103 29.43%	0	5 1.43%	1 0.29%	9 2.57%
<b>2019-2020</b>	388	28 7.22%	226 58.25%	115 29.64%	0	5 1.29%	1 0.26%	13 3.35%
<b>2020-2021</b>								

### Demographics Strengths

This campus encompasses a variety of cultures and unique backgrounds. All students are valued and encouraged to reach their individual goals. Goal setting and progress tracking is taught to students so they aspire to reach their full potential. Students in Pre-K-5th grades are also being taught to track/monitor their own performance via data binders and charts.

Belaire has ESL-certified classroom teachers in every grade level, as well as two teachers who are Bilingual-certified. Our high percentage of Economically Disadvantaged students qualifies Belaire as a Title 1 school. Title I funds pay the salaries for the following staff positions:

- \* Instructional Coach
- \* Three Instructional Aides
- \* Literacy Support Teacher

SCE funds pay the salaries for the following staff positions:

- \* School Service Worker (.40)
- \* Two split funded PK Teachers

These additional staff positions are critical for providing intensive interventions for students from low socio-economic backgrounds in order to bridge the gap.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Most of our students come to school unprepared for learning at it's highest level. **Root Cause:** All students come from low-socioeconomic background which creates inconsistency in living conditions and lacks early learning opportunities.

# Student Achievement

## Student Achievement Summary

Belaire received an F rating on the 2019 STAAR assessments in all categories according to the TEA Accountability standards. While we believe in a community-based approach to student accountability, we realize that we have to be credible to the state as well as our community. The subpopulations requiring most intensive interventions are Hispanic students in the area of Reading, SPED math and reading, and White students in Math and Reading.

We utilize Title I instructional aides and special education instructional aides in classrooms according to student needs. The aides provide small group interventions throughout the day, as well as individual conferences throughout the week. Leveled Literacy Intervention (LLI) occurs on a daily basis with all grade levels K-5. Students are grouped according to reading levels and needs. These groups may change as needed, based on running records and progress made after 18 weeks.

All teachers utilize effective instructional strategies including Capturing Kids Hearts, Kagan, Daily 5, Guided Reading, Thinking Maps, and, most recently LLI (Leveled Literacy Intervention). To align with district and campus initiatives, every grade level incorporates writing in every subject. In addition, specific and purposeful feedback is given in written and verbal forms to every student on a consistent basis. Our campus goal of implementing comprehensive literacy has been in direct relation to District support and identifying reading as a weakness overall for our campus.

For the 2020-2021 school year, our students need to show more academic achievement as well as academic progress in math across all grade levels. Teachers focused so much on guided reading last year, that much of the math focus shifted due to the fact that reading is required for all subjects. Math, particularly grades 3rd-5th, required a more intensive approach to see evidence of growth. Flexible grouping for interventions, and actual growth as evidenced by MAP assessments.

## Student Achievement Strengths

Belaire uses the district curriculum which aligns instruction and provides resources for rigorous lessons at high academic levels. In addition, teachers supplement the curriculum with aligned activities and lessons, and teachers focus on the high priority learning standards. Belaire has a team of teachers and staff who pull together to mentor, tutor, and challenge students for success. Every reading teacher is implementing Fountas and Pinnell Framework as well as Guided Reading on a daily basis, in addition to other training from the district, so that the goal of comprehensive literacy is attainable and effective.

Writing is being implemented in every classroom, every day. Through the Writing Series, Trait Crate training, and intentional conferences with students, our teachers are implementing writing workshop.

Data is discussed during PLC meetings after scheduled common formative assessments. We monitor/disaggregate data, place students in appropriate groups to receive targeted interventions, and alter instructional strategies to fit our learners' needs.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** In the 2019 accountability system, Belaire students had the following percentages of meeting or mastering standards per subject: 40% Reading; 39% Math; 15% Writing; 30 % Science. **Root Cause:** Students are not making progress due to staff not being effective at addressing gaps with different learning styles.

# School Culture and Climate

## School Culture and Climate Summary

Belaire provides many opportunities for the school to work alongside families and community members. Virtual monthly rallies celebrate student successes, no matter how small. To the greatest extent possible (given health/safety/COVID restrictions) we invite parents and community members to be a part of these rallies as well through our social media (i.e. Class Dojo, Facebook, etc...) posts. Recently, Belaire initiated a Booster club. While we started it 2 years ago, we have the support from a small group of parents that are ready to be more involved with Belaire events. We will continue family involvement opportunities throughout the year as much as possible with safety precautions in place due to COVID.

The use of Panorama surveys will help inform us about ways to create a partnership with parents and families of Belaire. We desire for parents and guardians to be treated as partners and not guests on our campus. The more voice and choice we can give families of Belaire, the more we can use their feedback to create a better place for all.

## School Culture and Climate Strengths

School culture and climate play an important role in the success of academic achievement. The campus leadership team will model positive behavior and build relationships with all staff. A problem-solving culture will be encouraged through PLC meetings, staff meetings, and individual conversations. Social/emotional curriculums: Character Counts and Second Steps were implemented. All staff was trained. New staff was trained to ensure the fidelity of these programs.

Belaire will increase parent involvement on campus by holding more opportunities for parents to be involved and increase the communication of these opportunities. PLC leaders will stress the importance of teacher communication with parents about their child's academic progress. The office staff will be friendly and inviting to all that come to the front office. We want to communicate the importance of providing the students with a safe place to learn.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Lack of ownership of classroom and student issues/difficulties. Lack of initiative to effect positive change. Root Cause: Possible causes include blaming students' backgrounds and home lives and lack of self reflection. Also, inability to break down long-held attitudes regarding low performance. **Root Cause:** Possible causes include blaming students' backgrounds and home lives and lack of self reflection. Also, inability to break down long-held attitudes regarding low performance.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

SAISD has a reputation for hiring and retaining exceptionally talented and dedicated employees. All teachers and instructional aides are considered qualified according to ESSA standards.

### Teacher Ethnicity Report

School Year	Native American	Asian/Pac. Islander	African American	Hispanic	White
2015-2016	0 0.0%	0 0.0%	1 4%	6 24%	18 72%
2016-2017	0 0.0%	0 0.0%	1 4%	5 20%	19 76%
2017-2018	0 0.0%	0 0.0%	1 4%	6 38%	18 72%
2018-2019	0 0.0%	0 0.0%	0 0%	11 33%	23 70%
2019-2020	0 0.0%	0 0.0%	0 0%	8 32%	17 68%

### Teacher Experience Report – Current Year

Beginning Teachers	6	20%
1 – 5 Years Experience	7	23%
6 – 10 Years Experience	10	30%
11 – 20 Years Experience	4	13%
Over 20 Years Experience	3	10%

### Average Class Size – General Education

School Year	K	1	2	3	4	5
2016-2017	18 (2 teachers)	18	17	20	17 (4 teachers)	22.7
2017-2018	20 (2 teachers)	19	20.7	18.2	22	

School Year	K	1	2	3	4	5
2018-2019		23 (2 teachers)	27 (2 teachers)	23	20	22.7

### Staff Quality, Recruitment, and Retention Strengths

Campus teachers plan collaboratively and work in a team atmosphere for the success of all students, rather than just the success of their individual classes. New teachers are supported by a mentor team of 3 staff members, participate in district new teacher academies, and meet regularly with their grade levels. All teachers are supported on a regular basis by the campus principal, assistant principal, counselor, and instructional coach in campus professional learning opportunities and PLCs.

The following strengths highlight Belaire's staff quality, recruitment, and retention strengths:

- All teachers are ESL certified, with 2 teachers certified Bilingual
- Highly Qualified instructional staff
- Average class sizes below district and state averages except for one grade level (2nd).
- Teamwork/Campus-wide effort for improvement in math, reading, and writing
- Weekly check-ins with probationary teachers and Instructional Coach/Principal/Assistant Principal
- Positive feedback with teachers weekly
- Google forms for classroom visits between Instructional Coach/Principal/Assistant Principal to drive feedback conversations
- Conferences with new teachers regularly and consistently
- Weekly meetings with administrative team
- Weekly meetings with secretary

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Lack of positive support for teachers, especially new/struggling teachers. Additionally, lack of stress relief technique and support. **Root Cause:** Possible causes include lack of veteran teachers to turn to when struggling or new teachers need help, overwhelming and always changing data collection requirements, new reading curriculum, and high amounts of paperwork and responsibilities outside of planning and teaching.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The district is using TRS YAGS, Implementing TEKS, TEKS Guide as well as humanities district documents to drive curriculum, instruction, and assessments.

Grades K-5 use a variety of tools to drive instruction. Resources are based on research based best instructional practices and district initiatives. The high priority learning standards are taught and assessed through a series of formative and summative assessments that are used to drive lesson planning, instruction, and interventions.

Pre-K uses CLI-Engage to assess students and organize their data.

K-5 uses a variety of tools to align, gauge, and adjust learning standards within the year:

- Istation/ISIP
- MAP
- Education Galaxy
- TRS
- Vertical planning
- Running records/RTI groupings
- Formative assessments each week (TRS)
- Summative assessments for every unit (TRS)
- Guided Reading anecdotal notes

## Curriculum, Instruction, and Assessment Strengths

We have a campus instructional coach to assist teachers, along with the campus principal and assistant principal. Frequent classroom observations are conducted by the campus Principal, Assistant Principal, and Instructional Coach to ensure that the district and state curriculum are being implemented. In addition to these observations, district administrators conduct Learning Walks on all of the campuses to ensure students are learning at high levels. The new T-TESS evaluation system has elicited positive conversations about goal setting and improving instructional practices.

Data from classroom and schoolwide formative and summative assessments will be analyzed during PLCs to evaluate student success in comparison with what we wanted them to learn. The students who still need to acquire the intended skill(s) or concept(s) will be given support and additional time during a multi-tiered targeted system including various interventions and small group classroom instruction. After having additional support, these students will be given another opportunity to demonstrate what they have learned.

Belaire is changing the way we think about instruction and interventions. If we all "teach to the top" during Tier 1 instruction, the students that are in other tiers can see that we all have high expectations for them and rise up to the level of their true potential. We then use RTI interventions to help striving students improve. Istation is used for Tier 2 students, and LLI is what we use as our most intensive intervention for reading.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** New and changing curriculum and programs have the potential to overwhelm and cause frustration for our campus' teachers and leaders. **Root Cause:**

Possible causes include changes in leadership and initiatives effecting district-wide instructional content and practices.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Belaire provides many opportunities for the school to work alongside families and community members. Virtual monthly rallies celebrate student successes, no matter how small. To the greatest extent possible (given health/safety/COVID restrictions) we invite parents and community members to be a part of these rallies as well through our social media (i.e. Class Dojo, Facebook, etc...) posts. Recently, Belaire initiated a Booster club. While we started it 2 years ago, we have the support from a small group of parents that are ready to be more involved with Belaire events. We will continue family involvement opportunities throughout the year as much as possible with safety precautions in place due to COVID.

We use the Panorama surveys to give us feedback to better communicate with our families and build a collaborative partnership. We desire for parents and guardians to be treated as partners and not guests on our campus. The more voice and choice we can give families of Belaire, the more we can use their feedback to create a better place for all.

Belaire Elementary has several ties to the community from which our students directly benefit. As COVID permits, parents and community members are invited to attend and help out during various activities throughout the year. Through the newly implemented Belaire Booster Club, much of the leg work previously done by the principal and teachers can be dispersed to volunteers, who are ready to help in any way.

Belaire recently implemented Class Dojo campus-wide. We have seen a lot of success with the positive reinforcement students receive, and the feedback parents provide. When a student is ready to redeem their points from the Dojo Menu, we simply subtract points at that time.

Teachers meet with every student homeroom parents/guardians every 9 weeks, and sometimes more often.

## Parent and Community Engagement Strengths

Our family and community members have opportunities to receive information and be involved in our campus in a variety of ways, including: the Campus Site Based Decision Making Committee (CSBDMC), the Parent Teacher Organization (PTO), Social Media, campus web-sites, and by volunteering in our classrooms or on our campus when COVID safety precautions are not in effect.

The campus works with the Children's Advocacy Center to offer support to families in need of assistance with parenting, life skills, and financial issues. In addition, our campus utilizes other groups in the community, such as the following: United Way, San Angelo Schools Foundation, Sonrisas, ADAC Alcohol and Drug Abuse Council of the Concho Valley, the San Angelo Police Department, and volunteers from Goodfellow Air Force Base.

Our campus supports activities conducted by the YMCA, Boys and Girls Clubs, House of Faith and children's organizations. First Assembly of God Church, Sent Church, and Edmund Boulevard Baptist Church have adopted our school, providing support in the areas of student mentoring, tutoring, and teacher recognition.

## Parent Involvement Strengths

- Availability of parent involvement activities each 9 weeks

- Home Access Center to monitor grades
- Strong relationship among teachers, staff, and parents
- Monthly School Newsletter
- School Service Worker
- Several staff members who speak Spanish

### **Community Involvement Strengths**

- Belmore Baptist Church – adoption “benefits” include the fall festival, monthly teacher treats, prayer walks prior to STAAR tests, and Vacation Bible School as COVID permits
- Angelo State University – student teachers and field observation students
- Alcohol and Drug Abuse Council of the Concho Valley – participation in “Dress Your Campus in Red” during the annual Red Ribbon Week campaign
- D.E.S.K Project (Donate Educational Supplies to Kids) through McDonalds - helps every year with school supplies for students and they have special events: Golf Tournament at SA Country Club, Silent Auction, and school supply donation drives
- San Angelo Schools Foundation - Grants
- Local Cub Scouts offer participation to our students
- House of Faith- offer participation for our students
- San Angelo Symphony – annual Symphony for Young People
- United Way – participation in an annual fundraising campaign
- West Texas Rehabilitation Center- works with our students who receive OT
- Junior League of San Angelo / Concho Valley Regional Food Bank – weekend snack packs for students; students also participate in an annual food drive
- Goodfellow Air Force Base – Partnership for the fall festival and volunteers for class activities as COVID permits
- San Angelo Police Department – Officer from SAPD will complete the Drug Resistance Education and Mentoring (DREAM) program with our 5<sup>th</sup> graders
- RAD Program
- STARBASE
- Child & Youth Behavioral Military and family life counselor

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Students home lives including lack of importance placed on education and misunderstanding of school practices decreases student motivation and increases off-task behavior and teacher frustration. **Root Cause:** Possible causes include failure of our school staff to connect meaningfully with the families and surrounding community. Also, failure to communicate and empower families to become advocates and encouragers for their students and partners with school staff members.

# School Context and Organization

## School Context and Organization Summary

Belaire Elementary strives to incorporate opportunities for growth and improvement for all students. ELA has a minimum of 120 minutes and Math has a minimum of 90 minutes a day for Tier I instruction. A multi-tiered targeted systems approach for interventions is in place for all grade levels. During this time teachers and aides will provide support for Tier II and III students and administer plans created by classroom teachers. Each grade level has a professional learning team that helps to horizontally align instruction and improve communication. In addition to PLCs, there is a campus site-base committee and campus leadership committee. The campus has school-wide procedures and discipline (Class Dojo) to ensure the school maintains safety as its top priority. As part of the Effective Schools Framework, a survey was disseminated via Panorama to all Belaire families, staff, and students in 3rd-5th grade. Families will have another opportunity to give feedback in the same manner in the spring.

## School Context and Organization Strengths

Campus-wide discipline and transition procedures were identified by our Campus Leadership Team, they have been established, and seem to be working. Class Dojo is used campus-wide, and only positive points may be given except in the SOAR campus category-(no points may be taken away unless students are redeeming their points for rewards on the Dojo Menu).

Success is evidenced through fewer discipline incidents and positive results of staff, parent, and student surveys.

During the school year, Belaire staff works together to meet the needs of all students in the following ways:

- Faculty meetings (once a month)
- Weekly PLCs
- Vertical Teaming
- PBIS (Positive Behavior Intervention and Support) meetings once a month
- LLI (Leveled Literacy Intervention) five times a week for 18 weeks
- Monthly rallies involving the entire school body and community (with COVID- through videos for safety)

Belaire offers many opportunities to assist and involve our students' families and our community:

- YMCA (on-site every day 3:00-6:00 pm)
- House of Faith (on-site every Thursday 3:00-4:30)
- Food To Kids (every Friday to all McKinney-Vinto students and any students in need)
- Family Engagement Opportunities (at least once a month): Virtual Classroom involvement opportunities
- Close partnership with Belmore Baptist Church

## **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Honest communication and feedback rarely occur and are still sometimes viewed in a negative way as criticism. **Root Cause:** Possible causes include fears from past reprimands that have occurred prohibiting productive and open communication.



# Technology

## Technology Summary

The STEM lab is fully running this year. Every classroom has at least: 4 ipads and 1 teacher ipad; a teacher station with a laptop, projector, and document camera. We have 3 carts of 36 chromebooks, one of them being part of one classroom as part of the Chromebook Academy through the District. As a campus, we utilize I-Station, Stem Scopes, MAP, and Education Galaxy to individualize instruction for struggling students. Teachers input lesson plans into their campus wide lesson plan template every week, and parent communication is recorded in Google Docs. Teachers are using Schoology and are prepared to shift to virtual learning as needed due to COVID. Grades 3, 4, and 5 have a set of ten Ipads with chargeable keyboards.

## Technology Strengths

Faculty and staff are gaining some confidence in using Google Docs and other Chrome applications. Instead of "doing technology," teachers are utilizing technology in ways that embed it into every day lessons and activities. Teachers view technology as an opportunity for their students to do things they would not be able to do otherwise. Teachers readily seek out their own professional development in regards to technology.

Belaire utilizes the Twitter Committee made up of students to take pictures of exemplars in classrooms (engagement), as well as how to write a tweet and learn about digital citizenship. After two weeks with those 2 students, they train two more students, so it just keeps going until the end of the school year. Parents of Belaire students are connected with Class Dojo, can access their grades online, and fill out online Google forms for feedback.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Sporadic or incorrect use of integrated technology for learning with students and teachers. **Root Cause:** Placing focus on the device or program often overrides the objective or goal for learning, and often times the technology merely provides a way to use an online worksheet hub due to misplaced priorities of student learning.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## **Student Data: Assessments**

- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact


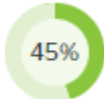

# Goals







**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 1:** By the end of the 2020-2021 school year, 70% of student will show growth in both reading and math as measured by NSGRA, Istation, Map testing, and STAAR testing as applicable.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Data summaries from NSGRA, Istation, and MAP, Instructional Reading Levels; On-going formative assessments and STAAR as applicable.

<p><b>Strategy 1:</b> 1.1.1 PLC meetings weekly to look at student needs and keep district initiatives moving forward.  <b>Strategy's Expected Result/Impact:</b> PLC agendas  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>  <b>Funding Sources:</b> Consultant - Title I, Part A - \$1,800</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> 1.1.2 Teachers use best practices strategies and data, along with Marzano &amp; Kagan Learning Strategies  <b>Strategy's Expected Result/Impact:</b> Lesson plans, walk-through logs, T-TESS, growth on NSGRA, Istation, and MAP assessments.  <b>Staff Responsible for Monitoring:</b> Walk-through Team, Principal, Assistant Principal, Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> 1.1.3 Provide training on how the district curriculum can be taught through "best practices" by publishing examples of expectations  <ul style="list-style-type: none"> <li>* Kagan</li> <li>* Best Practices</li> <li>* Professional Learning Communities (PLC's)</li> </ul> <b>Strategy's Expected Result/Impact:</b> Improved STAAR scores; publication of best practices on Harvest Portal; sign in sheets for training sessions, agendas of faculty meetings  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction, Executive Director of Teaching &amp; Learning, Principal, Instructional Coach, and master teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



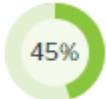
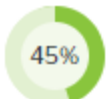





<p><b>Strategy 4:</b> 1.1.4 Require formative test items to be tied and coded to TEKS with some questions in STAAR format and assessments aligned to written curriculum</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of teacher made test results in improved STAAR scores, Principal checking teacher-made tests</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Executive Director of Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 5:</b> 1.1.5 Grade Level Common tests and district Curriculum Based Assessments will be administered to measure the TEKS taught at each grade level</p> <p><b>Strategy's Expected Result/Impact:</b> Common tests developed, administered, and scored at the appropriate time for the appropriate level</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Executive Director Teaching &amp; Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 2:** By 2020-2021, the attendance rate will be 96.7% or higher.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** End of year attendance rate for the 2020-2021 school year.







<b>Strategy 1:</b> 1.2.1 Implement a comprehensive curriculum management plan <b>Strategy's Expected Result/Impact:</b> Lesson plans; T-TESS; walk-throughs <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> 1.2.2 Curriculum Checks and Common assessments should be aligned with the written curriculum <b>Strategy's Expected Result/Impact:</b> Diagnostic and state assessment results <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, and Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 3:</b> 1.2.3 Ensure that staff development planning includes strategies for delivering challenging and relevant curriculum as well as strategies for monitoring the level of challenge and level of learning <b>Strategy's Expected Result/Impact:</b> Staff development plan for the campus <b>Staff Responsible for Monitoring:</b> Principal, Counselor, and Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> consultant - Title I, Part A	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 4:</b> 1.2.4 Train core instructional staff on usage of Instructional Frameworks, scope and sequence, and curriculum guides from TRS and Eduphoria. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets for all teachers <b>Staff Responsible for Monitoring:</b> Principal, Counselor, and Instructional Coach	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 5:</b> 1.2.5 Immerse TEKS-Technology Applications across all core curriculum areas to build student mastery of information/technology literacy skills <b>Strategy's Expected Result/Impact:</b> Technology strategies are found within the core curriculum guides, walk-throughs <b>Staff Responsible for Monitoring:</b> Principal, Teachers, and Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 3:** Teachers will collaboratively plan lessons aligned to the TEKS that include learning intentions, success criteria, and formative assessments for each lesson.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Scope and Sequence/Curriculum, lesson plans, Fountas and Pinnell framework, PLC data, data from program usage (Istation, Education Galaxy, etc.).




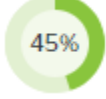
<p><b>Strategy 1:</b> 1.3.1 Monitoring daily lesson plans for alignment as well as small group instructional plans to ensure purposeful small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Aligned lessons based on data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> 1.3.2 Teachers will receive training in writing well constructed formative assessments to inform planning and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons and assessments will be aligned and data from assessments will be used to inform further instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coach</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Provide student achievement at the highest levels.



**Performance Objective 4:** Improvement on STAAR with a 10% increase for students "meeting" the "Met Standard" level on ELA and Math.


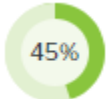






**Targeted or ESF High Priority**

**Evaluation Data Sources:** Documented evidence showing the use of student assessment data for instructional purposes and as evidence of the monitoring of curriculum at the campus level. PLC minutes/agendas; evidence of lesson plan feedback from administrative team.

<b>Strategy 1:</b> 1.4.1 Site-base will review and revise the campus staff development program plan each semester <b>Strategy's Expected Result/Impact:</b> Site-base minutes <b>Staff Responsible for Monitoring:</b> Principal and Campus Site-Based Decision-Making Committee	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> 1.4.2 Train all instructional staff on Kagan teaching strategies <b>Strategy's Expected Result/Impact:</b> Sign in sheets for attendance, observations of successful implementation, improved scores, walk-throughs, Google Docs with current strategies being used. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coach	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 3:</b> 1.4.3 Schedule staff development for teachers with a primary focus on TEKS and STAAR teaching strategies in core subjects and based on student achievement data <b>Strategy's Expected Result/Impact:</b> Sign in sheets for attendance, improved STAAR scores, training evaluations, and comprehensive needs assessment <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources/Staff Development, Assistant Superintendent of Curriculum & Instruction, Coordinator of Public Information, and Principal	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 4:</b> 1.4.4 Provide an overview of curriculum and instruction implementation to all non-instructional staff <b>Strategy's Expected Result/Impact:</b> Sign in sheets; training evaluations <b>Staff Responsible for Monitoring:</b> Principal, Counselor, and Instructional Coach	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



<p><b>Strategy 5:</b> 1.4.5 Provide staff development of Chapter 89 (Bilingual/ESL) guidelines</p> <ul style="list-style-type: none"> <li>* BE and ESL practices</li> <li>* Testing procedures</li> <li>* Criteria for the identification and placement of LEP students</li> <li>* Bilingual Exception Mandates</li> <li>* Appropriate Exit Criteria</li> <li>* Training for LPAC members</li> <li>* Training for all personnel responsible for administering and score assessments such as TELPAS, Iowa Assessment, and Pre-LAS and LAS Links</li> <li>* Teacher certification for BE and ESL</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student success as measured by</p> <ul style="list-style-type: none"> <li>* Parent conference - one per semester</li> <li>* STAAR practice tests</li> <li>* Pre-LAS and LAS pre- and post-tests, TELPAS, and IOWA Assessments</li> <li>* ISIP in English/Spanish</li> <li>* Staff development calendar, schedule, agendas, attendance rosters, and evaluations</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual &amp; English Language Services, Counselor, Principal</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 6:</b> 1.4.6 Train instructional staff in the following areas:</p> <ul style="list-style-type: none"> <li>* Pre- referral strategies</li> <li>* Transition</li> <li>* Parental &amp; Family Engagement</li> <li>* Parent Conferencing</li> <li>* Crisis Management</li> <li>* Bloodborne Pathogens</li> <li>* Harassment Prevention</li> <li>* Seizure Training</li> <li>* Conflict Resolution</li> <li>* TEKS</li> <li>* ESL/Bilingual</li> <li>* G/T Training</li> <li>* Discipline Management</li> <li>* Working with the at-risk student</li> <li>* Technology</li> <li>* Drug and Violence Prevention</li> <li>* Teaching strategies for inclusion/504 children</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets for trainings, training agendas, principal's record of staff developments, teachers' individual staff development record sheets</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources/Staff Development, Coordinator of Public Information, Director of Special Education, Director of SEL, Principal, and Nurse</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			




<p><b>Strategy 7:</b> 1.4.7 Provide time for reading training for all K-2 teachers based on needs assessments such as Differentiating Instruction, Grouping, Word Walls, components of Balanced Literacy, and Assessments used to guide instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets, observation of implementation based on walk-throughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Funding Sources:</b> Consultant - Title I, Part A - \$1,800</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 8:</b> 1.4.8 Provide ongoing staff development in workplace safety and security</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets for training, agendas, and evaluations of trainings, and comprehensive needs assessment</p> <p><b>Staff Responsible for Monitoring:</b> Director of Safe Environments and Student Services, Principal, Assistant Principal</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 9:</b> 1.4.9 Provide ongoing training on bullying including prevention of and education concerning harassment and unwanted physical aggression, drug abuse and violence prevention</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets for staff development; analyze discipline incident reports for reduction in bullying reported</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources/Staff Development, Counselor, and Principal</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 10:</b> 1.4.10 Provide staff development related to the instruction of students with disabilities that is designed for educators who work primarily outside the area of special education</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in sheets for attendance, improved STAAR scores, training evaluations and comprehensive needs assessment</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources/Staff Development and Director of Special Education</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>			

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 5:** All campuses will have qualified teachers and paraprofessionals as defined by ESSA.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Staff development and training sessions will be implemented to ensure all professional staff members are certified and all paraprofessionals meet the "highly qualified" definition.

<p><b>Strategy 1:</b> 1.5.1 Increase by 2% the number of newly hired teachers from under-represented groups, annually, until the district personnel reflects the student population</p> <p><b>Strategy's Expected Result/Impact:</b> Human Resources Department New Hire Report</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources, and Principal</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 2:</b> 1.5.2 Increase retention of first- year teachers and teachers new to the district by 5% by using the campus mentoring program and staff development throughout the year to address:</p> <ul style="list-style-type: none"> <li>* Classroom Management Skills</li> <li>* Communication with Parents and Students</li> <li>* Effective Discipline</li> <li>* Learning Styles</li> <li>* Teaching for Learning</li> <li>* Managing Stress</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Teacher Resignation/Retention numbers at the end of the school year compared with teacher resignation/retention rates from the year before</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources/Staff Development, Executive Director of Teaching &amp; Learning, Chief of School Leadership, Principal, and Campus Mentoring Council</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p><b>Strategy 3:</b> 1.5.3 Ensure 100% of all teachers on all campuses, including high poverty campuses, are qualified.</p> <p><b>Strategy's Expected Result/Impact:</b> All teachers will be "highly qualified". Attestation reports by Principals. TEA Highly Qualified Teacher Report and Comprehensive Needs Assessment, District of Innovation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources/Staff Development, Director of Federal Programs, Director of Human Resources, and Principal</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<b>Strategy 4:</b> 1.5.4 Analyze data from all teachers' certifications, testing, staff development and service records to ensure that all meet "highly qualified" status <b>Strategy's Expected Result/Impact:</b> All teachers will be "highly qualified". Attestation reports by Principals. TEA Highly Qualified Teacher Report. Comprehensive Needs Assessment <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources/Staff Development, Director of Human Resources, Principals, Coordinator of Public Information, and Communications Specialist	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 75%		



No Progress



Accomplished



Continue/Modify



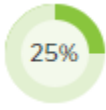





Discontinue

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 6:** In 2020-21, all curriculum programs and resources will be aligned with SAISD student expectations and are congruent with one another. The process to review all proposed new programs will be set into motion using the procedures prior to submission to the Board. Current programs will be systematically evaluated on a five-year cycle to determine continuation, modification, or termination of the program.

**Targeted or ESF High Priority**






**Evaluation Data Sources:** Following protocol for the Teaching for Learning plan.

<b>Strategy 1:</b> 1.6.1 Submit and review ideas for new programs <b>Strategy's Expected Result/Impact:</b> Documentation of submission of programs <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Coach, Site Base Committee	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> 1.6.2 Update the inventory of campus programs <b>Strategy's Expected Result/Impact:</b> A complete inventory of programs and interventions used <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Site Base Committee	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Provide student achievement at the highest levels.

**Performance Objective 7:** A sound, focused staff development plan is in place to enhance effective curriculum delivery that improves the performance of all students, including special education, LEP, migrant, and those identified as at-risk.

**Evaluation Data Sources:** A well-planned staff development program will result in increased student performance and a reduction in the at-risk student population.


<b>Strategy 1:</b> 1.7.1 Review and revise the professional learning program for Belaire developed from the CNA and staff surveys. <b>Strategy's Expected Result/Impact:</b> Improve state assessment scores to 70% or better on all tests for all student sub-populations. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


**Goal 1:** Provide student achievement at the highest levels.


**Performance Objective 8:** A focus on data driven instruction where teachers and students track progress of growth and mastery of skills. The data is used to adjust instruction.


**Targeted or ESF High Priority**


**Evaluation Data Sources:** We will use MAP data, teacher common assessments, and STAAR 2019 data to measure academic growth in Math and Reading.

<b>Strategy 1:</b> 1.2.1 Identify gaps to determine areas of concern by reviewing multiple sources of data including MAP, NSGRA, and STAAR. <b>Strategy's Expected Result/Impact:</b> The teacher will design targeted instruction based on student needs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

 No Progress

 Accomplished

 Continue/Modify


 Discontinue


**Goal 2:** Students graduate from San Angelo ISD college and career ready.


**Performance Objective 1:** Implementation of a comprehensive plan to recruit, monitor, train, and retain highly qualified staff that is supported in their endeavor to attain professional growth and promote high academic achievement.


**Targeted or ESF High Priority**


**Evaluation Data Sources:** T-TESS, walk-throughs, evaluations, and Student Learning Objectives (SLO); retention rates of staff.

<b>Strategy 1:</b> 2.1.1 Create an environment of high expectations with focus placed on advanced performance rather than pass/fail <b>Strategy's Expected Result/Impact:</b> Student performance on STAAR, MAP growth on assessments <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Connect high school to career and college	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 45%		


0% No Progress


100% Accomplished


Continue/Modify





Discontinue




**Goal 3:** Maintain fiscal responsibility and design/implement a facilities plan that addresses current and future needs of the district in order to fulfill the vision, mission, beliefs, and goals adopted by the Board.


**Performance Objective 1:** A balanced budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement of the goals of the district. Facilities plan used to sustain and maintain adequate facilities.


**Evaluation Data Sources:** Fiscal responsibility apparent through students and staff are given adequate materials and supplies to become successful. Facilities available to enrich learning environment and adequately house students and staff.

<p><b>Strategy 1:</b> 3.1.1 Oversee campus budgets - Local, Federal and State  <b>Strategy's Expected Result/Impact:</b> Training completed and sign-in sheets  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Business and Support Services, Superintendent of Schools</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			
<p><b>Strategy 2:</b> 3.1.2 Follow ESSA guidelines - Report Card dissemination  <b>Strategy's Expected Result/Impact:</b> Training completed and sign-in sheets  <b>Staff Responsible for Monitoring:</b> Director of Financial Services and Comptroller</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			
<p><b>Strategy 3:</b> 3.1.3 Provide technical assistance and guidance for the use of Title I funds  <b>Strategy's Expected Result/Impact:</b> Distribution of Title I budget binders  <b>Staff Responsible for Monitoring:</b> Director of Financial Services, Director of Purchasing, and Director of Federal Programs</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
			
<p><b>Strategy 4:</b> 3.1.4 The number of inexperienced teachers on high poverty campuses will be proportional to low poverty campuses  <b>Strategy's Expected Result/Impact:</b> Approved Staffing  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources &amp; Staff Development, and Directors of Human Resources</p>	<b>Formative Reviews</b>		
	Nov	Feb	May
<p><b>Strategy 5:</b> 3.1.5 Annually review and maintain a facilities and maintenance punch list.  <b>Strategy's Expected Result/Impact:</b> Completed Schedules  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Business Service and Director of Maintenance</p>	<b>Formative Reviews</b>		
	Nov	Feb	May

<b>Strategy 6: 3.1.6</b> Review and revise the District Technology Plan to reflect requirements of the Facilities Assessment Plan. <b>Strategy's Expected Result/Impact:</b> Expanded section in District Technology Plan for facilities and budget allocations <b>Staff Responsible for Monitoring:</b> Director of Technology	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 45%		

 No Progress

 Accomplished

 Continue/Modify


 Discontinue


**Goal 4:** Improve communications between the district and all stakeholders.

**Performance Objective 1:** Provide a network of communication avenues available to the district's constituents.

**Targeted or ESF High Priority**


**Evaluation Data Sources:** Communication opportunities at the campus and district level will be readily available to all stakeholders. The district and campuses will provide a variety of effective means of communication in an attempt to keep everyone informed. The district and campuses will solicit input from stakeholders at all appropriate opportunities.

<p><b>Strategy 1:</b> 4.1.1 Provide at least one parent involvement activity to explain the STAAR implementation process and scoring process at Belaire</p> <p><b>Strategy's Expected Result/Impact:</b> Agenda and sign-in sheets from meeting</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 2:</b> 4.1.2 Continue the following parent, teacher, and student activities to accommodate transition from all feeder schools to receiving schools:</p> <ul style="list-style-type: none"> <li>* Parent and student orientations</li> <li>* Transition from early elementary to middle school</li> <li>* Course catalog presentations for staff, parents, and students</li> <li>* Student orientation and campus tours</li> <li>* Graduation planning for students beginning in the middle school</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Agenda and sign-in sheets for transition meetings, campus newsletters, copies of news articles</p> <p><b>Staff Responsible for Monitoring:</b> Director of Assessment and Counselors, Director of Career and Technology Education, Coordinator of Career and Technology Education, Director of Special Education, Supervisor of Special Education(CL), Principal, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<p><b>Strategy 3:</b> 4.1.3 Provide verbal and/or written information in a form and language that can be understood by parents</p> <p><b>Strategy's Expected Result/Impact:</b> Information printed in both languages</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Coordinator of Public Information</p>	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

<b>Strategy 4:</b> 4.1.4 Solicit parent involvement with personal invitation to participate and serve on campus committees. assist Title I campuses in developing and completing Title I program parent compacts, and parental involvement policies <b>Strategy's Expected Result/Impact:</b> Invitations, sign in sheets, parent compacts, and Parental Involvement Policies <b>Staff Responsible for Monitoring:</b> Principal, Director of Bilingual and English Language Learners <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 25%		

 No Progress

 Accomplished






 Continue/Modify






 Discontinue

**Goal 5:** Secure and retain an effective staff that is reflective of and responsive to the district's student body.

**Performance Objective 1:** Implementation of a comprehensive plan to recruit, monitor, train, and retain highly qualified staff that is supported in their endeavor to attain professional growth and promote high academic achievement.

**Evaluation Data Sources:** Human Resources

<b>Strategy 1:</b> 5.1.1 Periodic walk-throughs <b>Strategy's Expected Result/Impact:</b> Walk-through forms completed and documentation used to garner evidence of teacher qualities <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> 5.1.2 Interview and recruit the highest quality staff that allows for rigorous instruction at all levels <b>Strategy's Expected Result/Impact:</b> Highly Qualified Report <b>Staff Responsible for Monitoring:</b> Director of Human Resources	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 3:</b> 5.1.3 Allow for adequate planning time for teachers to collaborate, plan and share best practices <b>Strategy's Expected Result/Impact:</b> Best practices used as evidence in walk-throughs, aligned curriculum in plan books, and district scope and sequence followed <b>Staff Responsible for Monitoring:</b> Principals, Administrators	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 4:</b> 5.1.4 Recruit highly qualified staff for ESL/Bilingual positions <b>Strategy's Expected Result/Impact:</b> Recruiting sites visited; number of ESL/Bilingual staff hired yearly <b>Staff Responsible for Monitoring:</b> Human Resources, Federal Programs Staff	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 5:</b> 5.1.5 Evaluate culture and climate on campuses <b>Strategy's Expected Result/Impact:</b> Walk-through forms; Principal protocols discussions; Surveys <b>Staff Responsible for Monitoring:</b> Principals, Administrative Team	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			




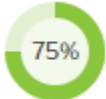

<b>Strategy 6: 5.1.6</b> Continue PLC training for all staff to ensure practices are implemented <b>Strategy's Expected Result/Impact:</b> Training sessions; Sign-in Sheets; Walk-Throughs <b>Staff Responsible for Monitoring:</b> Human Resources, Principals	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 75%		
 No Progress  Accomplished  Continue/Modify  Discontinue			












**Goal 6:** Sustain a safe and secure environment.

**Performance Objective 1:** Optimize the learning environment and support the instructional program of the district with the development and implementation of a district wide safety plan.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** A comprehensive long-range safety plan is in place.

<b>Strategy 1:</b> 6.1.1 Review and revise the safety priority requirements using input from district sources and federal and state requirements <b>Strategy's Expected Result/Impact:</b> Safety priority listing updated with current recommendations <b>Staff Responsible for Monitoring:</b> Principal, Health/Safety Committee, Nurse	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> 6.1.2 Review and revise the District Emergency Operations Plan <b>Strategy's Expected Result/Impact:</b> Emergency Operations Plan in place <b>Staff Responsible for Monitoring:</b> Director of Safe Environments & Student Services, Assistant Superintendent of Business and Support Services, Principals	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 3:</b> 6.1.3 Conduct campus security assessments and safety checks <b>Strategy's Expected Result/Impact:</b> Documentation that threat assessments and safety checks have been completed <b>Staff Responsible for Monitoring:</b> Principal, Campus Health/Safety Committee	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 4:</b> 6.1.4 Certify designated first responders on each campus in CPR and First Aid <b>Strategy's Expected Result/Impact:</b> Record of certifications earned by personnel designated in campus crisis plans <b>Staff Responsible for Monitoring:</b> Nurse Supervisor, Campus Nurse, Principal	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 5:</b> 6.1.5 Continue to enhance and modify each campus safety and crisis response plan. Communicate school safety measures to parents and the community annually <b>Strategy's Expected Result/Impact:</b> Copies of communiques, meeting agendas, sign in sheet for parent/community meetings, critical updates completed <b>Staff Responsible for Monitoring:</b> Director of Safe Environments and Student Services, Principals, Safety Committee	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			








<b>Strategy 6:</b> 6.1.6 Ensure all campus employees have completed training in blood borne pathogens <b>Strategy's Expected Result/Impact:</b> Electronic assessment results <b>Staff Responsible for Monitoring:</b> Campus Nurse, Principal	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 7:</b> 6.1.7 Train all assigned campus personnel on medication administration <b>Strategy's Expected Result/Impact:</b> Training sign-in sheets; results of assessment <b>Staff Responsible for Monitoring:</b> Nurse Supervisor, Principal	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 8:</b> 6.1.8 Provide training for all staff in recognition and prevention of harassment including: disability, sexual, dating violence, child abuse reporting, and bullying <b>Strategy's Expected Result/Impact:</b> Sign-in sheets from training, individually signed receipts of training modules completed, and Comprehensive Needs Assessment <b>Staff Responsible for Monitoring:</b> Campus Administrators	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 6:** Sustain a safe and secure environment.

**Performance Objective 2:** Improve school/atmosphere/culture by reducing the number of discipline referrals that warrant out of class placement by 3% annually.

**Evaluation Data Sources:** A comprehensive long-range safety plan is in place that will lead to a reduction of 5% in incident reports; thereby, enhancing the learning environment. Campus culture surveys, PEIMS data, and school report card will reveal progress additionally.

<b>Strategy 1:</b> 6.2.1 Provide staff development in CKH, discipline management, and drug/violence prevention awareness for all instructional staff <b>Strategy's Expected Result/Impact:</b> Sign-in sheets for session and reduction in drug/violent incidents <b>Staff Responsible for Monitoring:</b> Principals, Coordinator of Public Information, Assistant Superintendent of Human Resources/Staff Development	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 2:</b> 6.2.2 Implement Time to Teach Behavior plan to decrease PEIMS discipline referrals annually by 3% <b>Strategy's Expected Result/Impact:</b> 1% reduction in PEIMS discipline incidents from previous year <b>Staff Responsible for Monitoring:</b> Principals, Campus Site-based Committees	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<b>Strategy 3:</b> 6.2.3 Provide training for students in recognition and prevention of disability harassment in school, dating violence, bullying, etc. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets from training, individually signed receipts of training modules completed <b>Staff Responsible for Monitoring:</b> Principals, Teachers	<b>Formative Reviews</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1.1.1 PLC meetings weekly to look at student needs and keep district initiatives moving forward.
1	1	4	1.1.4 Require formative test items to be tied and coded to TEKS with some questions in STAAR format and assessments aligned to written curriculum
1	1	5	1.1.5 Grade Level Common tests and district Curriculum Based Assessments will be administered to measure the TEKS taught at each grade level

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	1.1.1 PLC meetings weekly to look at student needs and keep district initiatives moving forward.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1.1.1 PLC meetings weekly to look at student needs and keep district initiatives moving forward.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1.1.1 PLC meetings weekly to look at student needs and keep district initiatives moving forward.

# State Compensatory

## Budget for Belaire Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1992110910330P11	6125 Salary Support - Locally Defined	\$23,200.00
1992320910330S11	6129 Salaries or Wages for Support Personnel	\$17,662.00
<b>6100 Subtotal:</b>		<b>\$40,862.00</b>

## Personnel for Belaire Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debbie Ramon	School Service Worker	SCE	.40
Peyton Ashley	PK Teacher	SCE	.50
Tanya Sanchez	PK Teacher	SCE	.50

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dakota Griffin	Instructional Aide	Title I, Part A	1.0
Kallie Fontenot	Literacy Support Teacher	Title I, Part A	1.0
Lahyla Bejil	Instructional Aide	Title I, Part A	1.0
Stacey Fuentes	Instructional Coach	Title I, Part A	1.0
Vacant	Instructional Aide	Title I, Part A	1.0



# Addendums