

# Galveston Independent School District

## Parker Elementary

### 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

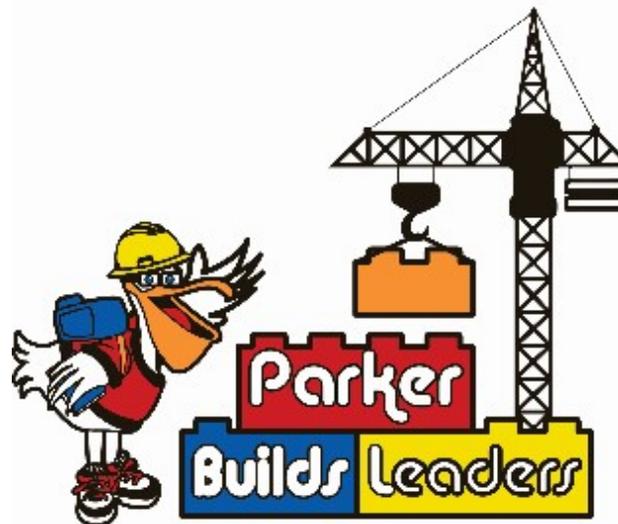
Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

Parker Elementary will provide a relevant and engaging education, which will inspire and challenge students to develop leadership qualities that will support their academic and social success throughout their life.

## Vision

Parker Elementary will equip students with leadership skills that will enrich learning and support students in reaching their full potential.

## Core Beliefs

S= Show respect to people, places, and others

O= Only use kind words and actions

A= Always do your best

R= Ready and willing to learn

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

2018-2019

<b>Demographic Groups</b>	<b>Campus #</b>	<b>Campus %</b>	<b>3rd Grade</b>	<b>4th Grade</b>	<b>3rd and 4th Grade</b>
<b>Black</b>	194	35%	32	43	75
<b>Hispanic</b>	189	34%	35	33	68
<b>White</b>	135	24%	25	28	53
<b>Multi-Race</b>	21	3.8%	1	2	3
<b>Asian</b>	9	1.6%	2	1	3
<b>Native Hawaiian</b>	2	<1%	0	2	2
<b>American Indian</b>	2	<1%	0	0	0
<b>Total</b>	552				

## 2018-2019 Special Populations

Population	#	%
GT		
LEP		5.5% (2017-2018)
Sped	48	9%
Economically Disadvantaged Mobility		79.1% (2017-2018)

\*\*Updated numbers to be reported after snapshot

### Demographics Strengths

- Ethnically diverse population
- Close balance between Black, Hispanic, and White demographic groups

# Student Achievement

## Student Achievement Summary

	<b>Component Score</b>	<b>Scaled Score</b>	<b>Rating</b>
<b>Overall</b>		<b>80</b>	<b>Met Standard</b>
<b>Student Achievement</b>		<b>74</b>	<b>Met Standard</b>
<b>STAAR Performance</b>	<b>46</b>	<b>74</b>	
<b>College, Career and Military Readiness</b>			
<b>Graduation Rate</b>			
<b>School Progress</b>		<b>81</b>	<b>Met Standard</b>
<b>Academic Growth</b>	<b>73</b>	<b>77</b>	<b>Met Standard</b>
<b>Relative Performance (Eco Dis: 79.1%)</b>	<b>46</b>	<b>81</b>	<b>Met Standard</b>
<b>Closing the Gaps</b>	<b>74</b>	<b>77</b>	<b>Met Standard</b>

## Approaches, Meets, Masters Performance

	STAAR 2019		
	Approaches	Meets	Masters
3rd Grade Reading	62	31	20
4th Grade Reading	75	48	28
3rd and 4th Reading Combined	69	40	24
3rd Grade Math	82	56	23
4th Grade Math	77	50	25
3rd and 4th Math Combined	79	53	24
4th Grade Writing	67	39	9
All Subjects	73	45	21

## Student Achievement Strengths

# School Culture and Climate

## School Culture and Climate Summary

### Discipline Data 2018-2019

Grade	Discipline Occurences in Skyward	# of students
PK	0	
K	64	12
1st	41	12
2nd	50	10
3rd	53	17
4th	71	24
<b>Total</b>	<b>279</b>	<b>75</b>

### School Culture and Climate Strengths

Staff members took an End of the Year survey in May. The majority of our staff members who completed the survey reflected positively.

#### **I feel my administrative team is strong in these areas: (Please List)27 responses**

Supporting teachers with behavior problems in the classroom and respecting teachers as professionals.

pushing for our students to get what they need

Data

Unity, understanding, knowledgeable on academics

Parent support, providing resources

team bonding positive/light hearted/fun culture among faculty & staff support with students & parents

I feel they have a strong bond with the faculty and more like family

working with parents; school culture; understanding concerns

Helping teachers with any needs that we have. They have an open line of communication and make it very easy feeling to approach them.

Listening, building relationships, strong community, helpful.

Student behavior, parent communication, teacher support

Support with parents, support in instruction, creates safe and harmonious climate

Academic Support, Campus Climate, Personal Support,

They are very strong in overall moral within our building. They always find a way to get our input, set realistic goals, get feedback, and make things happen.

working as a team supporting staff

communication, team work, understanding

encouraging, open to new ideas, does well at problem solving

resourceful and understanding when situations arise, encouragement of PD

Cooperation, communication, support and care.

data analysis, supporting teachers, organization, knowledge

compassionate fun to be around knowledgeable

I know that they support me in my classroom and whenever I need help.

Working as a team

Working cooperatively as a team

supportive of staff, help with parents, positive, open to change

Dealing with difficult students and having our backs. Giving us the freedom to do what we feel our students need. Knowing that our population sometimes needs different things than other schools.

Supportive ,listening to concerns, understanding, realistic.

**I believe our school is working well in these areas: (Please List)23 responses**

Our teams all do well with one another for the most part

Getting extra help for students

Community, discipline, academics

positive environment

Safety of the students

After school programs; family night programs

Positive reinforcement of students and trying to make their school environment to one that feels safe. This includes monitoring teacher attitude and teaching processes.

Growing in vertical alignment, planning, small group instructional cycles

Data gathering, team vision and unity, providing academic support for struggling students, early interventions

positivity, data, and making children as well as parents feel important.

family culture among staff

positive environment for students, teamwork,

great help with behavior, parent communication

providing a caring school culture, offers for extra activities

Testing, we test so much. It's overwhelming.

dedication,

the teachers trying their best

I feel like everyone supports each other whether or not they are from the same team or different team.

Collaboration from grade to grade

I believe we are all working hard to work towards student achievement. Collaboration within teams to deliver effective lessons for students. Students are learning and growing.

Working to improve, doing what is best for students

Everyone supports each other here. We work with a very needy population and the staff here really cares.

behavior management, supporting each other

**Other comments or feedback: (Please List) 13 responses**

n/a

Parker is awesome

None

Wonderful climate, love coming to work!

Our principal is firm yet understanding and shows great leadership skills. She has helped me out with resources, planning, and positive criticism. I deeply appreciate it and her.

Thank you for all you do to make this a great school

less CIC meetings ( maybe not every week... instead do every other week and keep on the same day please). Also provide more things to use when teaching phonics and such in lower grades.

Our admin staff is very supportive and works very diligently to strive for excellence. This is appreciated!

I love working here and I know that our administrative staff always looks out for us. They always have our back in the classroom and in our community.

I think everyone needs to be treated as equals. I feel like some get away with a lot...while others are reprimanded for the smallest things. Teacher dress code

Classes should be more evenly distributed. Some classes have students who are not academic or behavior concerns while others have many students with both behavior and academic concerns.

Love the kids and love it here!

I really love my job here!!!! I believe Parker is a wonderful school!!! We do so much for students who need so much! I am very impressed with the staff here!

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

At the end of the 2018-2019 school year, we only had 2 teachers leave Parker. Both of them were moving due to their husband's jobs

# **Parent and Community Engagement**

## **Parent and Community Engagement Summary**

**Attendance Rate 2018-2019: 94.8%**

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

# Goals

## Goal 1: Parker Elementary will achieve a rating of not less than "B" for Domains 1, 11, and 111 under the A - F Accountability System.

**Performance Objective 1:** At least 75% of all students will meet or exceed an approaches level, 42% of all students will meet or exceed a meets level, and 25% of all students will meet or exceed a masters level on the STAAR Reading assessment and at least 50% of students will be on grade level in reading by 3rd grade.

**Evaluation Data Source(s) 1:** 2020 STAAR Assessment scores and End of Year Renaissance scores.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>PBMAS</b> 1) Implement balanced literacy framework with fidelity and utilize Scholastic, new adoption HMH, and other literacy materials to target student needs.		Reading teachers, administrative staff	Greater number of students reading on grade level; teachers lesson plans reflect balanced literacy components; increased STAAR, TPRI, and Renaissance scores.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>PBMAS</b> 2) Utilize data to drive in school push in and push out small group tutoring. (Seven tutors)		Teachers, Title I tutors, administrative staff	Greater number of students showing growth on assessments (STAAR, TPRI, NSGRA); students showing a year or more growth in reading.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 3) Utilize computer programs to target individual student needs. (Learning A to Z and Staarfalls)		Teachers, administrative staff	Progress shown on six week reports.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Utilize supplemental curriculum materials such as Countdown to STAAR, Lucy Calkins Units of Study for Writing and Reading, Writing Academy Reading TAP and THINK. Gourmet Curriculum, and Step Up to the TEKS, HMH reading material.		Teachers, administrative staff	Assessment data (STAAR, CBA's, Renaissance Reading, TPRI, running records, classroom observations shows growth in student achievement.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> 5) Utilize high yield teaching strategies (Lead4ward Playlist, Teach Like a Champion) to strengthen core instruction in reading.		Teachers, administrative staff	Students will show growth on assessments both formative and summative and higher levels of engagement in classrooms.				
<b>Funding Sources:</b> TIF - 0.00							
6) Students will self-assess and monitor their learning relative to goals.		Teachers, administrative staff	Completed goals charts, classroom observation with evidence of student goal setting.				
7) Utilize universal screening and progress monitoring systems to track student progress throughout the year. (Renaissance, TPRI, and NSGRA)		Teachers, administrative staff	Teachers will closely monitor student progress to determine needed interventions.				
<b>Comprehensive Support Strategy</b> 8) Utilize questioning strategies that encourage students to think at high levels and demonstrate depth of knowledge (Pre-planned and incorporated into lesson plans).		Teachers, administrative staff	Higher student engagement; higher achievement on assessments in which students transfer knowledge; improved critical thinking skills.				
9) Integrate 21st Century learning skills within lessons. (Real world experiences, problem solving, technology, small groups, etc.) paying attention to student differences.		Teachers, administrative staff	Classroom observations and lesson plans show evidence of usage; higher levels of student engagement and participation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Additional Targeted Support Strategy</b> 10) Provide grade level teams with extended planning time during grading cycles.		Administrators	Completed lesson plans on given template; classroom observations show evidence of pre-planning.				
<b>Comprehensive Support Strategy</b> 11) Teachers will complete data charts and utilize them to monitor students' academic growth and discuss during data conferences with administration. (Universal screeners, Fountas and Pinnell reading levels, nine week grades, district assessments, interventions, etc.)		Administrative staff	Completed data charts and data conferences.				
<b>Comprehensive Support Strategy</b> 12) Teachers will utilize summative and formative assessment data to provide differentiation and interventions to students.		Administrative staff	Struggling students receive necessary interventions to show at least a year's growth.				
13) Initiate and monitor RTI referrals regularly and provide necessary interventions to Tier 2 and 3 students.		Administrative staff, counselor	Effective use of interventions to support struggling students; students showing at least a year's growth in math and reading.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

**Goal 1:** Parker Elementary will achieve a rating of not less than "B" for Domains 1, 11, and 111 under the A - F Accountability System.

**Performance Objective 2:** At least 80% of all students will meet or exceed an approaches level, 55% of all students will meet or exceed a meets level, and 25% of all students will meet or exceed a masters level on the STAAR Math assessment by focusing on problem solving and reasoning TEKS in 3rd and 4th grade.

**Evaluation Data Source(s) 2:** 2020 STAAR Assessment scores.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Utilize data to drive in school small group tutoring utilizing tutors and classroom guided groups in math.		Teachers, Title I tutors, administrative staff	Greater number of students showing growth on assessments (STAAR, TPRI, NSGRA); students showing a year or more growth in reading and math.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Utilize computer programs to target individual student needs. (Dreambox k-2, Prodigy grades 3-4 )		Teachers, administrative staff	Progress shown on six week reports.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
<b>Comprehensive Support Strategy</b> 3) Utilize supplemental curriculum materials such as Motivation Math, Lone Star 2.0 Problem Solving, Countdown to STAAR and Fast Focus Math, TEKSing Toward STAAR, Gourmet Curriculum, and Step Up to the TEKS.		Teachers, administrative staff	Assessment data (STAAR, CBA's, Renaissance Reading and Math, TPRI, running records, classroom observations shows growth in student achievement.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Utilize high yield teaching strategies (Lead4ward Playlist, Teach Like a Champ) to strengthen core instruction in math.		Teachers, administrative staff	Students will show growth on assessments both formative and summative and higher levels of engagement in classrooms.				
<b>Funding Sources:</b> TIF - 0.00							
<b>Comprehensive Support Strategy</b> 5) Utilize title tutors to support struggling students.		Administrative staff	Students make at least a years growth in reading.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Students will self-assess and monitor their learning relative to goals.		Teachers, administrative staff	Completed goals charts, classroom observation with evidence of student goal setting.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> 7) Utilize universal screening and progress monitoring systems to track student progress throughout the year. (Renaissance first through fourth)		Teachers, administrative staff	Teachers will closely monitor student progress to determine needed interventions.				
<b>Comprehensive Support Strategy</b> 8) Utilize questioning strategies that encourage students to think at high levels and demonstrate depth of knowledge (Pre-planned and incorporated into lesson plans).		Teachers, administrative staff	Higher student engagement; higher achievement on assessments in which students transfer knowledge; improved critical thinking skills.				
9) Integrate 21st Century learning skills within lessons. (Real world experiences, problem solving, technology, small groups, etc.) paying attention to student differences.		Teachers, administrative staff	Classroom observations and lesson plans show evidence of usage; higher levels of student engagement and participation.				
<b>Comprehensive Support Strategy</b> 10) Provide grade level teams with extended planning time once during grading cycles.		Administrators	Completed lesson plans on given template; classroom observations show evidence of pre-planning.				
<b>Comprehensive Support Strategy</b> 11) Teachers will complete data charts and utilize them to monitor students' academic growth and discuss during data conferences with administration. (Universal screeners, Fountas and Pinnell reading levels, nine week grades, district assessments, interventions, etc.)		Administrative staff	Completed data charts and data conferences.				
<b>Comprehensive Support Strategy</b> 12) Teachers will utilize summative and formative assessment data to provide differentiation and interventions to students.		Administrative staff	Struggling students receive necessary interventions to show at least a year's growth.				
13) Initiate and monitor RTI referrals regularly and provide necessary interventions to Tier 2 and 3 students.		Administrative staff, counselor	Effective use of interventions to support struggling students; students showing at least a year's growth in math and reading.				

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

**Goal 1:** Parker Elementary will achieve a rating of not less than "B" for Domains 1, 11, and 111 under the A - F Accountability System.

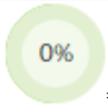
**Performance Objective 3:** At least 70% of all students will meet or exceed an approaches level, 40% of all students will meet or exceed a meets level, and 10% of all students will meet or exceed a masters level on the STAAR Writing assessment

**Evaluation Data Source(s) 3:** 2020 STAAR Assessment scores.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Utilize data to drive in school small group tutoring utilizing tutors and classroom guided groups in writing.		Teachers, Title I tutors, administrative staff	Greater number of students showing growth on assessments (STAAR, TPRI, NSGRA); students showing a year or more growth in reading and math.				
<b>Comprehensive Support Strategy</b> 2) Utilize supplemental curriculum materials such as Empowering Writers, Write Source, Mentor Sentences, Motivation Writing, Countdown to STAAR, Lucy Calkins Units of Study for Writing and Reading, Writing Academy Writing, Step Up to the TEKS.		Teachers, administrative staff	Assessment data (STAAR, CBA's, Renaissance Reading and Math, TPRI, running records, classroom observations shows growth in student achievement.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
<b>Comprehensive Support Strategy</b> 3) Utilize high yield teaching strategies (Lead4ward Playlist, Teach Like a Champion) to strengthen core instruction in writing.		Teachers, administrative staff	Students will show growth on assessments both formative and summative and higher levels of engagement in classrooms.				
<b>Funding Sources:</b> TIF - 0.00							
<b>Comprehensive Support Strategy</b> 4) Utilize title tutors to support balanced literacy with students below grade level.		Administrative staff	Students make at least a years growth in reading.				
5) Students will self-assess and monitor their learning relative to goals.		Teachers, administrative staff	Completed goals charts, classroom observation with evidence of student goal setting.				
<b>Comprehensive Support Strategy</b> 6) Utilize questioning strategies that encourage students to think at high levels and demonstrate depth of knowledge (Pre-planned and incorporated into lesson plans).		Teachers, administrative staff	Higher student engagement; higher achievement on assessments in which students transfer knowledge; improved critical thinking skills.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Integrate 21st Century learning skills within lessons. (Real world experiences, problem solving, technology, small groups, etc.) paying attention to student differences.		Teachers, administrative staff	Classroom observations and lesson plans show evidence of usage; higher levels of student engagement and participation.				
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> 8) Provide grade level teams with extended planning time per grading cycle		Administrators	Completed lesson plans on given template; classroom observations show evidence of pre-planning.				
<b>Comprehensive Support Strategy</b> 9) Teachers will complete data charts and utilize them to monitor students' academic growth and discuss during data conferences with administration. (Universal screeners, Fountas and Pinnell reading levels, nine week grades, district assessments, interventions, etc.)		Administrative staff	Completed data charts and data conferences.				
<b>Comprehensive Support Strategy</b> 10) Teachers will utilize summative and formative assessment data to provide differentiation and interventions to students.		Administrative staff	Struggling students receive necessary interventions to show at least a year's growth.				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 11) Incorporate vertical alignment planning between third and fourth grade ELAR teachers to address writing expectations.	2.4	Administrative staff	Teachers increased knowledge of Empowering Writers curriculum and strategies				

 = Accomplished    
  = Continue/Modify    
  = No Progress    
  = Discontinue

**Goal 1:** Parker Elementary will achieve a rating of not less than "B" for Domains 1, 11, and 111 under the A - F Accountability System.

**Performance Objective 4:** Parker will grow Domain III Closing the Gaps by 5% from the 2019-2020 school year.

**Evaluation Data Source(s) 4:** 2020 STAAR Assessment Domain III scores and Targets Met or Not Met for individual student groups. (All, AA, HIS, WH, EcoDis, Sped)

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Provide push in services by highly qualified teachers to support implementation of special education IEP's.		Special education teachers, teachers, administrative staff	Grades, classroom observations reflect growth in special education students.				
2) Provide professional development for GT highly qualified teachers to enrich the rigor of instruction to GT students (Six hour update).		GT teachers, administrative staff	Lesson plans reflect use of GT strategies and projects; GT students show at least a year's growth.				
3) Teachers will use data (student groups-ED, AA, H, WH, SE Item analysis, running records, and summative and formative assessments) to drive instructional decisions and provide differentiation to students.		Teachers, administrative staff	Six week data conferences, classroom observations, and lesson plans reflect differentiation to struggling students.				
4) Utilize universal screening and progress monitoring systems to track student progress throughout the year. (Renaissance, TPRI, and NSGRA)		Teachers, administrative staff	Teachers will closely monitor student progress to determine needed interventions.				
5) Integrate 21st Century learning skills within lessons. (Real world experiences, problem solving, technology, small groups, etc.) paying attention to student differences.		Teachers, administrative staff	Classroom observations and lesson plans show evidence of usage; higher levels of student engagement and participation.				
6) Teachers will utilize SEL instructional teaching practices to support all student groups. (Homeless, foster care students, AA, H, WH, ELL's, Eco Dis)		Administrators, teachers	Higher academic achievement, greater engagement and motivation, fewer discipline occurrences.				
7) Initiate and monitor RTI referrals regularly and provide necessary interventions to Tier 2 and 3 students.		Administrative staff, counselor	Effective use of interventions to support struggling students; students showing at least a year's growth in math and reading.				

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

## Goal 2: Parker Elementary will provide effective teachers and effective principals to serve Parker students.

**Performance Objective 1:** Administrative staff will ensure that 100% of Parker teachers are effective or highly effective teachers through TEEM.

**Evaluation Data Source(s) 1:** Improved RAVE/TTESS Observation scores.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrative staff will seek out highly qualified applicants at job fairs.		Administrative Staff	All teaching positions filled with highly qualified staff.				
<b>Comprehensive Support Strategy</b> 2) Review applicant resumes and references to assure that in previous teaching assignments effectiveness was documented through individual teacher data. (Includes ESL certified teachers)		Administrative staff	All teaching positions filled with highly qualified staff.				

**Goal 2:** Parker Elementary will provide effective teachers and effective principals to serve Parker students.

**Performance Objective 2:** Parker/District will provide professional development to grow 100% of Reading teachers so that 75% of third grade students are on grade level by May 2020.

**Evaluation Data Source(s) 2:** Improved TTESS/TEEM Observation scores.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Hold weekly CLC and morning planning meetings with teachers intentional study of TEKS Resource System curriculum documents and planning.		Curriculum facilitator, administrative staff	Sign in sheets, CLC binders, classroom observations and lesson reflect planning.				
<b>Comprehensive Support Strategy</b> 2) Provide necessary training on interpreting and analyzing assessment data in order to support instructional strategies and interventions. (TPRI, Renaissance, CBA's, running records, performance-based assessments)		Administrative staff	Sign in sheets, six weeks data conferences reflect teacher analysis of data.				
<b>Comprehensive Support Strategy</b> 3) Send teachers to district initiated staff development.		Administrative staff, teachers	Sign in sheets, classroom observations reflect integration of high yield strategies.				
<b>Comprehensive Support Strategy</b> 4) Support teachers in need of obtaining ESL certification.		Administrative staff	ESL certification				
<b>Comprehensive Support Strategy</b> 5) Eight teachers will participate in Scholastic guided reading coaching throughout the 2018-2019 school year.		Administrative staff	Teachers implement effective guided reading groups.				
6) Support teachers by utilizing campus CLF's (Collaborative .		Administrative staff	Improved teacher effectiveness				
							

**Goal 2:** Parker Elementary will provide effective teachers and effective principals to serve Parker students.

**Performance Objective 3:** Administrators will provide mentor teachers to 100% new teachers at Parker Elementary.

**Evaluation Data Source(s) 3:** All new teachers matched with a mentor teacher and conference to discuss progress.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) New teachers will attend monthly district new teacher academy meetings.		Administrative staff	Sign in sheets; new teachers will gain knowledge and support in a variety of areas.				
2) Allow time for new teachers to observe classrooms as needed.		Administrative staff	Conference after observations; new teachers will learn effective strategies to support their teaching.				
3) All new teachers will have an assigned mentor teacher.		Administrative staff, mentor teacher	Support to new teachers.				
4) Allow time for campus CLF to support new teachers.		Administrative staff	Support to new teachers				



 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue

**Goal 2:** Parker Elementary will provide effective teachers and effective principals to serve Parker students.

**Performance Objective 4:** School climate and staff morale will improve 15% over the 2019-2019 when compared to the 2018-2019 school year.

**Evaluation Data Source(s) 4:** Results of staff surveys at the end of the school year.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan team building activities and goodies at staff meetings.		Administrative staff	Staff sign in sheets; increased climate.				
<b>Funding Sources:</b> 199 - General Fund - 0.00							
2) Celebrate Teacher Appreciation Week.		PTO, administrative staff	Agenda of activities, positive surveys from teachers				
<b>Funding Sources:</b> 199 - General Fund - 500.00							
3) Hold a monthly Sunshine Day staff luncheon.		Climate Committee	Monthly luncheons, positive surveys from teachers				
4) Plan staff gatherings throughout the school year. (Beginning of year, Christmas party, End of Year, etc.)		Administrative staff, climate committee	Positive teacher surveys				
5) Offer Parker T-shirts to all staff and a College shirt day with jeans on Wednesdays.		Administrative staff	Positive teacher surveys				
6) Celebrate staff birthdays by including them in the Monday Message and in morning announcements.		Administrative staff	Positive teacher surveys				
7) Create a "Secret Pal" program in which staff participating receive monthly goodies.		Climate committee, administrative staff	Positive teacher surveys, staff participation				
8) Staff may earn jean passes for attendance and participation in events outside regular school hours.		Administrative staff	Positive teacher surveys				
9) Staff may earn jean passes for two weeks for being in attendance for an entire month. (No sick or personal days used)		Administrative staff	Increase in employee attendance				

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

### Goal 3: Parker Elementary will develop a systemic approach to address the holistic needs of students and families.

**Performance Objective 1:** By the end of the 2019-2020 school year, Parker will have an average attendance rate of 97%.

**Evaluation Data Source(s) 1:** Attendance rate will reflect 97% at the end of the 2019-2020 school year.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Award certificates & ribbons for perfect attendance & no tardies each 9 weeks and for all year. Recognize students in the Hall of Honor display.		Office staff, administrative staff, teachers	Award program agendas, names in newspaper, bulletin board displays.				
<b>Funding Sources:</b> 199 - General Fund - 500.00							
<b>Comprehensive Support Strategy</b> 2) At five absences, teachers will call the parent to express concern that the student is missing important instruction. At ten absences, contact the administrative team and social worker. Set up a parent conference with an administrative team member present. At ten absences, names will be turned into the district truancy officer.		Teachers, administrative staff, social worker	Skyward reports reflect improved attendance.				
3) Teachers will provide reward when the class spells PERFECT ATTENDANCE (OR OTHER WORD) and earns letters each day all students are present. Teachers may choose to use another reward system.		Teachers	Student incentives given; improved class attendance.				
4) Class attendance rates will be posted outside classroom doors at the end of each nine weeks.		Attendance Clerk and Counselor	Improved attendance rates for each class throughout the year				
5) Coordinate with the district truancy office to address students with chronic attendance problems.		Attendance clerk, teachers, administrative staff	Support to parents and students with chronic attendance issues.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 3:** Parker Elementary will develop a systemic approach to address the holistic needs of students and families.

**Performance Objective 2:** Parker Elementary will reduce the number of discipline referrals by 10% and the number of out of school suspensions for 10% in the 2019-2020 school year.

**Evaluation Data Source(s) 2:** Reduction in the number of discipline referrals compared to the previous school year as reported through Skyward.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Provide extra-curricular activities for academic enrichment & support as follows: Elites Drill team, Cup Stacking Team, Student Council, Communities In Schools program, All district musical, Planet Protectors, Yearbook, Lemonade Day, and trumpets/drums club.		Teachers, special programs committee, administrative staff	Increased student motivation, attendance, and fewer behavioral issues.				
		Teachers, administrative staff	Increased student motivation for good behavior and fewer discipline referrals				
2) Provide student incentives to encourage involvement and positive behavior including Spirit Fridays, Murphy bucks, Library Nights, Reading and Math Nights, Extravaganza, Hall of Honor, Principal's 200 Club, Field Days, and Pelican Points Class Rewards.	<b>Funding Sources:</b> 199 - General Fund - 1000.00						
3) Utilize "Tough Kids" materials to support social skills lessons and positive behavioral support strategies.		Teachers, administrative staff	Fewer behavioral referrals, increased utilization of behavioral plans for students in need				
4) Utilize Capturing Kids Hearts strategies such as social contract and questioning strategies to build positive relationships with and between students.		Teachers, administrative staff	Social contracts posted in every classroom, classroom observations				
5) Hold STAAR pep rally and give STAAR Incentives to 3-4th grade students to promote student motivation.		Administrative staff, teachers	Increase in STAAR achievement				
6) Provide grade level counseling presentations (Bullying, character building, drug awareness such as Chicken Club, etc.) and plan Career Day activities.		Counselor, administrative staff	Lesson plans reflect plans, fliers for school events, student participation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Utilize the RTI process for students with serious behavioral deficits.		Counselor, administrative staff	RTI logs and fewer discipline referrals as compared to previous school year.				
8) Utilize a behavioral interventionist who will work directly with teachers and students on strategies to improve social skills and student behavior.		Administrative staff	Reduction in number of discipline referrals as reported through Skyward.				
<b>Funding Sources:</b> 211 - Title I - 0.00, 199 - General Fund - 0.00							
9) Teachers will reflect on the 5 teacher social and emotional skills and determine goals that positively impact social teaching practices. (Student-centered discipline, teacher language, responsibility and choice, warmth and support)		Administrative staff; counselor	Fewer dropouts; more options to meet needs of students				
<b>Additional Targeted Support Strategy</b> 10) All staff will implement CHAMPS strategies in and outside of classrooms.	2.4, 2.5, 2.6	Administrative staff; CHAMPS coordinator	Reduction in number of discipline referrals as reported through Skyward.				
11) Make referrals to Family Service Center as needed.	2.6, 3.1	Administrative staff	Support to students experiencing extenuating circumstances				
							

**Goal 3:** Parker Elementary will develop a systemic approach to address the holistic needs of students and families.

**Performance Objective 3:** Staff, student and parent perception of improved safety for all students and staff will increase by 15% from the Fall of 2019 to the Spring of 2020.

**Evaluation Data Source(s) 3:** Fewer accident reports compared to the previous school year; documentation of all drills performed

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will wear name tags while on campus.		Teachers, administrative team	Observations; staff recognizable to parents and other staff.				
2) Parker will promote Red Ribbon Week activities for drug awareness.		Counselor, administrative staff	Agenda of events; students knowledgeable of drug awareness.				
<b>Funding Sources:</b> 199 - General Fund - 200.00							
3) Visitor's must have driver's license screened (V-Soft) upon entering the building.		Office staff, administrative staff	Computer log; increased school safety.				
4) Make referrals for students/families to the Family Service Center counselor.		Family service counselor, teachers, counselor, administrative staff	Individual student needs addressed.				
5) Train staff and students on proper emergency preparedness. (Fire, lockdown, lockout, shelter in place, and reverse evacuation drills)		Administrative staff, Chief Amador	Successful drills; log; improved safety.				
6) Necessary staff will get CPI training as needed.		Administrative staff, teachers	CPE Certificates, staff prepared in the event CPI is needed; improved safety.				
7) Staff a school nurse to prevent and support campus safety.		Administrative staff	Reduction in number of clinic referrals compared the previous school year.				
<b>Funding Sources:</b> 211 - Title I - 0.00							
8) Celebrate Fire Prevention week by inviting the Galveston Fire Department to meet with students and discuss fire prevention and safety.		Counselor and specials teachers	Students show increased knowledge in fire safety measures.				

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

**Goal 3:** Parker Elementary will develop a systemic approach to address the holistic needs of students and families.

**Performance Objective 4:** Parker Elementary will conduct 25 or more parent and community engagement activities during the 2019-2020 school year.

**Evaluation Data Source(s) 4:** Sign in sheets showing parent and community participation

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hold monthly PTO meetings to increase parent support with school events and encourage volunteerism.		Administrative staff	Increase in PTO sponsored activities, agendas, sign in sheets				
2) Hold "Meet the Teacher" and "Open House" nights in August (PK-K) and September (1st-4th).		Administrative staff, teachers	Sign in sheets, agendas, increase in parent attendance as compared to the previous year.				
3) 100% of parents/guardians will participate in scheduled parent conferences at the end of the first six weeks.		Teachers, administrative staff	Parent sign in sheets				
4) Celebrate Texas Public Schools Week with events for students and parents.		Counselor, administrative staff, teachers	Flier of events, parent sign in for events				
<b>Funding Sources:</b> 199 - General Fund - 500.00							
5) Maintain ongoing communication with parents through student planners, monthly newsletters, Blackboard communication system, campus website, campus marquee, and STAAR parent information nights, and other classroom communication systems such as class dojo, remind, etc.		Administrative staff	All students utilizing planners, attendance at parent information nights increased compared to previous year, website updated				
<b>Funding Sources:</b> 199 - General Fund - 2100.00							
6) Maintain partnerships with community resources such as Junior League, Communities in Schools, Family Service Center, UTMB, Sea Camp, Robles karate, GISD Police Dept., Sonic, Cici's Pizza, Rainforest Cafe, Rice University, LULAC, Lemonade Day, Walmart, Kroger, Patty Cakes, Ellie's, Home Depot, Happy Budha, Starbucks, Academy, Star Bakery, and Comcast.		Administrative staff, counselor	Community support at school events				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Invite parents to special school events and programs such as Books and Biscuits, Family Fun Night, Book Fair, Elites and Theatre Arts performances, field day, GT product fair, Living Museum, and parent information nights.		Administrative staff, librarian, PE Coach, teachers	Parent sign in sheets, increased attendance compared to previous school year				
<b>Funding Sources:</b> 199 - General Fund - 1000.00							
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 8) Utilize Communities in Schools support for students in need by making referrals and participating CIS activities and events.		Administrative staff and CIS representative Mrs. Lewis	Increased attendance of students in CIS program				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 3:** Parker Elementary will develop a systemic approach to address the holistic needs of students and families.

**Performance Objective 5:** For the 2019-2020 school year Parker Elementary will address the social emotional learning needs of 60% of students.

**Evaluation Data Source(s) 5:** Teacher surveys, increased achievement on assessment data (STAAR, Renaissance, running records, etc.), fewer discipline occurrences in Skyward

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Introduce staff to the importance of understanding social emotional development and the role it plays in student learning. (Mrs. Spencer visits campus at faculty; representative from Depelchin presents to staff at beginning of year)		Administrative staff	Staff gains understanding of definition of social emotional skills and practices.				
2) Hang SEL posters in classrooms and campus hallways.		Teachers and administrative staff	Increased awareness of social emotional learning skills and practices.				
3) Teachers will incorporate 10 teaching practices that promote social emotional and academic skills. (Social and instructional)		Administrative staff	Teaching practices reflected in lesson plans and classroom observations.				
4) Teachers will strengthen their own 5 social and emotional skills (Self-awareness, self-management, social awareness, relationship skills, and responsible decision making) by completing a self-assessment tool and using the results to reflect on their teaching practices and professional development goals.		Administrative staff	Teachers focus on SEL's that they need to improve upon				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3:** Parker Elementary will develop a systemic approach to address the holistic needs of students and families.

**Performance Objective 6:** Parker will provide systems and procedures to help identify , assist , and monitor 100% of students experiencing homelessness and foster care.

**Evaluation Data Source(s) 6:** Identification of students through Skyward.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Stakeholders are notified properly of students who are homeless or in foster care in order to meet their individual needs. (School supplies, counseling, uniforms, etc.)		Office staff, administrative staff, counselor	Additional support given to homeless and foster care students as needed.				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Referrals are made to appropriate staff as needed for assistance. (Counselor, social worker, family service center, nurse, etc.)	2.5, 2.6	Office staff, administrative staff, teachers	Additional support given to homeless and foster care students as needed.				
3) Hold professional development to help identify at-risk students.	2.6, 3.1	Administrative staff	Teachers and staff can better offer support to students in need				



100% = Accomplished      → = Continue/Modify      0% = No Progress      X = Discontinue

## Goal 4: Parker Elementary will seek creative solutions to the financial pressures on the district.

**Performance Objective 1:** Parker will strive to apply for five Galveston Education Foundation Grants during the 2019-2020 grant cycle.

**Evaluation Data Source(s) 1:** Increase in the number of teachers/staff participating in grants as compared to the previous school year.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parker administrators will notify staff of any grant writing workshops, timelines, and provide support to teachers and teams seeking a GEF grant.		Teachers, administrative staff	Greater participation in grant process by teachers during the fall and spring semesters				

**Goal 4:** Parker Elementary will seek creative solutions to the financial pressures on the district.

**Performance Objective 2:** Parker PTO and grade level teams will organize a minimum of two school fundraisers.

**Evaluation Data Source(s) 2:** Increase in the percentage of participation in school fundraisers as compared to the previous year.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parker PTO will promote and organize a fundraisers to support campus needs.		PTO officers	Greater participation in fundraising leading to more money raised for the school.				

**Goal 4:** Parker Elementary will seek creative solutions to the financial pressures on the district.

**Performance Objective 3:** Parker Administrative Team will seek out grants from private organizations beginning with one attempt.

**Evaluation Data Source(s) 3:** Increasing revenue for Parker's identified needs.

**Summative Evaluation 3:**

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement balanced literacy framework with fidelity and utilize Scholastic, new adoption HMH, and other literacy materials to target student needs.
1	1	2	Utilize data to drive in school push in and push out small group tutoring. (Seven tutors)
1	1	3	Utilize computer programs to target individual student needs. (Learning A to Z and Starfalls)
1	1	4	Utilize supplemental curriculum materials such as Countdown to STAAR, Lucy Calkins Units of Study for Writing and Reading, Writing Academy Reading TAP and THINK. Gourmet Curriculum, and Step Up to the TEKS, HMH reading material.
1	1	5	Utilize high yield teaching strategies (Lead4ward Playlist, Teach Like a Champion) to strengthen core instruction in reading.
1	1	8	Utilize questioning strategies that encourage students to think at high levels and demonstrate depth of knowledge (Pre-planned and incorporated into lesson plans).
1	1	11	Teachers will complete data charts and utilize them to monitor students' academic growth and discuss during data conferences with administration. (Universal screeners, Fountas and Pinnell reading levels, nine week grades, district assessments, interventions, etc.)
1	1	12	Teachers will utilize summative and formative assessment data to provide differentiation and interventions to students.
1	2	1	Utilize data to drive in school small group tutoring utilizing tutors and classroom guided groups in math.
1	2	2	Utilize computer programs to target individual student needs. (Dreambox k-2, Prodigy grades 3-4 )
1	2	3	Utilize supplemental curriculum materials such as Motivation Math, Lone Star 2.0 Problem Solving, Countdown to STAAR and Fast Focus Math, TEKSing Toward STAAR, Gourmet Curriculum, and Step Up to the TEKS.
1	2	4	Utilize high yield teaching strategies (Lead4ward Playlist, Teach Like a Champ) to strengthen core instruction in math.
1	2	5	Utilize title tutors to support struggling students.
1	2	7	Utilize universal screening and progress monitoring systems to track student progress throughout the year. (Renaissance first through fourth)
1	2	8	Utilize questioning strategies that encourage students to think at high levels and demonstrate depth of knowledge (Pre-planned and incorporated into lesson plans).
1	2	10	Provide grade level teams with extended planning time once during grading cycles.

Goal	Objective	Strategy	Description
1	2	11	Teachers will complete data charts and utilize them to monitor students' academic growth and discuss during data conferences with administration. (Universal screeners, Fountas and Pinnell reading levels, nine week grades, district assessments, interventions, etc.)
1	2	12	Teachers will utilize summative and formative assessment data to provide differentiation and interventions to students.
1	3	1	Utilize data to drive in school small group tutoring utilizing tutors and classroom guided groups in writing.
1	3	2	Utilize supplemental curriculum materials such as Empowering Writers, Write Source, Mentor Sentences, Motivation Writing, Countdown to STAAR, Lucy Calkins Units of Study for Writing and Reading, Writing Academy Writing, Step Up to the TEKS.
1	3	3	Utilize high yield teaching strategies (Lead4ward Playlist, Teach Like a Champion) to strengthen core instruction in writing.
1	3	4	Utilize title tutors to support balanced literacy with students below grade level.
1	3	6	Utilize questioning strategies that encourage students to think at high levels and demonstrate depth of knowledge (Pre-planned and incorporated into lesson plans).
1	3	8	Provide grade level teams with extended planning time per grading cycle
1	3	9	Teachers will complete data charts and utilize them to monitor students' academic growth and discuss during data conferences with administration. (Universal screeners, Fountas and Pinnell reading levels, nine week grades, district assessments, interventions, etc.)
1	3	10	Teachers will utilize summative and formative assessment data to provide differentiation and interventions to students.
1	3	11	Incorporate vertical alignment planning between third and fourth grade ELAR teachers to address writing expectations.
1	4	1	Provide push in services by highly qualified teachers to support implementation of special education IEP's.
2	1	2	Review applicant resumes and references to assure that in previous teaching assignments effectiveness was documented through individual teacher data. (Includes ESL certified teachers)
2	2	1	Hold weekly CLC and morning planning meetings with teachers intentional study of TEKS Resource System curriculum documents and planning.
2	2	2	Provide necessary training on interpreting and analyzing assessment data in order to support instructional strategies and interventions. (TPRI, Renaissance, CBA's, running records, performance-based assessments)
2	2	3	Send teachers to district initiated staff development.
2	2	4	Support teachers in need of obtaining ESL certification.
2	2	5	Eight teachers will participate in Scholastic guided reading coaching throughout the 2018-2019 school year.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
3	1	2	At five absences, teachers will call the parent to express concern that the student is missing important instruction. At ten absences, contact the administrative team and social worker. Set up a parent conference with an administrative team member present. At ten absences, names will be turned into the district truancy officer.
3	2	1	Provide extra-curricular activities for academic enrichment & support as follows: Elites Drill team, Cup Stacking Team, Student Council, Communities In Schools program, All district musical, Planet Protectors, Yearbook, Lemonade Day, and trumpets/drums club.
3	4	8	Utilize Communities in Schools support for students in need by making referrals and participating CIS activities and events.
3	6	2	Referrals are made to appropriate staff as needed for assistance. (Counselor, social worker, family service center, nurse, etc.)

# PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement balanced literacy framework with fidelity and utilize Scholastic, new adoption HMH, and other literacy materials to target student needs.
1	1	2	Utilize data to drive in school push in and push out small group tutoring. (Seven tutors)

# Campus Funding Summary

<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Staff, professional development, literacy materials-GEF grants		\$0.00
1	1	3	Computer programs-district funded		\$0.00
1	1	4	Purchased already		\$0.00
1	2	2	Computer programs-district funded		\$0.00
1	2	3	Purchased already		\$0.00
1	3	2	Purchased already		\$0.00
2	4	1	Goodies/treats for staff		\$0.00
2	4	2	PTO, Climate Committee Support-treats		\$500.00
3	1	1	Ribbons, certificates		\$500.00
3	2	2	Prizes for students		\$1,000.00
3	2	8		District	\$0.00
3	3	2	Pencils, ribbons		\$200.00
3	4	4	Burritos		\$500.00
3	4	5	Student planners		\$2,100.00
3	4	7	Biscuits/snacks		\$1,000.00
<b>Sub-Total</b>					<b>\$5,800.00</b>
<b>211 - Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	2	8	Position	District	\$0.00
3	3	7			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

<b>TIF</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5	Lead4ward		\$0.00
1	2	4	Lead4ward		\$0.00
1	3	3	Lead4ward		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$5,800.00