



**Palmer Elementary
Campus Improvement Plan
2019-2020**

Board Approved:

Palmer Elementary Mission Statement

With the implementation of the "No Child Left Behind" Act (NCLB), the mission of Geraldine Palmer Elementary is to provide highly qualified personnel to meet the needs for all students populations on our campus. Our goal is to prepare students for life-long skills and to build on learning opportunities in the areas of academic, cultural, technological and social programs. Our school, parents and community are committed in making sure that all students strive for the highest standards of excellence in education.

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

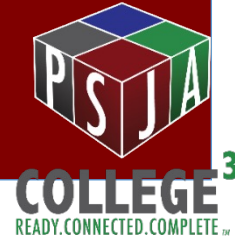
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

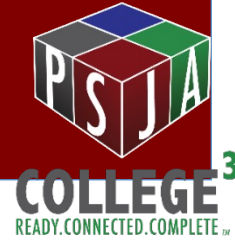
Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-19 STAAR Campus Summary Report
2. 2018-19 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Language Learners (ELL):

The following sources from across the district were used to review the Bilingual Education/Dual Language (BE/DL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The BE/DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the BE/DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In 3rd grade Math, the achievement gap between ELL and All students 2018-2019 is 1%.
- In 4th grade Math, the achievement gap between ELL and All students 2018-2019 is 3%.
- In 4th grade Reading, the achievement gap between ELL and All students 2018-2019 is 4%.
- In 5th grade Science, the achievement gap between ELL and All students 2018-2019 is 4%.

Comprehensive Needs Assessment



Demographics

Demographics Summary

English Language Learners (ELL):

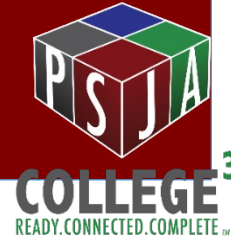
Strengths:

- The Dual Language Program at Palmer serves ELL students in grades PK-5.

On the STAAR exam:

- 4th grade Math, passing rate for EL students at Palmer was 83 %, 29 points above the state.
- 4th grade Reading, passing rate for EL students at Palmer was 82 %, 22 points above the state.
- 4th grade Writing, passing rate for EL students at Palmer was 74 %, 7 points above the state.
- 5th grade Math, passing rate for EL students at Palmer was 97 %, 20 points above the state.
- 5th grade Reading, passing rate for EL students at Palmer was 90 %, 25 points above the state.
- 5th grade Science, passing rate for EL students at Palmer was 84 %, 40 points above the state.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- In 4th grade Reading, the achievement gap between Sped and All students 2018-2019 is 3%.
- In 4th grade Writing, the achievement gap between Sped and All students 2018-2019 is 48%.
- In 5th grade Science, the achievement gap between Sped and All students 2018-2019 is 5%.

Professional Development Needs:

The Special Education Department must participate in PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from across the district were used to review the Special Education data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Strengths:

System Safeguards Data: As evidenced in the STAAR assessments , the results show an achievement gap as follows:

- 4th grade Reading, passing rate for Sped students at Palmer was 43 %, 7 points above the state.
- 4th grade Writing, passing rate for Sped students at Palmer was 29 %, 5 points above the state.
- 5th grade Math, passing rate for Sped students at Palmer was 97 %, 46 points above the state.
- 5th grade Reading, passing rate for Sped students at Palmer was 75 %, 36 points above the state.
- **Professional Development Needs:**

The Special Education Department must participate in PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain 1: Student Achievement	<ul style="list-style-type: none"> • STAAR performance 2018= 83% and in 2019=90% • Reading 2018= 84% 2019=90% • Math 2018=88% 2019=92% • Science 2018=85% 2019=90% 	<ul style="list-style-type: none"> • Writing lowest performance 77% • No growth in writing 2018 to 2019 • Special education gap -19 with all students 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> • 4th grade Writing
2	Domain 2: Part A	<ul style="list-style-type: none"> • Reading and Math 30 students grew from did not meet to approaches • Reading and Math 32 students grew from approaches to meets 	<ul style="list-style-type: none"> • Reading growth – Although the performance for economically disadvantaged students was good there was not enough growth from performance levels. • Reading growth in 2018=77% and 2019=79% • Math growth in 2018=89% and 2019=83% • Reading 32% Did not meet growth • Math 29% did not meet growth • Overall 2018=77% growth 2019=75% 	<ul style="list-style-type: none"> • Address the needs of identified students to meet the progress measure in 2019-2020 in Reading and Mathematics
3	Domain 2: Part B	<ul style="list-style-type: none"> • STAAR Eco Dis 2018- 90% 2019=90% 	<ul style="list-style-type: none"> • Accurate documentation of Eco Dis. 	<ul style="list-style-type: none"> • Special population groups will receive additional support and intensive interventions in reading, writing, math, science.
4	Domain 3	<p>Part I: Academic Achievement All Students Reading Improvement 2018=51% 2019=59%</p> <p>Part III- 100% Met</p> <p>Part IV- Student Success Approaches 2018= 85% 2019= 90% Meets: 2018= 55% 2019= 60% Masters= 2018=27% 2019=32%</p>	<p>Part II Growth Status Math 2018=81% 2019=77% Reading Noncontinuous Enrolled 2018=72% 2019=72% Special Ed 2018=79% 2019=52% Continuously Enrolled 2018=82% 2019=75%</p>	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their course

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • Neighborhood schools • New buildings/renovations • Communication in both English and Spanish • Parent Liaison on campus • Parent Centers 	<ul style="list-style-type: none"> • More parent volunteers needed. 	<ul style="list-style-type: none"> • Bring in parent, more parent volunteers
6	Technology	<ul style="list-style-type: none"> • Implementation of technology in lessons. • Weekly technology training for teachers. 	<ul style="list-style-type: none"> • Integration of technology in instruction and, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Student attendance • Collaborative Learning Communities with common planning periods • Customer Service 	<ul style="list-style-type: none"> • Decrease in student enrollment 	<ul style="list-style-type: none"> • Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New McRel Evaluation Tool 		

PALMER DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	662	344	318	67	408	0	0	7	602	13
Percent	100	52	48	10	62	0	0	1	91	2

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	662	652	1	1	8	0
Percent	100	99	.2	.2	1.21	0

Student Achievement Summary 2019



	Performance Target 2019
Domain 1 Student Performance	90
Domain 2 (Part A)	80
Domain 2 (Part B)	91
Domain 3	100

Student Achievement Summary 2019



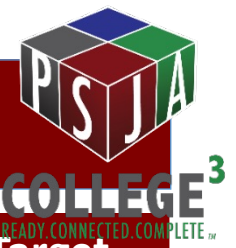
All Students Performance Rates	Performance Target 2019 Approaches	Performance Target 2019 Meets	Performance Target 2019 Masters
Reading	89	59	31
Math	92	64	38
Writing	81	50	18
Science	90	64	37

Student Achievement Summary 2019



ELL Current & Monitored Performance Rates	Performance Target 2019 Approaches	Performance Target 2019 Meets	Performance Target 2019 Masters
Reading	89	55	31
Math	92	61	36
Writing	80	46	9
Science	87	64	32

Student Achievement Summary 2019



Special Ed Performance Rates	Performance Target 2019 Approaches	Performance Target 2019 Meets	Performance Target 2019 Masters
Reading	71	39	11
Math	68	46	14
Writing	58	50	0
Science	89	67	22

Student Achievement Summary 2019



ECO Dis Performance Rates	Performance Target 2019 Approaches	Performance Target 2019 Meets	Performance Target 2019 Masters
Reading	88	56	28
Math	92	61	36
Writing	79	47	15
Science	89	63	35



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STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	258	260	96	87	-	701	
Approaches GL or Above	230	240	78	78	-	626	89
Meets GL or Above	152	167	48	56	-	423	60
Masters GL	80	98	17	32	-	227	32
Total Percentage Points Component Score							181
							60

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
All Subjects																
Percent of Tests																
% at Approaches GL Standard or Above	89%	-	89%	83%	-	-	-	-	88%	89%	89%	70%	*	88%	92%	
% at Meets GL Standard or Above	60%	-	61%	50%	-	-	-	-	58%	57%	57%	47%	*	61%	57%	
% at Masters GL Standard	32%	-	33%	17%	-	-	-	-	30%	30%	30%	12%	*	34%	28%	
Number of Tests																
# at Approaches GL Standard or Above	626	-	616	10	-	-	-	-	563	375	375	54	*	456	170	
# at Meets GL Standard or Above	423	-	417	6	-	-	-	-	367	243	243	36	*	317	106	
# at Masters GL Standard	227	-	225	2	-	-	-	-	191	129	129	9	*	175	52	
Total Tests	701	-	689	12	-	-	-	-	637	423	423	77	*	516	185	
ELA/Reading																
Percent of Tests																
% at Approaches GL Standard or Above	89%	-	89%	*	-	-	-	-	88%	89%	89%	71%	*	89%	91%	
% at Meets GL Standard or Above	59%	-	59%	*	-	-	-	-	56%	55%	55%	39%	*	60%	56%	
% at Masters GL Standard	31%	-	31%	*	-	-	-	-	28%	31%	31%	11%	*	33%	26%	
Number of Tests																
# at Approaches GL Standard or Above	230	-	**	*	-	-	-	-	207	139	139	20	*	170	60	
# at Meets GL Standard or Above	152	-	**	*	-	-	-	-	130	87	87	11	*	115	37	
# at Masters GL Standard	80	-	**	*	-	-	-	-	65	49	49	3	*	63	17	
Total Tests	258	-	**	*	-	-	-	-	234	157	157	28	*	192	66	
Mathematics																
Percent of Tests																
% at Approaches GL Standard or Above	92%	-	93%	*	-	-	-	-	92%	92%	92%	68%	*	92%	94%	
% at Meets GL Standard or Above	64%	-	64%	*	-	-	-	-	61%	61%	61%	46%	*	65%	62%	
% at Masters GL Standard	38%	-	38%	*	-	-	-	-	36%	36%	36%	14%	*	40%	31%	
Number of Tests																
# at Approaches GL Standard or Above	240	-	**	*	-	-	-	-	216	147	147	19	*	176	64	
# at Meets GL Standard or Above	167	-	**	*	-	-	-	-	145	97	97	13	*	125	42	
# at Masters GL Standard	98	-	**	*	-	-	-	-	84	58	58	4	*	77	21	
Total Tests	260	-	**	*	-	-	-	-	236	159	159	28	*	192	68	
Writing																
Percent of Tests																
% at Approaches GL Standard or Above	81%	-	82%	*	-	-	-	-	79%	80%	80%	58%	*	78%	91%	
% at Meets GL Standard or Above	50%	-	51%	*	-	-	-	-	47%	46%	46%	50%	*	52%	43%	
% at Masters GL Standard	18%	-	18%	*	-	-	-	-	15%	9%	9%	0%	*	22%	4%	
Number of Tests																
# at Approaches GL Standard or Above	78	-	**	*	-	-	-	-	67	43	43	7	*	57	21	
# at Meets GL Standard or Above	48	-	**	*	-	-	-	-	40	25	25	6	*	38	10	
# at Masters GL Standard	17	-	**	*	-	-	-	-	13	5	5	0	*	16	1	
Total Tests	96	-	**	*	-	-	-	-	85	54	54	12	*	73	23	
Science																
Percent of Tests																
% at Approaches GL Standard or Above	90%	-	89%	*	-	-	-	-	89%	87%	87%	89%	-	90%	89%	
% at Meets GL Standard or Above	64%	-	65%	*	-	-	-	-	63%	64%	64%	67%	-	66%	61%	
% at Masters GL Standard	37%	-	37%	*	-	-	-	-	35%	32%	32%	22%	-	32%	46%	
Number of Tests																
# at Approaches GL Standard or Above	78	-	**	*	-	-	-	-	73	46	46	8	-	53	25	
# at Meets GL Standard or Above	56	-	**	*	-	-	-	-	52	34	34	6	-	39	17	
# at Masters GL Standard	32	-	**	*	-	-	-	-	29	17	17	2	-	19	13	
Total Tests	87	-	**	*	-	-	-	-	82	53	53	9	-	59	28	
Social Studies																
Percent of Tests																
% at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
% at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Number of Tests																
# at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

[Download Excel](#)

2019-2020 Goals



3rd Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaching		91	93
Meets		65	67
Masters		30	33

4th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaching		86	93
Meets		51	63
Masters		28	33

5th Grade Mathematics

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaching		98	98
Meets		74	75
Masters		54	60

2019-2020 Goals



3rd Grade Reading

	% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaching		86	93
Meets		67	70
Masters		43	45

4th Grade Reading

	% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaching		86	93
Meets		51	63
Masters		24	33

5th Grade Reading

	% of Items Needed to Meet State Performance Standard	% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaching		93	93
Meets		62	63
Masters		30	33

2019-2020 Goals



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4th Grade Writing			
% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaching		81	93
Meets		51	63
Masters		18	33

2018-2019 Goals



5th Grade Science

% of Items Needed to Meet State Performance Standard		% of Students Passing State Assessment <i>TARGET: 60%</i>	Goal <i>TARGET: 60%</i>
		2019	2020
Approaching		88	93
Meets		65	65
Masters		38	40

2019-2020 District Goals

- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Index 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

All strategies and action steps highlighted in yellow represent our sub-populations.

Campus Goal 1: Improve Student Academic Achievement (Index 1) Palmer Elementary

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teacher representatives from our campus will participate in writing the district curriculum.	Teachers: Curriculum Writers	Local Funds, Title 1 Funds	2019-2020	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum writers will train staff members on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course during in-service opportunities.	Teachers: Curriculum Writers	Local Funds, Title 1 Funds	2019-2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Bilingual, General Education Teachers, and Curriculum Writers.	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	2019-2020	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Staff will adhere to academic Calendars and curriculum timelines that were written for all courses. (timelines will be written for all HB5 courses)	Teachers Campus Administration	Local Funds, Title 1 Funds	2019-2020	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, Walkthroughs	Title 1 - #1, 2

Campus Goal 1: Improve Student Academic Achievement (Index 1) Palmer Elementary

Objective 1: Curriculum will be horizontally aligned in 2019-2020 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will provided and desegregated to monitor the effectiveness of the curriculum, teaching and learning	Teachers Campus Administration	Local Funds, Title 1 Funds	2019-2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at Palmer Elementary following each district level CBA or Benchmark for in-depth analysis of the data.	Teachers Campus Administration	Local Funds, Title 1 Funds	2019-2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Assistant principals and principals will monitor the implementation of the curriculum at each campus.	Principal Instructional Coaches Assistant Principal	Local Funds, Title 1 Funds	2019-2020	Walk-through documentation Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Student/Teacher supplies and materials to be used to help students learn concept in different ways.	Teachers and Campus Administration	Local Funds, Title 1 Funds	2019-2020	Walk-through documentation Lesson Plans	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3

Campus Goal 1: Improve Student Academic Achievement (Index 1) Palmer Elementary

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in **2019-2020**.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses.	District Content Coordinators	Local Funds, Title 1 Funds	2019-2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives / curriculum writers will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR.	Curriculum Writers/ Teachers	Local Funds, Title 1 Funds	2019-2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives/ curriculum writers will review the assessments to ensure adherence to the Academic Calendar	District Content Coordinators Teacher Representatives/ Curriculum Writers	Local Funds, Title 1 Funds	2019-2020	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2015-16.	Teachers School Administration	Local Funds, Title 1 Funds	2019-2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

Campus Goal 1: Improve Student Academic Achievement (Index 1) Palmer Elementary

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in **2019-2020**.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration.	Campus Principal Assistant Principal Instructional Coach	Local Funds, Title 1 Funds	2019-2020	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Data Room will be available for data analysis and monitoring student progress.	Campus Principal Assistant Principal Instructional Coach	Local Funds, Title 1 Funds	2019-2020	Walk-throughs	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Collaborative Learning Communities, CLC Sessions, will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Campus Principal Assistant Principal Instructional Coach Teachers	Local Funds, Title 1 Funds	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8

Campus Goal 1: Improve Student Academic Achievement (Index 1) Palmer Elementary

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in **2019-2020**.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM.	Campus Administration Teachers	Migrant Funds 212	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, Plan of Action, Progress Monitoring Forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM.	Campus Administration Teachers Special Ed. Teacher	Special Ed Funds 224	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, Plan of Action, Progress Monitoring Forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM.	Campus Administration Teachers LPAC	Title III 263	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, Plan of Action, Progress Monitoring Forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2

Campus Goal 1: Improve Student Academic Achievement (Index 1) PALMER ELEMENTARY

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the **2019-2020** STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Principal Assistant Principal Instructional Coach Teachers	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	2019-2020	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc.	Principal Assistant Principal	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	2019-2020	Principals' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

<p>Purchase equipment, materials, IPODS, Ipads, cases, computers, supplies for students, headphones, printers, printer accessories, scanners, paper, rent copiers(overages) dictionaries, boom boxes,books</p> <ul style="list-style-type: none"> • Lakeshore (instructional materials) • Gateway (instructional materials) • Scholastic • Science Pilot, LLC • Benchmark Education • Brilliant Education • Estrellia • Barnes & Noble • GF Educators, Inc • Curriculum & Associates • Mentoring Minds • Heinemann • Kamico • Express Booksellers • Triumph Learning • Heinemann Ed. books • MathWarm-Ups • LRI Litrary • Math GPS •Printshop • ECS Learning • Perma-Bound • STAAR Master • Measuring up Express • Houghton Mifflin Harcourt • Forde Ferrier • Thinking Maps • Voyager Sopris • STAAR Ready 	Principal Assistant Principal	Local Funds, Title I, SCE	2019-2020	Student Achievement	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI, Tejas LEE	Title 1 -#2, 8
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Campus Goal 1: Improve Student Academic Achievement (Index 1) Palmer Elementary

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the **2019-2020** STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/ accommodations for the special education students in their classroom.	Campus Principal Assistant Principal Instructional Coach Teachers Special Education Teacher	Special Ed 224	2019-2020	Lesson Plans, Walk-throughs, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principal Assistant Principal Instructional Coach Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	2019-2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps, Agendas, Sign In Sheets	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Professional development training of specific Science, Math, and Reading Strategies and Curriculum will be provided for teachers. Ford Ferrier also Including Summit K12 new Science Program software.	Principal Assistant Principal Instructional Coach	Local Funds 199, Title 1 Funds 211	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, Agendas, Sign In Sheets	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1) PALMER ELEMENTARY

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the **2019-2020** STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Afterschool, Saturday and Summer tutorials will be available for students in each subgroup following each district-level CBA and Benchmark, Science camps	Campus Principal Assistant Principal Teachers Special Ed. Teacher	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224, SCE	2019-2020	Tutorial Sign-in sheets, Schedules, Lesson Plans	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principal Assistant Principal Teachers	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224, SCE	2019-2020	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all teachers on differentiated instruction.	Principal Assistant Principal Instructional Coach	Title 1 Funds, Lead4Ward materials, Lead4ward online access, SCE	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1) Palmer Elementary

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinguish Awards and the Systems Safeguards are calculated.	Campus Principals Assistant Principal Instructional Coach	Local Funds 199	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled 3X weekly in unpacking the TEKS and lesson planning collaboration.	Campus Principals Assistant Principal Instructional Coach	Title 1 211, Local Funds 199	2019-2020	Walk-throughs and Master Schedule Sign In Sheets, Agendas	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group.	Campus Principals Assistant Principal Instructional Coach	Title 1 211, Local Funds 199, DMAC Access	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Principal, Assistant Principal, Teachers, Instructional	Title 1 211, Local Funds 199	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1) PALMER ELEMENTARY

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Rtl training will be provided for all staff members to address the needs of all students.	Counselor	Title 1 211 Imagine Learning	August 2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Campus Principals Assistant Principal Instructional Coach	Title III 263	August 2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education. • Herman Method	Campus Principals Assistant Principal Instructional Coach Counselor Teachers	Title I Special Ed 224	August 2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all teachers and campus administration on Data Analysis/Differentiated instruction.	Campus Principals Assistant Principal Instructional Coach	Title 1 Funds	August 2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide content specific training for all teachers and campus administration to meet the needs of students. • CAST • DMR • Pearlized Math • William MacDonald • Irma Duran • IMAS • Rogelio Gomez, Jr. • Summit K-12 • Region One	Campus Principals Assistant Principal	Title 1 Funds	August 2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Index 1) PALMER ELEMENTARY

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Purchase equipment, materials, IPODS, computers headphones, printers, scanners, paper, rent copiers, <ul style="list-style-type: none"> • Lakeshore (instructional materials) • Gateway (instructional materials) • Scholastic 	Principal Assistant Principal	Local Funds, Title I, SCE	2019-2020	Student Achievement	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS, TPRI, Teas' LEE	Title 1 -#2, 8
Reading strategies training (The Reading Strategies, by Jennifer Serravall) will be provided for all staff members to serve the needs of our ELL , economically disadvantaged and at risk students.	Campus Principals Assistant Principal Instructional Coach Teachers	Title III 263	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2) Palmer Elementary

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies.	Instructional Coaches Selected Teachers: Curriculum Writers	Title 1 211, Local Funds 199	2019-2020	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation.	Principal Assistant Principal Instructional Coach	Title 1 211, Local Funds 199	2019-2020	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Writing Rubrics aligned to STAAR will be used to guide students writing.	Teachers Instructional Coach	Title 1 211, Local Funds 199	2019-2020	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Depth of Knowledge Questions will be written and used for each literary piece/all genres during Collaborative Learning Communities (CLCs)	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	2019-2020	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2) Palmer Elementary

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level.	Principal Assistant Principal Teachers Instructional Coach	Title 1 211, Local Funds 199	2019-2020	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Literature questions will be used for each literary piece/all genres.	District ELA Content Coordinators Principal Teachers	Title 1 211, Local Funds 199 Mentoring Minds Kamiko STAAR Master STAAR Ready	2019-2020	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered.	Campus Principal, Instructional Coach, Assistant Principal	Title 1 211, Local Funds 199	2019-2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to guide tutorial lessons and to identify spiraled skills	Campus Principal, Instructional Coach, Assistant Principal	Title 1 211, Local Funds 199	2019-2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities.	Campus Principal, Instructional Coach, Assistant Principal Teachers	Title 1 211, Local Funds 199 Storyworks and Storyworks Junior Rally Education	2019-2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2) Palmer Elementary

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer School will be used to provide intervention and instruction to students in need of extended learning opportunities.	Campus Principal, Instructional Coach, Assistant Principal, Teachers	Title 1 211, Local Funds 199, SCE, Storyworks and Storyworks Junior Rally Education	2019-2020	Summer school Rosters, DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Summer Training/Staff Development will be used to provide teachers the opportunity to see STAAR results, identify gaps in student learning, unpacking TEKS, and improve their knowledge of the key subjects Reading and Math	Campus Principal, Instructional Coach, Assistant Principal, Teachers	Title 1 211, Local Funds 199, SCE, Storyworks and Storyworks Junior Rally Education	2019-2020	Summer school Rosters, DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2)Palmer Elementary

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be implemented for K-12 using CIF strategies	Teachers	Title 1 211, Local Funds 199 Think Through Math Go math Manipulatives Sharon Wells Pearlized Math	2019-2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation.	Principal Assistant Principal Instructional Coach	Title 1 211, Local Funds 199	2019-2020	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS, analyzing data.	Principal Assistant Principal Instructional Coach	Title 1 211, Local Funds 199	2019-2020	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered.	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199	2019-2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to guide tutorial lessons and	Principal Assistant Principal	Title 1 211, Local Funds 199	2019-2020	CLC agendas and sign-in sheets	Increased Student Progress for all	CBAs, BMs, STAAR, TELPAS	

Campus Goal 2 Improve Student Progress in Reading and Math (Index 2) Palmer Elementary

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities.	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 1999	2019-2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be used as spiraled/warm-up activities in STAAR format.	Principal Assistant Principal Instructional Coach Teachers	Title 1 211, Local Funds 199 Daily Fix It Teacher Generated Spiraled Activities	2019-2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Exit tickets will be used and aligned to the skill of the day.	Principal Assistant Principal Instructional Coach Teachers.	Title 1 211, Local Funds 199	2019-2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Provide Sharon Wells training on effective teaching strategies for math teachers.	Principal Assistant Principal Instructional Coach Teachers	Title 1 Funds Sharon Wells Pearlized Math	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2 Improve Student Progress in Science (Index 2) Palmer Elementary

Objective 3: Science Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide Science training on effective teaching strategies for Science teachers.	Principal Assistant Principal Instructional Coach Teachers	Title 1 Funds Summit K-12 Science	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Science curriculum will be implemented for K-12 using CIF strategies	Teachers	Title 1 211 Summit K-12 Science Program	2019-2020	Walk-throughs and curriculum documents for Summit K-12 Science Program	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS, analyzing data.	Principal Assistant Principal Instructional Coach	Title 1 211	2019-2020	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)Palmer Elementary

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Use supplemental aids, ELPs strategies in the classroom to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Imagine Learning •Think through Math •TPRI/Tejas LEE Strategies •Radio Boomboxes (for centers) •Interactive Notebook •Imagine Learning 	<p>Teachers</p>	<p>Title 1 211, Local Funds 199 Title III 263, Special Ed 224 Sing Spell Read and Write, Herman Method Kit, Motivation, STAAR Ready, Mentoring Minds, Pearlized Math, Sharon Wells, Kamiko, Math Readiness, Building Mathematicians Forde Ferrier STAAR Master Countdown to STAAR Rally Write from the Beginning Texas Coach</p>	<p>2019-2020</p>	<p>Strategies embedded in the district curriculum guides. Lesson Plans Walkthroughs</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	

Campus Goal 3: Close the student achievement gap among all populations. (Index 3) Palmer Elementary

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, 504, dyslexia, etc. through district formative assessments.	Principal, Instructional Coach, Assistant Principal, Teachers	Title 1 211, Local Funds 199 Special Ed 224	2019-2020	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS, TPRI	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Instructional Coach, Assistant Principal, Teachers, Special Education Teachers	Title 1 211, Local Funds 199 Special Ed 224	2019-2020	Walk-thru, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Instructional Coach, Assistant Principal, Teachers, LPAC	Title 1 211, Local Funds 199 Title III 224	2019-2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations.	Principal, Instructional Coach, Assistant Principal, Teachers, Counselor	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	2019-2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 3: Close the student achievement gap among all populations. (Index 3) Palmer Elementary

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Principal Assistant Principal Instructional Coach Teachers, Counselor/ 504 Coordinator	Title 1 211, Local Funds 199	2019-2020	504 folders, walk-throughs, lesson plans, progress monitoring forms	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal Assistant Principal Instructional Coach Teachers, Counselor, Special Education Teacher, Reading Intervention Teacher	Title 1 211, Local Funds 199	2019-2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
9. Using data room, principal will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Principal	Title 1 211, Local Funds 199	2019-2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4) Palmer Elementary

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide training for all teachers on TEKS analysis to determine depth and complexity of each student expectation.	Principal, Instructional Coach, Assistant Principal	Local Funds, Title 1 Funds	2019-2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Principal, Instructional Coach, Assistant Principal	Local Funds, Title 1 Funds	2019-2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered.	Principal, Instructional Coach, Assistant Principal, Teachers	Local Funds, Title 1 Funds	2019-2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4) Palmer Elementary

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinguish Awards and the Systems Safeguards are calculated.	Principal, Assistant Principal	Local Funds 199	2019-2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, Instructional Coach, Assistant Principal, Teachers	Local Funds, Title 1 Funds	2019-2020	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Instructional Coach, Assistant Principal, Teachers	Local Funds, Title 1 Funds	2019-2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4) Palmer Elementary

Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal, Instructional Coach, Assistant Principal, Teachers	Local Funds, Title 1 Funds/ SCE	2019-2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. Palmer Elementary							
Objective 2: Increase the number of students that complete their core courses and receive their Associates degree or certificate of completion before high school graduation							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide comprehensive advisement to students.	Principal, Instructional Coach, Assistant Principal, Teachers, Counselor		2019-2020	Career Day Speakers Pictures Sign In Sheets Agenda	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	

Campus Goal 5: Family and Community Involvement Palmer Elementary

Objective 1: Provide opportunities for parents to assist students in preparing for assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing.	Principal, Parent Educator	Local Funds, Title I Funds	2019-2020	Sign-in Sheets Agendas	Parent Surveys		Title I- #4, #6
Parent Orientations, Meetings • Food, beverages, napkins, plates, cups	Principal, Parent Educator	Title I Funds	2019-2020	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

Campus Goal 5: Family and Community Involvement Palmer Elementary

Objective 2: Tutoring Programs that support students taking assessments

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Sponsor after school tutoring camps.	Principal, Parent Educator Teachers	Title I Funds	2019-2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9

Campus Goal 5: Family and Community Involvement Palmer Elementary

Objective 3: Provide opportunities for students to participate in community service projects

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students at all levels.	Principal, Parent Educator	Local Funds, Title I Funds	2019-2020	Volunteer sign-in card	Tally of Volunteer hours		Title I- #9
Partner with DAEP and National Honors Society Programs to engage students in community service projects	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	2019-2020	Registration forms, MOU'S, Projects Participation Forms Pasta for Pennies Canned Food Drive Feast of Sharing Red Ribbon Parade Veterans Day Parade	Measure DAEP recidivism rate, Tally of volunteer hours On a monthly basis		Title I- #9

Campus Goal 5: Family and Community Involvement Palmer Elementary

Objective 4: Increase Parental involvement in secondary campuses

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host one (1) graduation requirements seminar.	Principal, Parent Educator Kinder Teachers	Local Funds, Title I Funds	May 2020	Sign-in Sheets, Registration forms Kinder Graduation	Parent Surveys		Title I- #6, #10

Campus Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology. Palmer Elementary

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy where they will have biweekly technology trainings.</p>	<p>Principal Campus Instructional Technology Teacher Teachers</p>	<p>Instructional Technology Staff and various state, federal, and local budgets</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available.</p>	<p>Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology</p>	<p>Increased student scores.</p>	<p>Budget reviews and monthly campus visits with principals</p>	
<p>Palmer Elementary will provide Imagine Learning and Accelerated Reader Program as a computer lab resource to facilitate reading and math development for all students.</p>	<p>Principal Teachers Assistant Principal Computer Lab Manager Librarian</p>	<p>Imagine Learning Accelerated Reader Program</p>	<p>Ongoing... This will be a yearly expense with additions each year as funds become available.</p>	<p>Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology</p>	<p>Increased student scores. Imagine Learning Reports AR Reports</p>	<p>Increase participation in Imagine Learning Increase Participation in AR</p>	

Campus Goal 6: Technology Palmer Elementary

Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Principal Librarian	Accelerated Reader Software, adequate bandwidth, and adequate hardware	2019-2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	
The Technology Department will provide for the delivery of online library/research resources (Destiny Online)so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Principal Assistant Principal Teachers Computer Lab Manager	Destiny Software, adequate bandwidth, and adequate hardware	2019-2020	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	
The Technology Department will provide students with the most updated and up to date technology. New computers, Ipads, Winbooks, Surface Pros, Renaiassance/AR-Reading will be purchased yearly for this goal to be reached.	Principal Assistant Principal	Title I Funding SCE Funds	2019-2020	EOY Technology Form	Increase students' knowledge.		

Campus Goal 6: Technology Palmer Elementary

Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Continue to support computer assisted instruction in computer labs and distributed settings.	Teachers Computer Lab Managers		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher STAAR scores). Higher TA 8 th Grade Scores		
Teachers will dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	Teachers Computer Lab Manager	Learning.com, Instructional Technology Labs	2018-2019	LAB usage logs	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores		

Campus Goal 6: Technology Palmer Elementary

Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as upcoming projects.</p>	<p>Campus Instructional Technologists Campus Librarian Classroom Teachers Campus Public Relations Representative</p>	<p>Campus website, Living Tree, and district Intranet, Class Dojo, Facebook, District and Campus Websites</p>	<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>		

Campus Goal 6: Technology Palmer Elementary

Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide internet instruction to all teachers and students. The district will use Learning.com for all K-8 students and Atomic Learning for all others. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.</p>	<p>Principal Campus Instructional Technology Teacher Computer Lab Manager Librarian</p>	<p>Learning.com, Atomic Learning, and other online resources.</p>	<p>Ongoing 2018 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.</p>	<p>online campus and classroom web sites</p>	<p>Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).</p>		

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 1: Apply discipline protocols consistently and fairly throughout the district.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Counselor	Local Funds	2019-2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals,	Side by side data analysis	Title 1--#10
Provide students with a student code of conduct to ensure students are informed on campus policies and procedures.	Principal and Assistant Principal	Local Funds	2019-2020	1 st day of school procedures	Decrease in discipline incidents and referrals	Side by side data analysis	Title 1-10
Use the "Behavior Bucks" program to promote discipline protocols.	Principal Assistant Principals All Teachers All Staff	Local Funds	2019-2020	PO for Behavior Bucks Mall	Decrease in discipline incident and referrals	Side by side data analysis	Title 1-10

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 1: Apply discipline protocols consistently and fairly throughout the district.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Implement the use of resources within the school to support students with discipline expectations.	Principal Assistant Principal Teachers	Counselor Behavior Strategist	2019-2020	Counseling Logs Behavior Strategist Logs	Decrease in discipline referrals	Side by side data analysis	Title 1--#10
Create posters and post them throughout the school to remind students to be respectful, be safe, and be responsible.	Principal Assistant Principal Teachers	Local Funds	2019-2020	Posters throughout the school	Decrease in discipline referrals	Side by side data analysis	Title 1-10
Communicate with parents regarding discipline issues that may arise.	Principal Assistant Principal Teachers	Local Funds	2019-2020	Parent Contact Logs	Decrease in discipline referrals	Side by side data analysis	Title 1-10

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Meet individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services</p>	<p>School Nurse Counselor</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>2019-2020</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-School Nurse Counselor</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>2019-2020</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<p>-School Nurse Counselor</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>2019-2020</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide support services including deterrent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box.	School Nurse Counselor	-Behavioral Centers -PSJA LPC	2019-2020	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	School Nurse Counselor Campus Safety Coordinator	-Emergency medical services from Pharr, San Juan and Alamo	2019-2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Provide a school environment free of drugs and violence.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills. 	<ul style="list-style-type: none"> -Principal Assistant Principal Counselor Campus Safety Coordinator 	<ul style="list-style-type: none"> -Texas Tropical -Behavioral Centers -Police Departments 	<p>2019-2020</p>	<p>Nurses conduct impairment assessment as needed.</p>	<p>Resource referral issued to every student at risk for drug use or violent behavior.</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Promote the development of each student as a whole person.</p> <ul style="list-style-type: none"> -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities. 	<ul style="list-style-type: none"> Principal Assistant Principal Teachers Counselor 	<ul style="list-style-type: none"> -PE -LPC 	<p>2019-2020</p>	<p>Ongoing one to one assistance of emotional needs.</p> <p>Nurses develop a trusting relationship and rapport with student.</p>	<p>Clinic Visits</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<p>Principal Assistant Principal Counselor Campus Safety Coordinator School Nurse</p>	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>2019-2020</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary**Objective 3: Provide training for all staff on creating a safe school culture and climate.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conduct security/safety audit.	Campus Safety Coordinator Assistant Principal Principal	Local Funds	2019-2020	Security Audits sent to all Principals	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Campus Safety Coordinator Assistant Principal Principal	Local Funds	2019-2020	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Principal Assistant Principal PEIMS Clerk	Local Funds	2019-2020	<ul style="list-style-type: none"> -Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training 	<ul style="list-style-type: none"> -District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS 	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Principal Assistant Principal PEIMS Clerk	Local Funds	2019-2020	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide consistent student support and guidance through campus personnel to ensure student academic success.	Principal Assistant Principal PEIMS Clerk	Local Funds	2019-2020	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10
Implement the use of an attendance committee to discuss and plan action steps to improve attendance.	Attendance Committee	Local Funds	2019-2020	Agendas Sign In Sheets	Increase in student attendance		
Provide Incentives to students for meeting their attendance goals.	Attendance Committee	Local Funds	2019-2020	Reciepts	Increase in student attendance		

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Implementation of the ARP program and allow students to make up their missed time.	Principal Attendance Committee members PEIMS Clerk	Local Funds	2019-2020	ARP Rosters	While students are making up their time, they will be using the Imagination Program	Imagination Reports	
The parent liaison will make home visits to students who are absent consecutively.	Principal PEIMS Clerk	Local Funds	2019-2020	Parent Liaison Mileage Roster	Students that are absent consecutively will improve their attendance.	Attendance Reports	
Parent conferences will be held for students who have ten absences or more.	Principal Assistant Principal Teachers	Local Funds	2019-2020	Call Logs ARP Warning Letters	Students who are absent consecutively will improve their attendance.	Attendance Reports	

Campus Goal 7: Create a Safe School Culture and Climate. Palmer Elementary

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Letters for students with three, seven, and ten absences will be given to parents as a warning.	PEIMS Clerk	Local Funds	2019-2020	Copies of Warning Letters	Students who are absent consecutively will improve their attendance.	Attendance Reports	

Campus Goal 8: Staff Quality, Recruitment, and Retention Palmer Elementary

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	2019-2020	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	
Unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principals	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	
Hire University Student Interns that have demonstrated excellence in the classroom	Principals recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

Campus Goal 8: Staff Quality, Recruitment, and Retention Palmer Elementary

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principals training on interviewing , documentation of teachers	HR Admin, I3 dept. staff Grade Level Chairs	Documentation Handbook	2018-2019	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Instructional Coach New Teachers CLL CLFs	Local funds I3 Invest in Innovation funds	2018-2019	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Campus Administration Instructional Coach Teachers	Local funds I3 Invest in Innovation funds	2018-2019	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Campus Administration Instructional Coach Teachers	Local funds I3 Invest in Innovation funds	2018-2019	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	

Campus Goal 8: Staff Quality, Recruitment, and Retention Palmer Elementary

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal Assistant Principal	Experience teachers that have been trained as mentors. PACT	2019-2020	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development	Campus Principal Instructional Coach	Title One Local Funds	2019-2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One Local Funds	2019-2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	2019-2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly progress monitoring campus visits and Instructional rounds	Director Campus Instructional Coaches	Title One Local Funds	2019-2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	