

# GREEN ACRES ELEMENTARY

## Campus Improvement Plan

### 2015/2016

*Every Heart, Every Mind, Every Child, Every Day...  
Expect Success*

# GREEN ACRES ELEMENTARY

## **Mission**

*Green Acres Elementary will provide academic excellence through collaboration with students, parents, and the community.*

## **Vision**

*Green Acres Elementary will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.*

*Green Acres Elementary will provide staff development to achieve Academic Excellence for all students.*

*Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.*

*Green Acres Elementary will create and maintain a safe learning environment.*

### Nondiscrimination Notice

GREEN ACRES ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# GREEN ACRES ELEMENTARY Site Base

Name	Position
Bussard, James	District Representative
Chavez, Julie	Teacher
Cox, Andrea	Assistant Principal
Crownover, Nita	Business Representative
Duby, Heather	Parent
Guerra, Traci	Teacher
Jenkins, Deidre	Teacher
Jones, Sue	Librarian
Norris, Heather	Teacher
Palser, Devin	Teacher
Reyna, Dora	Community Representative
Truelock, Hazel	Teacher
Wilson, Sharla	Principal

**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
 GREEN ACRES EL (171901105) - DUMAS ISD

**Accountability Rating**

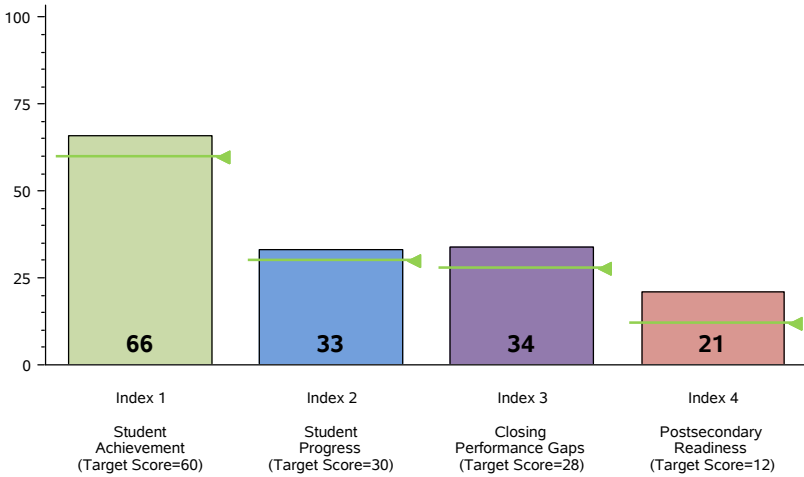
**Met Standard**

<b>Met Standards on</b> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	<b>Did Not Meet Standards on</b> - NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Distinction Designation**

Academic Achievement in Reading/ELA	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics	<b>NOT ELIGIBLE</b>
Academic Achievement in Science	<b>NOT ELIGIBLE</b>
Academic Achievement in Social Studies	<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress	<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps	<b>NO DISTINCTION EARNED</b>
Postsecondary Readiness	<b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	542 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	81.4
Percent English Language Learners	40.0
Mobility Rate	13.8

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	167	252	66
2 - Student Progress	195	600	33
3 - Closing Performance Gaps	136	400	34
4 - Postsecondary Readiness			
STAAR Score	20.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		21

**State System Safeguards**

**Number and Percent of Indicators Met**

Performance Rates	9 out of 9 = 100%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>14 out of 14 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Attendance percentage is high.  
Enrollment trends show that our numbers are increasing.  
Our student-teacher ratio is 22-1.

### Demographics Needs

Because of the cultural differences, some parents lack education and therefore do not think education is a top priority for their children.

### Demographics Summary

Need parent support in making education a top priority for children.

## Student Achievement

### Student Achievement Strengths

Our promotion/retention rate is good.  
Our teachers encourage and challenge students to meet their full potential and demonstrate exemplary performance in reading, writing, math, and science.

### Student Achievement Needs

Need staff development opportunities for all personnel to meet the diverse needs of students - special ed, LEP, migrant, GT, and at-risk.  
Need a better math program for Rtl.

# Comprehensive Needs Assessment

## Student Achievement Summary

Need staff development opportunities for all personnel to meet the diverse needs of students - special ed, LEP, migrant, GT, and at-risk.

## School Culture and Climate

### School Culture and Climate Strengths

High expectations of faculty are evident in all areas of the school.

We set well-defined behavioral standards to create a safe learning environment based upon high expectations.

### School Culture and Climate Needs

To continue teaching good traits of character and citizenship.

To encourage students to set a goal to further their education after high school.

### School Culture and Climate Summary

Continue teaching good traits of character and citizenship.

Encourage students to set a goal to further their education after high school.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

New teacher academy for 1st year teachers.

Instructional coaches for K-4 teachers.

All certified teachers are highly qualified.

All paraprofessionals are highly qualified.

# Comprehensive Needs Assessment

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

Recruiting and retaining highly qualified teachers.

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

Recruiting and retaining highly qualified teachers.

## **Curriculum, Instruction and Assessment**

### **Curriculum, Instruction and Assessment Strengths**

Teachers meet weekly for academic teaming and PLC's.  
Teachers meet 3 times a year to plan vertically by subject.  
Teachers meet with the principal every week during teaming or PLC's.

### **Curriculum, Instruction and Assessment Needs**

Need staff development opportunities to assure understanding of curriculum, new TEKS, and ELPS.

### **Curriculum, Instruction and Assessment Summary**

Need staff development opportunities to assure understanding of curriculum, new TEKS, and ELPS.

## **Family and Community Involvement**

### **Family and Community Involvement Strengths**

Our PTO has a program each month to encourage parents to attend and be involved with their child's education.

# Comprehensive Needs Assessment

## Family and Community Involvement Needs

Parent involvement.  
Communication with parents.

## Family and Community Involvement Summary

Parent involvement.  
Communication with parents.

## School Context and Organization

### School Context and Organization Strengths

Class schedules.  
Boost/enrichment time.  
Rtl program and schedules.

### School Context and Organization Needs

Need more communication between classroom teachers and special programs (such as ESL, Special Ed).

### School Context and Organization Summary

Need more communication between classroom teachers and special programs (such as ESL, Special Ed).

## Technology

### Technology Strengths



# Comprehensive Needs Assessment

Improvement of technology skills by teachers.  
New equipment purchased for each classroom.

## **Technology Needs**

Need more technology training.

## **Technology Summary**

Need technology training.

# Comprehensive Needs Assessment Data Sources

Accountability Results  
Campus Schedules  
Classroom Technology Needs  
Community Demographics  
Course/Class Assignments  
Decision Making Processes  
Demographic Data  
Disaggregated STAAR Data  
Discipline Referrals  
DMAC Assessment Data  
Enrollment  
Ethnicity  
Focused Curriculum Guides  
Highly Qualified Staff  
Master Schedules  
Mobility Rates  
Parent and Community Survey  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
PLC Data  
Promotion/Retention Rates  
Report Card Grades  
Resource Allocations  
SCE Policy  
Special Program Participation  
Special Student Populations  
Staff Development  
Staff Effectiveness and Student Achievement  
Staff Mobility/Stability  
Staff/Parents/Community/ Business members involved w/SBDM  
State Assessment Data

# Comprehensive Needs Assessment

Summary of Student Progress (not taking STAAR)

Teacher Turnover Rates

Teacher-Student Ratios

Technology Plan

TELPAS Results

# Resources

Resource	Source
IDEA Formula	Federal
Title IA	Federal
Local Funds	Local
FTEs	Other
State Compensatory	State
State ESL	State
State PreK	State
State SpEd	State

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2015/2016 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

# Title IA Schoolwide Components

**Components of Schoolwide Program:** Title I, Part A does not have to pay for the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its school. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of the state's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 1.** Green Acres Elementary will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, TAPR, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Common assessments and benchmarks revised to address state assessments needs (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal	May	(L)Local Funds	Formative - Increased scores on state assessments
2. Implementation of TEKS Resource System (Title I SW: 1,4,8) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal	December and May	(L)Local Funds	Formative - Increase in state assessment scores
3. Services for special needs students including: inclusion, content mastery, and speech (Title I SW: 3,5) (Target Group: SPED) (NCLB: 1)	Principal, Special Services Director	December and May	(F)IDEA Formula - \$20,807, (O)FTEs - 3.7, (S)State SpEd - \$121,878	Formative - Increased state assessment scores
4. Implementation of DMAC Assessment System for common assessments, benchmarks, and state assessment disaggregation. (Title I SW: 1,3,8) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	November and May	(L)Local Funds	Formative - Increase in state assessment scores

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 2.** Green Acres Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for 1st grade at-risk students (Title I SW: 5,9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(O)FTEs - 1, (S)State Compensatory - \$53,550	Formative - Increased reading proficiency among participants
2. Literacy strategies coached and modeled by the reading instructional coach (Title I SW: 5,7,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Instructional Coach, Principal	Each reporting period	(L)Local Funds	Formative - Increased reading proficiency as measured by K-2 local assessments and 3rd-4th state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Use of Empowering Writers writing process (Title I SW: 9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	September and February	(L)Local Funds	Formative - Increased Reading/Language Arts state assessment scores for short answer questions and sentence construction.
5. Tutorial program - before school and after school (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Retention rate reduction, increased reading/language arts state assessment scores.
6. Science Lab use: (minimum expectations): K - once a semester; 1st & 2nd - once a six weeks; 3rd - 18 per year**; 4th - 35 per year**; **As many labs as possible should be done in the science lab. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in science local assessment scores
7. Freaky Fridays - once a six weeks (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in science local assessment scores
8. Teachers will focus on higher-level thinking skills in daily lessons (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in all assessment scores
9. Power of Retelling (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increase in all assessment scores



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**Objective 2.** Green Acres Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Discovery Education Videostreaming available to provide digital resources (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1,2)	Instructional Technology Coordinator, Teacher(s)	December and May	(L)Local Funds	Formative - Increased state and local assessment scores
11. Videoconferencing to provide virtual field trips and learning opportunities to students (Title I SW: 1,3,9,10) (Target Group: All) (NCLB: 1)	Instructional Technology Coordinator, Teacher(s)	December and May	(L)Local Funds	Formative - Increased state and local assessment scores
12. Math strategies coached and modeled by math instructional coach (Title I SW: 5,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Instructional Coach, Principal	Each reoprtng period	(L)Local Funds	Formative - Increased math proficiency as measured by K-2 local assessments and 3rd-4th state assessments.

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 3.** Green Acres Elementary will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Special Services Director	May	(L)Local Funds	Formative - Increased reading state assessment scores among participants.
2. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(L)Local Funds	Formative - Increased regular state assessment participants instead of alternative assessments
3. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director	January and May	(L)Local Funds	Formative - Increased scores on special education student state assessment scores
4. Bilingual and ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$93,268, (O)FTEs - 2.12, (S)State ESL - \$20,470	Formative - Increased scores on LEP student state assessment
5. BAC Unit for students in need of extensive behavior support and intervention (Title I SW: 2,10) (Target Group: AtRisk) (NCLB: 1,4)	Principal, Special Services Director	December and May	(O)FTEs - 1.98, (S)State SpEd - \$85,536	Formative - Decreased behavior interventions

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 4.** Green Acres Elementary will provide intensive interventions and remediations for students below the 10% range as measured by Rtl Benchmarking Assessments. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Universal screener will be used to screen all students in grades one through four three times per year (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	September, January, and May	(L)Local Funds	Formative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and assistants (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Elementary Curriculum Director, Principal, Special Services Director	September, January, and May	(L)Local Funds	Formative - Increased state assessment scores
3. Continued implementation of campus level Impact Teams (Title I SW: 9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Special Services Director	January and May	(L)Local Funds	Formative - Decreased number of students referred for special education testing.
4. Continue implementation of local Rtl Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Elementary Curriculum Director, Principal, Special Services Director	September, January, and May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 5.** Green Acres Elementary will promote early learning to ensure school readiness. Summative Evaluation: TPRI, Observation Survey, District Assessment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Full day kindergarten with assistants (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal	May	(F)Title IA - \$38,833, (O)FTEs - 2	Formative - Increased student progress on kindergarten testing.
2. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, PEIMS Coordinator, Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased interest in PK classes
3. Transition activities for entering Kindergarteners (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
4. PK Unit with teachers and assistants to prepare young students for Kindergarten (Title I SW: 10) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	January and May	(F)Title IA - \$38,997, (O)FTEs - 4, (S)State PreK - \$100,258	Formative - Student progress on Kindergarten testing.

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 6.** Green Acres Elementary will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful. Summative evaluation: discipline records, attendance records, state assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal	January and May	(L)Local Funds	Formative - Increased reading proficiency among participants

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 7.** Green Acres Elementary will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Green Acres Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, PEIMS Coordinator, Principal	January and May	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Green Acres Elementary will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	PEIMS Coordinator	January and May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 8.** Green Acres Elementary will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send letters to parents to inform them about the referral process for GT students (Title I SW: 1) (Target Group: All, GT) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	Spring	(L)Local Funds	Formative - Increased awareness among parents about the GT program
2. Provide services to all gifted/talented students (Title I SW: 3,10) (Target Group: GT) (NCLB: 1)	Assistant Superintendent for Instruction, Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased percentage of students scoring at the advanced performance level

# GREEN ACRES ELEMENTARY

**Goal 1.** Green Acres Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

**Objective 9.** All students at Green Acres Elementary will participate in coordinated and evaluated moderate to vigorous physical activity. Summative Evaluation: Fitnessgram results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students (K-4th grade) will participate in moderate to vigorous physical activity for a minimum of 135 minutes weekly. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased physical fitness of all students
2. All students in grades 3-4 will participate in Fitnessgram. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	April	(L)Local Funds	Formative - Increased physical fitness of 3rd-4th students
3. CATCH (Coordinated Approach to Child Health) will be fully implemented in grades K-4. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased physical fitness of all students



# GREEN ACRES ELEMENTARY

**Goal 2.** Green Acres Elementary will provide staff development to achieve academic excellence for all students.

**Objective 1.** Green Acres Elementary will provide all core academic teachers with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TPTR trainings are available with emphasis on instructional techniques and methodologies (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction	January and May	(L)Local Funds	Formative - Increased state assessment scores
2. Green Acres Elementary will send and/or provide all core staff to trainings about TEKS and state assessments and provide needed supplies (Title I SW: 1,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	January and May	(F)Title IA - \$12,785, (L)Local Funds	Formative - Increased state assessment scores
3. New teachers trained in literacy strategies by Reading Instructional Coach (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director, Principal	January and May	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
4. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, PEIMS Coordinator	October	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
5. New teachers will participate in new teacher training by Instructional Coaches using Ginger Tucker's training. (Title I SW: 3,4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Personnel, Elementary Curriculum Director, Instructional Coach	August	(L)Local Funds	Formative - Increased state assessment scores
6. All grade level teachers will participate in PLCs and academic teaming weekly. (Title I SW: 3,4,8) (Target Group: All) (NCLB: 3)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased state assessment scores

# GREEN ACRES ELEMENTARY

**Goal 3.** Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

**Objective 1.** Green Acres Elementary will provide translation services for non-English speaking parents to improve communication and parent involvement.  
Summative Evaluation: sign-in sheets and parent teacher conference documentation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Green Acres Elementary will designate at least one person to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	August and May	(L)Local Funds	Formative - Increased parental involvement on campuses
2. Green Acres Elementary will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	Monthly	(L)Local Funds	Formative - Increased parent involvement on campuses

# GREEN ACRES ELEMENTARY

- Goal 3.** Green Acres Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 2.** Green Acres Elementary will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent teacher conference documentation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK - 4th grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	October and January	(L)Local Funds	Formative - Increased parental involvement
2. Back to School Night (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	September	(L)Local Funds	Formative - Increased parental involvement
3. Open House (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	December	(L)Local Funds	Formative - Increased parental involvement
4. Green Acres Elementary will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(F)Title IA - \$1,877	Formative - Increased parental involvement
5. Meet the Teacher Night (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	August	(L)Local Funds	Formative - Increased parental involvement
6. Parent portal (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased parental involvement
7. Green Acres Elementary will provide parent involvement activities to engage parents in their child's learning (Title I SW: 1,6) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	May	(L)Local Funds	Formative - Increased number of parents actively participating in school events
8. Green Acres Elementary will communicate with parents through the School Way App and the google calendar on the home page (Title I SW: 6) (Target Group: All) (NCLB: 1,4)	Assistant Principal(s), Principal	January and May	(L)Local Funds	Formative - Increased parental involvement

# GREEN ACRES ELEMENTARY

**Goal 4.** Green Acres Elementary will create and maintain a safe learning environment.

**Objective 1.** Green Acres Elementary will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a student assembly to convey expectations and discipline procedures (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal	August	(L)Local Funds	Formative - Increased awareness of students for safety issues

# GREEN ACRES ELEMENTARY

**Goal 4.** Green Acres Elementary will create and maintain a safe learning environment.

**Objective 2.** Green Acres Elementary will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys of Excellence. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Character Counts materials (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	August	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention, and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying lessons (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	February and May	(L)Local Funds	Formative - Increased student awareness
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All) (NCLB: 4)	Counselor(s), Instructional Technology Coordinator, Principal, Teacher(s)	February and May	(L)Local Funds	Formative - Increased student awareness
5. Students receive Wilson WOWS for demonstrating outstanding behavior or academic work (Title I SW: 1) (Target Group: All) (NCLB: 1)	Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased student pride and outstanding behavior

# GREEN ACRES ELEMENTARY

**Goal 4.** Green Acres Elementary will create and maintain a safe learning environment.

**Objective 3.** Green Acres Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each core K-4 teacher will teach 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Chief of Police, Elementary Curriculum Director, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Fire prevention program provided by Dumas Fire Department (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Superintendent	October and May	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Each core K-4 teacher will teach two internet safety lessons each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	August and May	(L)Local Funds	Formative - Increased student awareness
4. Red Ribbon Week - emphasis on all students being drug-free (Title I SW: 1) (Target Group: All) (NCLB: 1,4)	Chief of Police, Elementary Curriculum Director, Principal, Teacher(s)	October	(L)Local Funds	Formative - Increased student awareness of the dangers of drugs
5. Green Acres will practice safety drills as required (Title I SW: 1) (Target Group: All) (NCLB: 1,4)	Chief of Police, Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased efficiency during drills
6. All students will be trained on safety in the science lab (Title I SW: 1) (Target Group: All) (NCLB: 4)	Elementary Curriculum Director, Principal, Teacher(s)	August	(L)Local Funds	Formative - Increased student awareness of need for safety in science lab
7. Ident-A-Kid services of America will come to Green Acres to fingerprint and take pictures of students upon parent request (Title I SW: 1) (Target Group: All) (NCLB: 4)	Chief of Police, Principal	April	(L)Local Funds	Formative - Increased safety for students
8. Interquest Canines will perform random sweeps when requested at Green Acres. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Chief of Police, Principal	May	(L)Local Funds	Formative - Decreased substance abuse and number of illegal items brought to school
9. District Management Plan as outlined in FFI (Local); FFH (Local); and FFG (Exhibit) will be implemented at Green Acres. These policies provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased staff and student awareness

# GREEN ACRES ELEMENTARY

**Goal 4.** Green Acres Elementary will create and maintain a safe learning environment.

**Objective 3.** Green Acres Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Green Acres staff will follow the guidelines and requirements set forth in Board Policy in regard to sexual abuse and other maltreatment of children. The policies that address these issues are: FFG (Legal); FFG (Exhibit); GRA (Legal); GRA (Local); DH (Local) and DH (Exhibit) and DMA (Legal). (Title I SW: 10) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Chief of Police, Principal, Superintendent, Teacher(s)	May	(L)Local Funds	Formative - Increased awareness by staff and students

## Migrant Program Activities - Elementary

**Migrant Services Coordination:** Within the first grading period of the school year that the child who is eligible for migrant services is in the school district, (1) determine individual needs for instructional and support services, (2) identify available resources to address said needs, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.

**Migrant Services Coordination:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.

**Students in Grades 3-11:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the Texas Assessment of Knowledge and Skills (TAKS) are accessing local, intrastate and interstate opportunities available for summer TAKS remediation.

**Early Childhood/School Readiness:** Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs.



# **MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN**

As part of the ongoing effort to meet the needs of Migrant students who are identified as “priority for services” students the district will adopt a plan of action to serve those students. The plan of action will include the following:

- NGS “Priority for Services” reports will be run at the beginning of the school year and each six week period thereafter. Each campus will be given the report to share with the staff as needed.
- All MEP students will be identified in PEIMS. At the beginning of the school year and each eight week period thereafter, the MEP and PEIMS reports will be compared for accuracy.
- Programs that serve “Priority for Services” students will be documented with the names of those participating.
- The academic progress of students identified as “Priority for Services” will be tracked each six week reporting period.
- Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
- Campus principals and appropriate campus staff, along with parents, will be provided with updates from NGS “Priority for Services” reports.

## At-Risk Criteria

### Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless\*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

\***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
  - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
  - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
  - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

## **At-Risk Criteria (continued)**

### **Student Eligibility Using Local Criteria**

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>

# Dumas ISD Highly Qualified Teacher Plan

<b>Goal</b>	Highly Qualified Staff: All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.				
<b>Performance Measure</b>	1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2015-16 2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2015-16 3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2015-16 4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2015-16 5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers 6. Attract and retain highly qualified teachers. 7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.				
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations				
<b>Strategy/Activity</b>	<b>Population</b>	<b>Person Responsible</b>	<b>Budget/Resource</b>	<b>Formative Assessment</b>	<b>Timeline</b>
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Assistant Superintendent for Personnel	Local Funds	Number of positions posted Number of applications completed	September, November March-May
Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Asst. Supt. for Personnel, Asst. Supt. for Instruction, Instructional Coaches, and Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/April/May
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Assistant Superintendent for Personnel	Local Funds	Personnel files Teacher interviews	July/August
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.	All Teachers	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Number of teachers in ACPs Personnel files	August/January Every 2 months
Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.	All Staff Members	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Staffing procedures Number of HQ teachers at high poverty/minority schools	May

## Needs Assessment Summary and Improvement Plan

<b>Definition/Purpose</b>	After your data analysis yields a summary of findings, the next step is to engage in the needs assessment process to identify needs and establish priorities. The 5 steps of the needs assessment include: Step 1: Establish Purpose of Needs Assessment and Establish the Team, Step 2: Gather Data, Step 3: Data Analysis, Step 4: Root Cause Analysis, Step 5: Prioritize Needs. The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.
<b>Identified and Prioritized Needs:</b> It is important to prioritize your needs so that your improvement plan is targeted and focused. Although a CIP/DIP is critical to overall success, this improvement plan is intended to address the specific reasons for low performance in the state accountability system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard or PBM indicator and ensure those are your prioritized needs.	
<b>Need 1:</b>	Improve performance of ELL students.
<b>Need 2:</b>	Improve performance of Economically Disadvantaged students.
<b>Need 3:</b>	Improve performance of Special Ed students.
<b>Need 4:</b>	Improve performance of K-2 students in reading.
<b>Need 5:</b>	Improve performance of K-2 students in math.

<b>Need 1:</b>	Improve performance of ELL students.
<b>Index(es) Addressed:</b>	1, 2, 3, 4
<b>Critical Success Factor:</b>	Improve Academic Performance
<b>Annual Goal:</b>	75% of all ELL students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.
<b>Strategy:</b>	Classroom teachers, ESL teacher, and bi-lingual teachers will work with ELL students during class, during Boost, and/or after school.
<b>How will addressing this need impact the index/CSF or major system identified?</b>	The individual attention will help the ELL students improve their academic performance.

### Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
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<b>To date, what actions have been taken to address Need 1?</b>		<b>Q2 Goal:</b>	<b>60% of all ELL students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b>	<b>Q3 Goal:</b>	<b>70% of all ELL students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b>	<b>Q4 Goal:</b>	<b>75% of all ELL students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b>
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Classroom teachers will work with ELL students during Boost/after school.		Classroom teachers will work with ELL students during Boost/after school.		Classroom teachers will work with ELL students during Boost/after school.	
		Bi-lingual teachers will work with ELL students during Boost/after school.		Bi-lingual teachers will work with ELL students during Boost/after school.		Bi-lingual teachers will work with ELL students during Boost/after school.	
		ESL teacher will pull the lower students for individual assistance.		ESL teacher will pull the lower students for individual assistance.		ESL teacher will pull the lower students for individual assistance.	
		ESL teacher will use the DynEd computer vocabulary program.		ESL teacher will use the DynEd computer vocabulary program.		ESL teacher will use the DynEd computer vocabulary program.	
		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
		Class grades		Class grades		Class grades	
		Mini-assessment grades		Mini-assessment grades		Mini-assessment grades	
		Benchmark grades		Benchmark grades		Benchmark grades	
		Renaissance screening results		Renaissance screening results		Renaissance screening results	

### End of Quarter Reporting

Q2 Report		Q3 Report		Q4 Report	
<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>	

<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>	
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	

<b>Need 2:</b>	Improve performance of Economically Disadvantaged students.
<b>Index(es) Addressed:</b>	1, 2, 3, 4
<b>Critical Success Factor:</b>	Improve Academic Performance
<b>Annual Goal:</b>	75% of all Economically Disadvantaged students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.
<b>Strategy:</b>	Classroom teachers, Instructional Coaches, and Reading Recovery teachers will work with Economically Disadvantaged students during class, during Boost, and/or after school.



<p><b>How will addressing this need impact the index/CSF or major system identified?</b></p>	<p>The individual attention will help the Economically Disadvantaged students improve their academic performance.</p>
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**Interventions by Quarter**

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<p><b>To date, what actions have been taken to address Need 1?</b></p>		<p><b>Q2 Goal:</b></p>	<p><b>60% of all EcoDis students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b></p>	<p><b>Q3 Goal:</b></p>	<p><b>70% of all EcoDis students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b></p>	<p><b>Q4 Goal:</b></p>	<p><b>75% of all EcoDis students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b></p>
		<p align="center"><b>Interventions:</b></p>		<p align="center"><b>Interventions:</b></p>		<p align="center"><b>Interventions:</b></p>	
		<p>Classroom teachers will work with EcoD students during Boost/after school.</p>		<p>Classroom teachers will work with EcoD students during Boost/after school.</p>		<p>Classroom teachers will work with EcoD students during Boost/after school.</p>	
		<p>Instructional Coaches will work with Eco Dis students during Boost/after school.</p>		<p>Instructional Coaches will work with Eco Dis students during Boost/after school.</p>		<p>Instructional Coaches will work with Eco Dis students during Boost/after school.</p>	
		<p>Reading Rec. teachers will work with EcoDis students during school.</p>		<p>Reading Rec. teachers will work with EcoDis students during school.</p>		<p>Reading Rec. teachers will work with EcoDis students during school.</p>	
		<p>Computer programs that address specific needs will be assigned.</p>		<p>Computer programs that address specific needs will be assigned.</p>		<p>Computer programs that address specific needs will be assigned.</p>	
		<p align="center"><b>What data will be collected to monitor interventions?</b></p>		<p align="center"><b>What data will be collected to monitor interventions?</b></p>		<p align="center"><b>What data will be collected to monitor interventions?</b></p>	
		<p>Class grades</p>		<p>Class grades</p>		<p>Class grades</p>	
		<p>Mini-assessment grades</p>		<p>Mini-assessment grades</p>		<p>Mini-assessment grades</p>	
		<p>Benchmark grades</p>		<p>Benchmark grades</p>		<p>Benchmark grades</p>	

		Renaissance screening results	Renaissance screening results	Renaissance screening results
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**End of Quarter Reporting**

Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

<b>Need 3:</b>	Improve performance of Special Ed students.
<b>Index(es) Addressed:</b>	1, 2, 3, 4
<b>Critical Success Factor:</b>	Improve Academic Performance

<b>Annual Goal:</b>	75% of all Special Ed students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.
<b>Strategy:</b>	Classroom teachers, Special Ed inclusion teachers, Instructional Coaches, and other certified teachers will work with Special Ed students during class, during Boost, and/or after school.
<b>How will addressing this need impact the index/CSF or major system identified?</b>	The individual attention will help the Special Ed students improve their academic performance.

### Interventions by Quarter

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<b>To date, what actions have been taken to</b>		<b>Q2 Goal:</b>	<b>60% of all Special Ed students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b>	<b>Q3 Goal:</b>	<b>70% of all Special Ed students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b>	<b>Q4 Goal:</b>	<b>75% of all Special Ed students will meet the passing score on Renaissance screening, mini-assessments, and benchmark tests.</b>
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Classroom teachers will work with SpEd students during Boost/after school.		Classroom teachers will work with SpEd students during Boost/after school.		Classroom teachers will work with SpEd students during Boost/after school.	
		Instructional Coaches will work with SpEd students during Boost/after school.		Instructional Coaches will work with SpEd students during Boost/after school.		Instructional Coaches will work with SpEd students during Boost/after school.	
		SpEd teacher work with SpEd students during class/Boost/after school.		SpEd teachers will work with SpEd students during class/Boost/after school		SpEd teachers will work with SpEd students during class/Boost/after school	

<b>address Need 1?</b>		Other certified teachers will work with SpEd students during Boost.	Other certified teachers will work with SpEd students during Boost.	Other certified teachers will work with SpEd students during Boost.
		<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>
		Class grades	Class grades	Class grades
		Mini-assessment grades	Mini-assessment grades	Mini-assessment grades
		Benchmark grades	Benchmark grades	Benchmark grades
		Renaissance screening results	Renaissance screening results	Renaissance screening results

### End of Quarter Reporting

Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

<b>Need 4:</b>	Improve performance of K-2 students in reading.
<b>Index(es) Addressed:</b>	1, 2, 3, 4
<b>Critical Success Factor:</b>	Improve Academic Performance
<b>Annual Goal:</b>	75% of all K-2 students will read on grade level (according to the reading rubric).
<b>Strategy:</b>	Classroom teachers, Reading Instructional Coach, and Reading Recovery teachers will work with K-2 students during class, during Boost, and/or after school.
<b>How will addressing this need impact the index/CSF or major system identified?</b>	The time spent on guided reading, reading activities, and reading groups will help students read on grade level.

### Interventions by Quarter

Q1 (July, Aug, Sept)	Q2 (Oct, Nov, Dec)	Q3 (Jan, Feb, Mar)	Q4 (Apr, May, June)
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<b>To date, what actions have been taken to address Need 1?</b>		<b>Q2 Goal:</b>	<b>60% of all K-2 students will read on grade level (according to the reading rubric).</b>	<b>Q3 Goal:</b>	<b>70% of all K-2 students will read on grade level (according to the reading rubric).</b>	<b>Q4 Goal:</b>	<b>75% of all K-2 students will read on grade level (according to the reading rubric).</b>
		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
		Classroom teachers will work with students in reading.		Classroom teachers will work with students in reading.		Classroom teachers will work with students in reading.	
		Instructional Coach will work with students in reading.		Instructional Coach will work with students in reading.		Instructional Coach will work with students in reading.	
		Reading Recovery teachers will work with students in reading.		Reading Recovery teachers will work with students in reading.		Reading Recovery teachers will work with students in reading.	
		Teachers will share students for guided reading so groups are leveled.		Teachers will share students for guided reading so groups are leveled.		Teachers will share students for guided reading so groups are leveled.	
		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
		Renaissance screening results		Renaissance screening results		Renaissance screening results	
		Reading levels from testing		Reading levels from testing		Reading levels from testing	

### End of Quarter Reporting

Q2 Report		Q3 Report		Q4 Report	
<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>		<b>Are you on track to meet the annual goal?</b>	

<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>		<b>Describe the data or evidence used to determine if the goal will or won't be met.</b>	
<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>		<b>What, if any, adjustments must be made in order to meet the annual goal?</b>	

<b>Need 5:</b>	Improve performance of K-2 students in math.
<b>Index(es) Addressed:</b>	1, 2, 3, 4
<b>Critical Success Factor:</b>	Improve Academic Performance
<b>Annual Goal:</b>	90% of all K-2 students will perform on grade level (1-2 according to the math rubric).
<b>Strategy:</b>	Classroom teachers and Math Instructional Coach will work with K-2 students during class, during Boost, and/or after school.

<p><b>How will addressing this need impact the index/CSF or major system identified?</b></p>	<p>The time spent on math activities and instruction will help students perform on grade level.</p>
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**Interventions by Quarter**

Q1 (July, Aug, Sept)		Q2 (Oct, Nov, Dec)		Q3 (Jan, Feb, Mar)		Q4 (Apr, May, June)	
<p><b>To date, what actions have been taken to address Need 1?</b></p>		<p><b>Q2 Goal:</b></p>	<p><b>75% of all K-2 students will perform on grade level (1-2 according to the math rubric).</b></p>	<p><b>Q3 Goal:</b></p>	<p><b>85% of all K-2 students will perform on grade level (1-2 according to the math rubric).</b></p>	<p><b>Q4 Goal:</b></p>	<p><b>90% of all K-2 students will perform on grade level (1-2 according to the math rubric).</b></p>
		<p align="center"><b>Interventions:</b></p>		<p align="center"><b>Interventions:</b></p>		<p align="center"><b>Interventions:</b></p>	
		<p>Classroom teachers will work with students on math activities.</p>		<p>Classroom teachers will work with students on math activities.</p>		<p>Classroom teachers will work with students on math activities.</p>	
		<p>Math Instructional Coach will work with students on math activities.</p>		<p>Math Instructional Coach will work with students on math activities.</p>		<p>Math Instructional Coach will work with students on math activities.</p>	
		<p align="center"><b>What data will be collected to monitor interventions?</b></p>		<p align="center"><b>What data will be collected to monitor interventions?</b></p>		<p align="center"><b>What data will be collected to monitor interventions?</b></p>	
		<p>Class grades</p>		<p>Class grades</p>		<p>Class grades</p>	
		<p>Mini-assessment grades</p>		<p>Mini-assessment grades</p>		<p>Mini-assessment grades</p>	
		<p>Renaissance screening results</p>		<p>Renaissance screening results</p>		<p>Renaissance screening results</p>	



		Math levels from testing	Math levels from testing	Math levels from testing
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**End of Quarter Reporting**

Q2 Report		Q3 Report		Q4 Report	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	