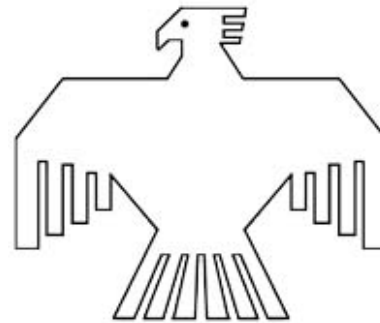


Amarillo Independent School District

Mesa Verde Elementary

2016-2017 Goals/Performance Objectives/Strategies



Board Approval Date: September 19, 2016

Mission Statement

Graduate every student prepared for success beyond high school.

CORE VALUES

Amarillo ISD has established four core values that specify how we will bring value to our students and community, guide our decision-making process, and help determine the outcome or answer to major issues.

CORE VALUE: STUDENT PERFORMANCE

The district's focus is to improve the academic performance of all the students it serves. Our teaching is aligned to the Texas Essential Knowledge and Skills and focused to meet our students' needs in order to foster the skills necessary for their future success. Learning is evaluated, in part by performance on state assessments, as well as other important student achievements.

CORE VALUE: CUSTOMER SERVICE

Great communities have great schools. Great schools provide quality educational services. They do so by building positive, constructive relationships with students and parents. The individual student is the focus. Rather than treating students as a group, AISD staff will treat each student as an individual with his or her own special set of unique needs and goals. Listening to parent concerns and requests demonstrates a high degree of respect and concern. Providing solutions, when possible, demonstrates the partnership we want with parents.

CORE VALUE: QUALITY STAFF

Student performance and effective district operations are directly related to staff quality. Highly qualified staff plan and deliver appropriate strategies and actions to ensure success. In addition, the district values and understands the benefits of a diverse educational staff and the importance of quality student-adult relationships.

CORE VALUE: COST EFFECTIVENESS

Great communities expect good stewardship of the public resources. Resources will be effectively used in ways that improve student performance and

provide quality experiences that will enhance each child's future.

Belief Statements

Developed by the Amarillo ISD Board of Trustees, June 2006

1. We believe all students can learn given the proper motivation, time and resources.
2. We believe that education is the equalizer in our society and that our schools can and should provide a culture of hope for all children.
3. We believe students benefit when provided appropriate, distraction-free learning environments and personalized instruction.
4. We believe students will rise to meet high expectations and take responsibility for their own learning.
5. We believe all of our students should graduate from high school prepared to earn a living wage or ready to pursue a college education or additional training.
6. We believe decision-making should involve the use of quality data when appropriate.
7. We believe parents should be meaningfully involved with their child's education, and that parents and school share the responsibility to see that children have what they need to be successful in school.
8. We believe schools are an essential part of neighborhood communities and that the community plays a role in the education of its children.
9. We believe resources should be focused on the district's mission to prepare our students for life after high school.
10. We believe classroom lessons that authentically engage students will result in high levels of student learning.

Modified: September 2010

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Goals

Goal 1: AISD will improve the culture of high achievement and will improve instructional processes to enhance the academic performance of all students.

Performance Objective 1: Campus 1: By the end of the 2016-17 school year, 100% of all Mesa Verde students will achieve at least one year's growth in mathematics.

Evaluation Data Source(s) 1: Performance data from STAAR, six weeks assessments, AVMR assessments, tracking sheets.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) CAMPUS 1: Continue to train staff in numeracy constructs -AVMR(District 3-year plan)	1, 2	Principal, Assistant Principal, CAS	Performance data from STAAR, six weeks assessments, AVMR assessments, tracking sheets. Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy 2) CAMPUS 1: Establish Common Assessments	1, 2, 8	Principal, Assistant Principal, CAS, teachers	Performance data from STAAR, six weeks assessments, AVMR assessments, tracking sheets. Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy 3) CAMPUS 1: Instructional Rounds with Math Teachers with specific areas targeted based on data	1, 2	Principal, Assistant Principal, CAS, selected teachers	Teacher growth in professional development. Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$5,000.00							
State System Safeguard Strategy Federal System Safeguard Strategy 4) CAMPUS 1: Train primary grades in workshop model using Minds on Mathematics and integrate Instructional Rounds.	1, 2, 4, 8	Principal, Assistant Principal, CAS, selected teachers	Performance data from six weeks assessments, AVMR assessments, tracking sheets. Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$200.00							
State System Safeguard Strategy Federal System Safeguard Strategy 5) CAMPUS 1: Continued support of grades 3-5 on Math Workshop	1, 4	Principal, Assistant Principal, CAS, intermediate Math teachers	Performance data from STAAR, six weeks assessments, AVMR assessments, tracking sheets. Goal setting, observations, and conferences.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Math recovery and numeracy instruction with teachers will be utilized with students who have been identified with a deficit. Manipulatives will be purchased which will represent concepts in a concrete way to model learning.</p>	9	Principal, Assistant Principal, CAS, Math recovery teacher, Math teachers	intermediate Math teachers Performance data from STAAR, six weeks assessments, AVMR assessments, tracking sheets. Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$2,000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: AISD will improve the culture of high achievement and will improve instructional processes to enhance the academic performance of all students.

Performance Objective 2: Campus 2: By the end of the 2016-2017 school year, 100% of all Mesa Verde students will achieve at least one year's growth in reading.

Evaluation Data Source(s) 2: Performance data from STAAR, six weeks assessments, running records, Fountas and Pinnell Reading Assessment, tracking sheets

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) CAMPUS 2: Staff will continue to be trained, supported, and monitored in: ALI 1(Balanced Literacy) and Guided Reading.	1, 2	Principal, Assistant Principal, CAS, teachers	Performance data from STAAR, six weeks assessments, reading levels, tracking sheets.				
			Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$3,000.00							
State System Safeguard Strategy Federal System Safeguard Strategy 2) CAMPUS 2: Teachers will create and administer formative assessments--running records and benchmark reading assessments throughout the year to track progress.	1, 2, 3, 4	Principal, Assistant Principal, CAS, teachers	Performance data from STAAR, six weeks assessments, reading levels, tracking sheets.				
			Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy 3) CAMPUS2: Continue to administer the Dyslexic Intervention Program for students identified with dyslexia. CAMPUS 2	1, 3	Principal, Assistant Principal, CAS, and DIP trained teachers	Performance data from STAAR, six weeks assessments, reading levels, tracking sheets.				
			Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$0.00							
State System Safeguard Strategy Federal System Safeguard Strategy 4) CAMPUS 2: Instructional Rounds with Reading teachers with specific areas targeted based on data	1, 2, 3	Principal, Assistant Principal, CAS, selected teachers	Teacher growth in professional development.				
			Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$5,000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							








Goal 1: AISD will improve the culture of high achievement and will improve instructional processes to enhance the academic performance of all students.

Performance Objective 3: Campus 3: By the end of the 2016-2017 school year we will increase student writing performance by 25%

Evaluation Data Source(s) 3: Performance data from STAAR, TELPAS, and writing portfolios.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) CAMPUS 3: Continue support in campus wide vertical alignment during PLCs.	1, 2	Principal, Assistant Principal, CAS, writing teachers	Performance data from STAAR, TELPAS, six weeks assessments, writing rubric scores, tracking sheets, portfolios. Goal setting, observations, and conferences.				
State System Safeguard Strategy Federal System Safeguard Strategy 2) CAMPUS 3: Train teachers on a vertically aligned rubric supported by the district and aligned to state standards.	1, 2, 3	Principal, Assistant Principal, CAS, writing teachers	Performance data from STAAR, TELPAS, six weeks assessments, writing rubric scores, tracking sheets, portfolios. Goal setting, observations, and conferences.				
State System Safeguard Strategy Federal System Safeguard Strategy 3) CAMPUS 3: Continue school wide writing initiative including writing contests, writing rallies, teacher writing, guest speakers, and writing spotlights.	1, 2, 3, 4	Principal, Assistant Principal, CAS, all teachers, all staff	Performance data from STAAR, TELPAS, six weeks assessments, writing rubric scores, tracking sheets, portfolios. Goal setting, observations, and conferences.				
State System Safeguard Strategy Federal System Safeguard Strategy 4) CAMPUS 3: Instructional Rounds with writing teachers with specific areas targeted based on data.	1, 2	Principal, Assistant Principal, CAS, writing teachers	Performance data from STAAR, TELPAS, six weeks assessments, writing rubric scores, tracking sheets, portfolios. Goal setting, observations, and conferences.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>5) CAMPUS 3: Teachers will create and administer formative assessments on revising and editing throughout the year to track progress.</p>	<p>1, 2, 8</p>	<p>Principal, Assistant Principal, CAS, writing teachers</p>	<p>Performance data from STAAR, TELPAS, six weeks assessments, writing rubric scores, tracking sheets, portfolios.</p> <p>Goal setting, observations, and conferences.</p>				
<p>Funding Sources: 211 Title I - \$0.00</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: AISD will improve the culture of high achievement and will improve instructional processes to enhance the academic performance of all students.

Performance Objective 4: Mesa Verde Elementary will provide all students with a high quality behavior system based on best practices that will ensure that students remain in the classroom decreasing office referrals by 50%.

Evaluation Data Source(s) 4: Discipline data, student Gallop pole, grades, teacher feedback, STAAR data

Summative Evaluation 4:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) Time to Teach Discipline Program will be implemented to increase instruction time in classrooms.	1, 2, 9	Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data				
Funding Sources: 211 Title I - \$5,000.00							
2) Review discipline data each six weeks to monitor for disproportionality among special education and ethnic groups.	1	Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data				
3) TBSI trained staff members.		Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data				
4) Handle with Care training provided for selected staff members for proper restraint procedures.		Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: AISD will improve the culture of high achievement and will improve instructional processes to enhance the academic performance of all students.

Performance Objective 5: Mesa Verde will continue to create an environment that grows collaboration, creativity, thinking, and contributing among students at Mesa Verde Elementary and increase our final recommendation score on STAAR by 10%.

Evaluation Data Source(s) 5: Student involvement, increase in index 2 to show one years growth, index 3 to provide wide experiences to all demographics, and index 4 to grow students mindset towards a future of college readiness.

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) Technology - We used the reverse classroom to encourage students participation and learning in Math.	1, 2, 6, 9, 10	Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data, increased voluntary involvement, increased parental involvment				
Funding Sources: 211 Title I - \$0.00							
2) Clarity strategy used for finding more information about campus needs.		Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data, increased voluntary involvement, increased parental involvment				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 1: AISD will improve the culture of high achievement and will improve instructional processes to enhance the academic performance of all students.

Performance Objective 6: For 2016-17 Mesa Verde will provide all special population groups with high quality curriculum and best practices instructional system to ensure 100% of all groups achieve at least one year's growth in all academic areas.

Evaluation Data Source(s) 6: Performance data from STAAR, six weeks assessments, running records, Fountas and Pinnell Reading Assessment, tracking sheets, AVMR assessments, and writing portfolios will be used.

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy 1) The GT Scope and Sequence and Differentiated Instruction will be used K-5 to provide both GT and non-GT students opportunities to extend and enhance their learning.	2, 9	Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data				
State System Safeguard Strategy Federal System Safeguard Strategy 2) Performance Level Descriptors and English Language Proficiency Standards will focus instruction PPCD - 5.	2, 9	Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data				
3) When a student has been identified as pregnant/parent, the student must be referred to the counselor who is designated as the campus PRS/PEP Coordinator. The campus PRS/PEP coordinator will adhere to district procedures for coding and referring the student as needed.	9	School Counselor	Counselor referrals				
State System Safeguard Strategy Federal System Safeguard Strategy 4) ELL Teacher and/or ELL assistant will collaborate with classroom teachers and will provide a continuum of instructional support as needed to promote English acquisition and TEKS mastery.	2, 9	Principal, Assistant Principal, teachers	Discipline data, student Gallop pole, grades, teacher feedback, STAAR data				
5) Bus transportation will be provided as needed for homeless child/children to attend Mesa Verde. The homeless liaison will determine other needs the family may have and provide them services.	2, 9	Principal, Assistant Principal, secretary, diagnostician, and special services	Transportation records				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Students identified as Migrant will be provided appropriate intervention as indicated by the tracking of their TEKS. The migrant office will also provide services to the family as needed.</p>	2, 9	Principal, Assistant Principal, and teachers	Weekly tracking and assessment results				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Amarillo ISD will demonstrate fiscal responsibility by operating efficiently and effectively to meet its mission.

Performance Objective 1: Mesa Verde will show fiscal responsibility by monitoring the use of all federal and state funds for 2016-17 school year.

Evaluation Data Source(s) 1: Detailed budget reports.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) All Title and SCE funds will be monitored, and administration will make sure all purchases are reasonable, allowable and used in the current school year.	10	Principal	Documentation of purchases				
2) SBDM team meets regularly to review current data and campus needs from the perspectives of teachers, parents, and business community with recommendations insuring continued success and efficient operations.	1	Principal	Agendas, Minutes, Survey				
3) Funds for Mesa Verde will be consolidated to ensure all student needs are addressed and met.	10	Principal	Budget reports Documentation of purchases				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							












Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 1: 100% of the teachers Mesa Verde Elementary will participate in various staff development activities to increase the level of instruction in each classroom based on comprehensive needs assessment for the 2016-2017 school year.

Evaluation Data Source(s) 1: Increase depth and rigor of all Tier 1 instruction as documented in formative assessments.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Teachers will be trained in Instructional Rounds and observe each other, provide feedback, and help develop professional growth among staff.</p>	1, 3, 4	Principal, Assistant Principal, CAS, and teachers	Performance data from STAAR, six weeks assessments, AVMR assessments, tracking sheets. Goal setting, observations, and conferences.				
Funding Sources: 211 Title I - \$5,000.00							
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Teachers will attend Advantage Math Course 1 &2 and math workshop</p>	1, 3, 4	Principal, Assistant Principal, CAS, and teachers	number of teachers with training, common math assessments, progress monitoring				
<p>State System Safeguard Strategy 3) Studying the continuum of Balanced Literacy from Fountas and Pinnell in literacy during collaboration.</p>	1, 2, 4	Principal, Assistant Principal, CAS, and teachers	Performance data from STAAR, six weeks assessments, AVMR assessments, tracking sheets. Goal setting, observations, and conferences.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Teacher's participation in math staff development and conferences.</p>	1, 4	Principal, Assistant Principal, CAS, and teachers	Attendance at conferences and information shared with staff after returning as documented on agendas.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) Teacher's participation in literacy staff development and conferences.</p>	4	Principal, Assistant Principal, CAS, and teachers	Attendance at conferences and information shared with staff after returning as documented on agendas.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Teachers participation in science staff development and conferences.</p>	4	Principal, Assistant Principal, CAS, and teachers	Principal, Assistant Principal, CAS, and teachers				
<p>7) Students will attend and meet requirements for physical education each week. Physical education teacher will collect data, encourage healthy lifestyles for good attendance and academic performance, and ensure that students are involved in vigorous activities. 3rd - 5th grade will participate in the Fitness Gram test to determine fitness levels.</p>	1	Principal, Assistant Principal, CAS, and teachers	Principal, Assistant Principal, CAS, and teachers				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 2: In 2016-2017, 100% of the teachers will be highly qualified and all new teachers will receive support from staff.

Evaluation Data Source(s) 2: All teachers will be certified for their teacher record status and all teachers will also hold the ESL or bilingual certification.

Summative Evaluation 2:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 7 1) First year teachers are given mentors and are provided support at the campus level.	3	Principal, Assistant Principal, teachers	Completion of FYT's observations and coaching sessions.				
2) Teachers in training will observe, tutor or student teach at Mesa Verde. This will allow new hires to see our school, the students and how we utilize best practice in the classroom.	5	Principal, Assistant Principal	observation list available to AC, certified tutors and student teachers				
3) Interviews will be conducted to seek highly qualified and quality teachers.	5	Principal, Assistant Principal	Coaching, goal setting, observations, and conferences.				
4) Counselor and or admin will train staff and students to deal with conflict resolutions, preventions on physical and verbal aggression, sexual harassment, prevention, reporting, and response to bullying, harassment and dating violence, sexual abuse awareness for staff, mental health intervention, drug and violence prevention and intervention, and career education.	2	Principal, Assistant Principal	Coaching, goal setting, observations, and conferences.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 3: Parent attendance will increase by 10% at school functions during the 2016-2017 school year.

Evaluation Data Source(s) 3: Documentation of those in attendance and increased participation during events.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	Apr	July
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 6 1) Send parent call out several days before the event in addition to adding it to the marquee and putting it in our school newsletter.	6	Principal and Parent Involvement personnel.	Sign in sheets, parent survey and attendance				
Funding Sources: 211 Title I - \$4,000.00							
Federal System Safeguard Strategy Critical Success Factors CSF 1 2) Send home kiwi packs daily so parents and teachers can work together toward the same goal in reading and writing.	6, 9, 10	Teachers	Student increase in reading levels				
Funding Sources: 211 Title I - \$2,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Amarillo ISD will ensure that our instructional staff work in environments conducive to their growth and that they meet highly qualified standards.

Performance Objective 1: All funds will be utilized to promote student success.

Evaluation Data Source(s) 1: We will look at all end of year criteria to evaluate for success.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Administrators will monitor the budgets and adhere to guidelines of allowable purchases with Title 1 and SCE funds.	10	Principal	funding sources match allowable expenses				
2) Administrators will make final approval of purchases made for the campus.	10	Principal	approvals for Peoplesoft				
3) Funds will be coordinated to cover the needs of the campus.	10	Principal	budget report				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	CAMPUS 1: Continue to train staff in numeracy constructs -AVMR(District 3-year plan)
1	1	2	CAMPUS 1: Establish Common Assessments
1	1	3	CAMPUS 1: Instructional Rounds with Math Teachers with specific areas targeted based on data
1	1	4	CAMPUS 1: Train primary grades in workshop model using Minds on Mathematics and integrate Instructional Rounds.
1	1	5	CAMPUS 1: Continued support of grades 3-5 on Math Workshop
1	1	6	Math recovery and numeracy instruction with teachers will be utilized with students who have been identified with a deficit. Manipulatives will be purchased which will represent concepts in a concrete way to model learning.
1	2	1	CAMPUS 2: Staff will continue to be trained, supported, and monitored in: ALI 1(Balanced Literacy) and Guided Reading.
1	2	2	CAMPUS 2: Teachers will create and administer formative assessments--running records and benchmark reading assessments throughout the year to track progress.
1	2	3	CAMPUS2: Continue to administer the Dyslexic Intervention Program for students identified with dyslexia. CAMPUS 2
1	2	4	CAMPUS 2: Instructional Rounds with Reading teachers with specific areas targeted based on data
1	3	1	CAMPUS 3: Continue support in campus wide vertical alignment during PLCs.
1	3	2	CAMPUS 3: Train teachers on a vertically aligned rubric supported by the district and aligned to state standards.
1	3	3	CAMPUS 3: Continue school wide writing initiative including writing contests, writing rallies, teacher writing, guest speakers, and writing spotlights.
1	3	4	CAMPUS 3: Instructional Rounds with writing teachers with specific areas targeted based on data.
1	3	5	CAMPUS 3: Teachers will create and administer formative assessments on revising and editing throughout the year to track progress.
1	4	1	Time to Teach Discipline Program will be implemented to increase instruction time in classrooms.
1	5	1	Technology - We used the reverse classroom to encourage students participation and learning in Math.
1	6	1	The GT Scope and Sequence and Differentiated Instruction will be used K-5 to provide both GT and non-GT students opportunities to extend and enhance their learning.
1	6	2	Performance Level Descriptors and English Language Proficiency Standards will focus instruction PPCD - 5.
1	6	4	ELL Teacher and/or ELL assistant will collaborate with classroom teachers and will provide a continuum of instructional support as needed to promote English acquisition and TEKS mastery.

Goal	Objective	Strategy	Description
1	6	6	Students identified as Migrant will be provided appropriate intervention as indicated by the tracking of their TEKS. The migrant office will also provide services to the family as needed.
3	1	1	Teachers will be trained in Instructional Rounds and observe each other, provide feedback, and help develop professional growth among staff.
3	1	2	Teachers will attend Advantage Math Course 1 &2 and math workshop
3	1	3	Studying the continuum of Balanced Literacy from Fountas and Pinnell in literacy during collaboration.
3	1	4	Teacher's participation in math staff development and conferences.
3	1	5	Teacher's participation in literacy staff development and conferences.
3	1	6	Teachers participation in science staff development and conferences.
3	2	1	First year teachers are given mentors and are provided support at the campus level.
3	3	1	Send parent call out several days before the event in addition to adding it to the marquee and putting it in our school newsletter.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	CAMPUS 1: Continue to train staff in numeracy constructs -AVMR(District 3-year plan)
1	1	2	CAMPUS 1: Establish Common Assessments
1	1	3	CAMPUS 1: Instructional Rounds with Math Teachers with specific areas targeted based on data
1	1	4	CAMPUS 1: Train primary grades in workshop model using Minds on Mathematics and integrate Instructional Rounds.
1	1	5	CAMPUS 1: Continued support of grades 3-5 on Math Workshop
1	1	6	Math recovery and numeracy instruction with teachers will be utilized with students who have been identified with a deficit. Manipulatives will be purchased which will represent concepts in a concrete way to model learning.
1	2	1	CAMPUS 2: Staff will continue to be trained, supported, and monitored in: ALI 1(Balanced Literacy) and Guided Reading.
1	2	2	CAMPUS 2: Teachers will create and administer formative assessments--running records and benchmark reading assessments throughout the year to track progress.
1	2	3	CAMPUS2: Continue to administer the Dyslexic Intervention Program for students identified with dyslexia. CAMPUS 2
1	2	4	CAMPUS 2: Instructional Rounds with Reading teachers with specific areas targeted based on data
1	3	1	CAMPUS 3: Continue support in campus wide vertical alignment during PLCs.
1	3	2	CAMPUS 3: Train teachers on a vertically aligned rubric supported by the district and aligned to state standards.
1	3	3	CAMPUS 3: Continue school wide writing initiative including writing contests, writing rallies, teacher writing, guest speakers, and writing spotlights.
1	3	4	CAMPUS 3: Instructional Rounds with writing teachers with specific areas targeted based on data.
1	3	5	CAMPUS 3: Teachers will create and administer formative assessments on revising and editing throughout the year to track progress.
1	4	1	Time to Teach Discipline Program will be implemented to increase instruction time in classrooms.
1	5	1	Technology - We used the reverse classroom to encourage students participation and learning in Math.
1	6	1	The GT Scope and Sequence and Differentiated Instruction will be used K-5 to provide both GT and non-GT students opportunities to extend and enhance their learning.
1	6	2	Performance Level Descriptors and English Language Proficiency Standards will focus instruction PPCD - 5.
1	6	4	ELL Teacher and/or ELL assistant will collaborate with classroom teachers and will provide a continuum of instructional support as needed to promote English acquisition and TEKS mastery.

Goal	Objective	Strategy	Description
1	6	6	Students identified as Migrant will be provided appropriate intervention as indicated by the tracking of their TEKS. The migrant office will also provide services to the family as needed.
3	1	1	Teachers will be trained in Instructional Rounds and observe each other, provide feedback, and help develop professional growth among staff.
3	1	2	Teachers will attend Advantage Math Course 1 &2 and math workshop
3	1	4	Teacher's participation in math staff development and conferences.
3	1	5	Teacher's participation in literacy staff development and conferences.
3	1	6	Teachers participation in science staff development and conferences.
3	2	1	First year teachers are given mentors and are provided support at the campus level.
3	3	1	Send parent call out several days before the event in addition to adding it to the marquee and putting it in our school newsletter.
3	3	2	Send home kiwi packs daily so parents and teachers can work together toward the same goal in reading and writing.