Corsicana Independent School District

2018-2019 Fannin Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading

Mission Statement

Mission Statement
Corsicana I.S.D., in partnership with parents and the community, will teach a rigorous and relevant curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging them to become lifelong learners.

Core Beliefs
We are committed to...
1. Providing an education for every child that maximizes his/her potential.
2. Focusing our decisions and actions in support of student achievement.
3. Appropriate individualized instruction for all students.
4. Providing a positive environment that is safe and secure physically, emotionally and academically.
5. Treating each person with respect and dignity.
6. Responding to the needs of a changing world.
7. Providing opportunities for our students and teachers to learn and utilize current technology.
8. Providing an education that enables our graduates to make a positive contribution to society.
9. Nurturing and celebrating imagination and creativity.
10. Recognizing and celebrating student, employee, and community accomplishments.
11. Reinforcing integrity and character as critical components of success.
Corsicana Independent School District
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October 31, 2017 5:06 pm
12. Recruiting and retaining the best staff.
13. Collaboration and teamwork throughout our District community.
14. Continually striving to understand, appreciate, and address the unique circumstances of each child.
15. Accountability for academic achievement and fiscal responsibility.
Corsicana

Vision

Campus Mission Statement: Success for ALL

Value Statement

Core Values:

Fun: Happens here!

Integrity: Always do right

Relationships: Caring and connecting with community

Innovation: Get rid of the box

Growth: Moving on Up

Comprehensive Needs Assessment

Needs Assessment Overview

Our campus was able to see some success this past year and we are proud of the work that we have done. That being said we know that we have more work to do. As a campus our goal is to focus on the utilization of professional learning communities, growing self-efficacy in teachers and students, tracking and addressing data for students and teachers and creating plans and working the plans to meet the needs of all students. We will follow our PBIS commitments and hold everyone accountable. We will set goals for students and meet them. Every child on our campus must show a years worth of growth in order for us to be successful. We will utilize various tools to measure this growth...but this is our number one commitment to our stakeholders.

Demographics

Demographics Summary

Our campus is a diverse campus. Our teachers are primarily white. It is important that as a campus that we understand that we must meet the learning needs of our students. Our demographics on the campus have shifted over the years. We serve the largest population of African American students. We have a large Hispanic population, but our teachers are primarily white, women. We must understand and work to ensure that we look through other lenses when we are teaching our students and ensure that we are reaching them not only academically but that we are meeting their social needs as well. Our school had some success last year with raising our scores, that was not accidental is was done through hard work. As a team we must work together to ensure that all students are growing at least a year. This is an area that we were affected by on our accountability. We must ensure not only do our students get what we are teaching, but are we truly growing. This will be a focus for our teachers and administration.

Students will have growth folders and will document their goals and their progress through out the school year. Teachers will meet with administration to discuss their growth in their classrooms and administration will meet with students to discuss their growth. We are going to focus on meeting students where they are and taking them along for at least a years worth of growth.

Demographics Strengths

Our strength is our diversity. As we look to the new year it is important to remember that our goal is to have each child grow a years growth academically in order for them to stay on target and be successful. Our teachers will work together in teams to create collective self-efficacy as well as we are going to focus on creating student self-efficacy. We will be utilizing data tracking sheets for all students so that they can track their own data and know when they are needing more support. It is our goal to help students gain the skills they need to be successful. Our campus utilizes PLCs and this is an area that allow for our teachers to work together and have collective responsibility for all students on our campus. This is a strength for our school.

Focusing on student needs will allow us to really understand our teaching practices and understand the needs of our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our students and teachers do not have the self-efficacy needed to be successful at all times on our campus. **Root Cause**: This has not been something that we have really focused on in the past and therefore we do not have strong practices in place to promote self-efficacy.

Student Academic Achievement

Student Academic Achievement Summary

Through the use of PLCs we will be able to really focus on our student achievement. Based on our STAAR scores from the 2017-18 school year we met or exceeded the district average, however we did not meet or exceed the state average in all categories. We must focus on our specific campus needs. Writing is a opportunity for our school. With the on-boarding of writing portfolios and holding everyone accountable, there is an opportunity for writing to become a strength for our campus. Writing is a higher level thinking task and our students are ready for the challenge. We will continue to utilize opportunities for our students to work on Math facts at home as well as a challenge for students to read more everyday. With these efforts and the work of PLCs there will be a greater focus on rigor in all classrooms and will allow us to move our students to the next level. Our students will also know where they are based on he fact that they will be tracking their own data and educational goals. It is imperative that our students get a years worth of growth every year.

Student Academic Achievement Strengths

Our students are hard workers and are willing to do the work. Our teachers are also hard workers and are willing to do the work. We must work together to ensure that we all stay on the same team and challenge each other in our thinking in order to grow. We will be utilizing innovative teaching practices to meet these needs. Small group instruction will be a strong component of our instruction in the classroom. Teachers will work together to create common formative assessments and then we will work together to ensure that the data is used and students that need support will get it immediately. Teachers will work together to create a great first teach experience. Students will be utilizing a system to track their own data and to set their own goals. PLCs will be planned purposefully to ensure that the time is used well and the team is able to reach their goals. Administration will be working closely with PLCs to ensure that all aspects are being addressed and the team is able to be successful and well planned

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student are not performing at the level that is expected and are not showing a years worth of growth. **Root Cause**: As a campus we have focused on reaching the the standard, not ensuring that each child gets a years worth of growth. This is the expectation for all students in every classroom.

School Processes & Programs

School Processes & Programs Summary

Our school is focused on Professional Learning Communities. We work together to meet the needs of all of our learners. We have collective responsibility for all students at the grade level. We focus on understanding what we are supposed to be teaching and at what rigor, and then create ways to measure student success, if a student needs support that is provided and when students need to be enriched there is a plan for that as well.

We utilize PBIS and will continue to work with all teachers to implement with fedility. Teachers who utilize PBIS have better experiences than those that do not. This is an expectation for our campus. We will work to make sure that we are all on the same page before school starts and then throughout the year we will utilize time to discuss and revisit the plan.

We will continue to use committees and vertical teams to ensure that the work gets done and the work is being shared.

We will continue to have monthly professional development meetings for things going on at the campus (Thursdays with Karen)

Tiger time provides our campus and opportunity to focus on students who need specific interventions.

School Processes & Programs Strengths

Our campus strength is that we have teachers who are able and willing to do new things. As we continue to push forward with raising our academic achievement we are coming together as professional learning communities with a focus on increasing there academic success. The other thing that they will focus on is the social emotional of each student to ensure that they are able to be successful socially as well.

We will be tracking student data and meeting regularly to discuss academic success for our students. Students will be tracking their own data as well and they will e able to set goals and make plans for how to be successful.

We already have some strong systems in place, however we will continue to fine tune these systems to make the experience as great as it can be for all stakeholders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our students need to take on a more active role and responsibility for their own learning and will be utilizing tracking systems to measure and see their own growth. **Root Cause**: This has not been a goal for our school in the past and we focus on what is measured. This will be a goal

for us and we will be able to see growth through this experience

Perceptions

Perceptions Summary

Last year as a campus we spent some time really working through these elements. We have our core values, and our campus mission statement. We have a school that knows that we care about them. Our goal for the new year is to really work on developing success and self-efficacy in our students. We want to build up our students and teachers to truly believe that they can do the work and be successful. There is a great deal of work to do in an elementary school, but a priority should be ensuring that everyone believes in the work and believes that they can accomplish the work. We need students to want to be successful and we feel we can do that through the use of our morning meetings. And by setting goals and discussing goals with students. Administration will be doing the same thing with teachers. This process will allow us to hold everyone accountable and challenge and support all of our students. We are a great place on our campus, we have seen some success, but we have work to do. This is the time to strike while the iron is hot. Success breeds success!

Perceptions Strengths

As a campus our strength is that we are seen as a s campus that is consistent and steady. This is great however, we are better than that as a collective team. We are interested in taking our school to the next level and really see success in our students. By setting goals, looking at our data through our PLCs and working the system of PLC we should be able to see additional growth for the new year. The most important thing that teachers must understand is that we must be a value added system. Meaning that each year a child at our school must see a years worth of growth in order for the year to be considered successful. Our instruction must have value added qualities. Our teachers are hard working and our students are committed to success. This is a great combo for reaching our goals as a campus. There is a lot of work to do this year, but it is important to note that we did some great work last year. We have a strong place to start from.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In the past we have looked at meeting the target for the grade level, not looking at what a year of growth should be **Root Cause**: The focus in the past has been on meeting the standards, our new focus is showing value added not matter where you start from. Our goal is to be able to demonstrate a years worth of growth for each student and not just pass an assessment or meet the standard. We must take them from where they are and ensure that they grow at least a year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 02, 2015

Goal 1: James W. Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Students will be actively engaged in rigorous instruction that will develop deeper understanding of TEKS concepts in Grades K-4, thus resulting in 85% of students at or above grade level.

Evaluation Data Source(s) 1: Walk throughs
Teacher feedback
PLC notes
Common formative assessments
district assessments
benchmarks
IStation, Moby
DRAs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Teachers will be trained to use professional learning communities in order to address the four questions and improve Tier I instruction.	Campus administrators, Classroom Teachers, Students, Interventionists	80% or more of our students will meet or exceed grade level expectations.				
	Problem Statements: Student Achievement 1 Funding Sources: 199 General - 1000.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) Teachers will be trained to design lesson using CSCOPE, Lead4ward, etc. addressing grade level appropriate Supporting and Readiness Standards through PLCs.	Campus administrators, Classroom Teachers, Students, Interventionists	85% or more of our students will meet or exceed grade level expectations.				
	Problem Statements: Student Achievement 1 Funding Sources: 199 General - 500.00					

Comprehensive Support Strategy **Critical Success Factors** CSF 1	administration curriculum staff	TTESS and instructional walk-throughs, assessment data, student grades, progress monitoring, and number of students meeting approaches grade level standard or higher on state assessment			
3) All staff will engage in the the fundamental 5 practices in all content areas.	Problem Statements: Student Achievement 1				
	Funding Sources: 199 General - 250.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1	administration curriculum staff	TTESS and instructional walk-throughs, assessment data, student grades, progress monitoring, and number of students meeting approaches grade level standard or higher on state assessment			
4) All staff will actively engage in ELPs (ESL) strategies in all content areas.	Problem Statements: Perceptions 1				
	Funding Sources: 199 ESL - 700.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1	administration curriculum staff	Progress monitoring data, student grades, identification of students who need specialized instruction, then number of students meeting approaches grade level standard or higher on state assessment.			
5) All grade levels will use a consistent math and reading RtI plan. We will use universal and diagnostic screeners in math and reading three times a year. Students who are identified with a need will be assisted through this program either in the classroom or through tiger time.	Problem Statements: Perceptions 1 Funding Sources: 199 General - 1000.00				
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 1	Admin Teachers Curriculum and Instruction	Increase student performance			
6) Professional development will be focused around the following: Professional Learning Communities high quality tier I instruction PBIS	Problem Statements: Student Achievement 1 Funding Sources: 199 General - 1000.00				
Critical Success Factors CSF 1	Administration	100% highly qualified teachers			
7) Fannin will recruit high quality teachers by providing an environment where teachers can thrive and continue to learn professionally.	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 General - 250.00				
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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students are not performing at the level of expectations set by district and state. **Root Cause 1**: TEKS are not being taught in the classrooms at the rigor level that is tested on STAAR. As a campus we must look at the rigor and instructional level that we are teaching at in each grade level. There needs to be a focus on student talking to one another, thinking at higher levels and writing everyday in every classroom.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There is a need for on going professional development so that our teacher can meet the needs of our diverse population. **Root Cause 1**: There has been a demographic change in our school, but there has not been a change in teaching practices among all teachers thus creating an opportunity gap. Through the use of professional learning communities teachers able to work together and create a comprehensive plan so that all students can be successful.

Perceptions

Problem Statement 1: In the past we have looked at meeting the target for the grade level, not looking at what a year of growth should be **Root Cause 1**: The focus in the past has been on meeting the standards, our new focus is showing value added not matter where you start from. Our goal is to be able to demonstrate a years worth of growth for each student and not just pass an assessment or meet the standard. We must take them from where they are and ensure that they grow at least a year.

Goal 1: James W. Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: Learning Stations will be utilized in all of our classrooms

Evaluation Data Source(s) 2: Unit Reading Assessment Scores, Scores on Common Assessments, IStation Reports, ISteep Reports, STAAR Scores when assessed grades 3-5, Reading Fluency, Progress Monitoring Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 1 1) All teachers will implement learning stations in their classrooms so that the teacher will have time to focus on small group instruction utilizing guided reading and math practices.	administration individual teachers	80% or more of our students will meet or exceed grade level expectations. Problem Statements: Student Achievement 1 Funding Sources: 199 General - 2000.00				

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Students are not performing at the level of expectations set by district and state. **Root Cause 1**: TEKS are not being taught in the classrooms at the rigor level that is tested on STAAR. As a campus we must look at the rigor and instructional level that we are teaching at in each grade level. There needs to be a focus on student talking to one another, thinking at higher levels and writing everyday in every classroom.

Goal 1: James W. Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: Students and teachers will set academic goals for success. Each student will focus on a years worth of growth.

Evaluation Data Source(s) 3: Common formative assessments, district common assessments, benchmarks, Istatation, Moby, and various other tools.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Students will be expected to set there own goals for students success. The goal is for each student to demonstrate a years worth of growth.	Teachers administrtion	Students will leave each grade level with a years worth of growth in order to be successful.	🟠			
		Problem Statements: School Processes & Programs 1				
		Funding Sources: 199 General - 2000.00				
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Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our students need to take on a more active role and responsibility for their own learning and will be utilizing tracking systems to measure and see their own growth. **Root Cause 1**: This has not been a goal for our school in the past and we focus on what is measured. This will be a goal for us and we will be able to see growth through this experience

Goal 1: James W. Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 4: Skill improvement and/or mastery of grade appropriate Supporting and Readiness Standards. This will be done through the use of Professional Learning Communities.

Evaluation Data Source(s) 4: Walk throughs
Teacher feedback
PLC notes
Common formative assessments
district assessments
benchmarks
IStation, Moby
DRAs

Summative Evaluation 4:

			Reviews			
Strategy Description	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
1) All students must demonstrate a years worth of growth.	Walk throughs Teacher feedback PLC notes Common formative assessments district assessments benchmarks IStation, Moby DRAs	Students will grow at least a year in each grade level.				
	Problem Statements: School Processes & Programs 1 - Perceptions 1					
	Funding Sources: 199 General - 1000.00					
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Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Our students need to take on a more active role and responsibility for their own learning and will be utilizing tracking systems to measure and see their own growth. **Root Cause 1**: This has not been a goal for our school in the past and we focus on what is measured. This will be a goal for us and we will be able to see growth through this experience
Perceptions

Problem Statement 1: In the past we have looked at meeting the target for the grade level, not looking at what a year of growth should be **Root Cause 1**: The focus in the past has been on meeting the standards, our new focus is showing value added not matter where you start from. Our goal is to be able to demonstrate a years worth of growth for each student and not just pass an assessment or meet the standard. We must take them from where they are and ensure that they grow at least a year.

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Opportunities will be provided for parents and community members to get involved in school activities like P.T.O., Fall Festival, Family Academic Nights, Fun Day and other campus events and activities.

Evaluation Data Source(s) 1: Campus sign-in sheets, P.T.O. sign-in sheets and minutes.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 5 CSF 6 1) Implementation of reading mentors for our second grade students.	Administration	80% or more of our second grade students reading at or above grade level.	(Considerable)			
		Problem Statements: School Context and Organization 1 Funding Sources: 199 General - 500.00				
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 1 CSF 5 CSF 6 2) Instructional Evenings: Meet the Teacher Curriculum night Reading Night Math Night Science Night PTO meetings Various other Assemblies and events Parent teacher conferences News letters Wednesday folders Open House Book Fairs	Admin teachers PTO	More parents will become actively involved in our school	(Considerable)			
		Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 General - 500.00				
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Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: While we have parent involvement we seek to have parent engagement. **Root Cause 1**: Often we make assumptions that parents don't want to be involved and do not make the attempts to develop those deeper relationships. It the job of the school to build these relationships and find ways to help our parents engage in our school so that we are all on the same page moving in the same direction to support our children.
School Context and Organization
Problem Statement 1: Our school must work together to create systems that allow everyone in the building to be successful: teachers, students, and parents **Root Cause 1**: There are times when expectations are not fully disclosed, when this happens there is choas. We must work as a staff to ensure that all expectations are clearly communicated. We must as a staff hold ourselves accountable for each of these expectations.

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 2: Continue to utilize the reading buddy program matching with second graders as our first group.

    Evaluation Data Source(s) 2: Feedback from mentors, I Station and DRA.

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative May
1) Mentors will come in and read weekly with second grade students.	Istation DRA	Students will be on second grade level at the end of the school year	(Some Progress)			
	Problem Statements: Curriculum, Instruction, and Assessment 1					
	Funding Sources: 199 General - 500.00					

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Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Our students are currently not performing at the expected levels that we would like our students to be at where they have a years worth of growth each school year. **Root Cause 1**: As a campus we must focus on best practices and best first teach by truly understanding the TEKS and the rigor at which each TEK is to be taught in order for students to be successful.

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 3: Teachers will be required to meet with parents at least one time face to face to discuss student needs and expectations.

Evaluation Data Source(s) 3: Teacher conference feedback forms,
Teacher communication logs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Teachers will have at least one face to face conference with every student's parents.	Conference feedbak form	create a partnership between parents and school.	◑			
	Problem Statements: Parent and Community Engagement 1					
	Funding Sources: 199 General - 0.00					
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Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: While we have parent involvement we seek to have parent engagement. **Root Cause 1**: Often we make assumptions that parents don't want to be involved and do not make the attempts to develop those deeper relationships. It the job of the school to build these relationships and find ways to help our parents engage in our school so that we are all on the same page moving in the same direction to support our children.

Goal 3: James W. Fannin Elementary will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: Fannin School will take steps to provide a safe transportation environment for students.

Evaluation Data Source(s) 1: Bus referrals , reduced complaits from parents on the pick-up and drop-off procedures.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative May
Critical Success Factors CSF 6	Administrators, Teachers, Staff	Lesson confusion and parent complaints	◕			
1) Student drop-off and pick-up procedures are discussed with parents at "Meet the Teacher", placed on the school website, and sent home the first day of school in a flier.	Problem Statements: School Culture and Climate 1					
Critical Success Factors CSF 5 CSF 6	Administrators, Teachers, Staff	Less confusion and parent complaints	◕			
2) Roles of parents, staff, and students will be printed out and distributed with timely reminders when necessary.	Problem Statements: Parent and Community Engagement 1					
Critical Success Factors CSF 6	Administrators, Teachers, Staff	Reduction in bus referral	◕			
3) Non-compliance consequences will be addressed and shared.	Problem Statements: Parent and Community Engagement 1					
Critical Success Factors CSF 6	Administration	Reduction in bus referrals Driver retention.	⦾			
4) Videos will be created and shared with bus staff and students on how to implement PBIS on the bus.	Problem Statements: Parent and Community Engagement 1					
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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: There is a need for cohesive rules and expectations, which come from the implementation of Positive Behavior Interventions and Supports **Root Cause 1**: Not all staff implement PBIS with fidelity, thus leaving confusion among students.

Parent and Community Engagement

Problem Statement 1: While we have parent involvement we seek to have parent engagement. **Root Cause 1**: Often we make assumptions that parents don't want to be involved and do not make the attempts to develop those deeper relationships. It the job of the school to build these relationships and find ways to help our parents engage in our school so that we are all on the same page moving in the same direction to support our children.

Goal 3: James W. Fannin Elementary will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 2: Fannin Elementary will implement a campus-wide Positive Behavior Initiative Support System.

Evaluation Data Source(s) 2: Discipline referrals,and PEIMS discipline reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Critical Success Factors CSF 4 CSF 6 1) 1. Regular meetings will be held and adjustments will be made to the PBIS plan as needed.	Teachers, administrators, committee members	Fewer discipline referrals Less referrals from common areas	◓			
		Problem Statements: School Context and Organization 1				
Critical Success Factors CSF 4 CSF 6 2) 2.Expectations for common areas will be established and posted.	PBIS Committee, Teachers, Administrators	Students follow routines and procedures for common areas. Students earn Tiger Paws for positive behavior in common areas,	◓			
		Problem Statements: School Context and Organization 1				
Critical Success Factors CSF 4 CSF 6 3) 4. A positive reward system for students will be established and implemented.	PBIS Committee Members, Teachers, Administrators	Fewer Discipline Referrals	◓			
		Problem Statements: School Context and Organization 1				
Critical Success Factors CSF 4 CSF 6 4) Teachers will conduct morning meetings to assist with the implementation of PBIS	PBIS Committee Members, Teachers, Administrator	Fewer discipline referrals	◓			
		Problem Statements: School Context and Organization 1				
Comprehensive Support Strategy **Targeted Support Strategy** **PBMAS** **Critical Success Factors** CSF 6 5) The campus counselor will provide bi-weekly counseling to our students. This will include counseling around violence prevention and intervention. If a student should need additional support the counselor is available.	counselor teachers administrators	Reduction in incidents effecting our students Problem Statements: School Context and Organization 1	◓			

6) Pregnancy related services are available should they be needed through a joint effort of school counselor and the nurse	counselor nurse	reduction in incidents					
Critical Success Factors CSF 6 7) it is the campus goal to reduce physical and verbal abuse for students, sexual harassment for students and to reduce bullying. This will be done through on going class counseling, individual counseling and meetings with administrators.	counselor teachers admin	reduction of incidents for our students.					
Critical Success Factors CSF 1 8) 8) Our students will receive the state required number of minutes or more each week for physical education. Our students will participate in the fitness gram and we will ensure that our students are active and healthy.	administration	reduction in absences					
		Problem Statements: School Processes & Programs 1					

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue

Performance Objective 2 Problem Statements:

School Context and Organization
Problem Statement 1: Our school must work together to create systems that allow everyone in the building to be successful: teachers, students, and parents **Root Cause 1**: There are times when expectations are not fully disclosed, when this happens there is choas. We must work as a staff to ensure that all expectations are clearly communicated. We must as a staff hold ourselves accountable for each of these expectations.
School Processes & Programs
Problem Statement 1: Our students need to take on a more active role and responsibility for their own learning and will be utilizing tracking systems to measure and see their own growth. **Root Cause 1**: This has not been a goal for our school in the past and we focus on what is measured. This will be a goal for us and we will be able to see growth through this experience

Goal 3: James W. Fannin Elementary will have a safe and orderly environment that promotes and enhances student learning.

Performance Objective 3: Attendance matters, Fannin is expecting to have a 97% daily attendance rate.

    Evaluation Data Source(s) 3: daily attendance
number of students receiving campus incentives

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Critical Success Factors CSF 4 1) Teachers will call home daily when students are not present	teachers administration	reduction in absences	◓			
		Problem Statements: Parent and Community Engagement 1				
Critical Success Factors CSF 4 2) Admin will follow district procedures to improve daily attendance.	admin	reduction in absences	◓			
		Problem Statements: School Context and Organization 1				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◓ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: While we have parent involvement we seek to have parent engagement. **Root Cause 1**: Often we make assumptions that parents don't want to be involved and do not make the attempts to develop those deeper relationships. It the job of the school to build these relationships and find ways to help our parents engage in our school so that we are all on the same page moving in the same direction to support our children.
School Context and Organization
Problem Statement 1: Our school must work together to create systems that allow everyone in the building to be successful: teachers, students, and parents **Root Cause 1**: There are times when expectations are not fully disclosed, when this happens there is choas. We must work as a staff to ensure that all expectations are clearly communicated. We must as a staff hold ourselves accountable for each of these expectations.

Goal 4: James W. Fannin Elementary will meet or exceed all Systems Safeguards.

Performance Objective 1: All students including those receiving special education services will receive rigors math instruction at a cognitive level that meets their individual learning needs.

Evaluation Data Source(s) 1: Skill improvement and/or mastery of grade appropriate TEKS for all students including those receiving special education services.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Critical Success Factors CSF 1 1) Professional learning communities will be utilized so that Tier I instruction is enhanced.	teacher administrators	85% or more students will meet o r exceed grade level expectations	◕			
		Problem Statements: School Context and Organization 1				
		Funding Sources: 199 comp Ed. - 500.00				
Critical Success Factors CSF 1 2) Teacher training for greater understanding and implementation of RtI and differentiated instruction practices for special education students.	sped teachers admin teachers	agendas, sign in, minutes, copies of training material, RtI charts, RtI notebooks	◕			
		Problem Statements: Student Academic Achievement 1				
		Funding Sources: 199 General - 250.00				
Critical Success Factors CSF 1 3) Targeted intervention in the area of math through Math camps, Moby Max computer program, and or tutorials	computer Lab teachers admin	Moby Max reports, intervention logs, math camp data, progress monitoring	◕			
		Problem Statements: School Context and Organization 1				
		Funding Sources: 199 comp Ed. - 2000.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 4) Lesson Plan alignment between general education and special education teachers	teachers admin	documented lesson plans, team planning	◕			
		Problem Statements: Student Achievement 1				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Students are not performing at the level of expectations set by district and state. **Root Cause 1**: TEKS are not being taught in the classrooms at the rigor level that is tested on STAAR. As a campus we must look at the rigor and instructional level that we are teaching at in each grade level. There needs to be a focus on student talking to one another, thinking at higher levels and writing everyday in every classroom.

School Context and Organization

Problem Statement 1: Our school must work together to create systems that allow everyone in the building to be successful: teachers, students, and parents **Root Cause 1**: There are times when expectations are not fully disclosed, when this happens there is choas. We must work as a staff to ensure that all expectations are clearly communicated. We must as a staff hold ourselves accountable for each of these expectations.

Student Academic Achievement

Problem Statement 1: Student are not performing at the level that is expected and are not showing a years worth of growth. **Root Cause 1**: As a campus we have focused on reaching the the standard, not ensuring that each child gets a years worth of growth. This is the expectation for all students in every classroom.

Goal 4: James W. Fannin Elementary will meet or exceed all Systems Safeguards.

Performance Objective 2: All students including those receiving special education services will receive rigors reading instruction at a cognitive level that meets their individual learning needs and will pass their state assessment in reading.

Evaluation Data Source(s) 2: Skill improvement and/or mastery of grade appropriate TEKS for all students including those receiving special education services.
Summative Evaluation 1:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Professional learning communities will be utilized so that Tier I instruction is enhanced.	teachers admin	85% or more students will meet o r exceed grade level expectations				
		Problem Statements: Student Academic Achievement 1 Funding Sources: 199 General - 200.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) Teacher training for greater understanding and implementation of RtI and differentiated instruction practices for special education students.	Admin teachers	agendas sign in sheets training materials				
		Problem Statements: Student Academic Achievement 1				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 3) Targeted intervention in the area of reading through reading campus, iStation, computer program, and/or tutorials	computer lab teachers admin	istation reports, intervention logs, reading camp data, progress monitoring				
		Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 199 comp Ed. - 2000.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 4) Lesson Plan alignment between general education and special education teachers	admin teachers	lesson plans team meeting notes				
		Problem Statements: School Context and Organization 1				
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Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Our students are currently not performing at the expected levels that we would like our students to be at where they have a years worth of growth each school year. **Root Cause 1**: As a campus we must focus on best practices and best first teach by truly understanding the TEKS and the rigor at which each TEK is to be taught in order for students to be successful.

School Context and Organization
Problem Statement 1: Our school must work together to create systems that allow everyone in the building to be successful: teachers, students, and parents **Root Cause 1**: There are times when expectations are not fully disclosed, when this happens there is choas. We must work as a staff to ensure that all expectations are clearly communicated. We must as a staff hold ourselves accountable for each of these expectations.

Student Academic Achievement
Problem Statement 1: Student are not performing at the level that is expected and are not showing a years worth of growth. **Root Cause 1**: As a campus we have focused on reaching the the standard, not ensuring that each child gets a years worth of growth. This is the expectation for all students in every classroom.

Goal 4: James W. Fannin Elementary will meet or exceed all Systems Safeguards.

Performance Objective 3: Fannin Elementary will provide a framework fro ELL success by providing linguistically accomodated instruction in all core subjects. The differentiation of instruction will be based on the students current level of language proficiency

Evaluation Data Source(s) 3: Walk through data, teacher lesson plans, student success on:
Walk throughs
Teacher feedback
PLC notes
Common formative assessments
district assessments
benchmarks
IStation, Moby
DRAs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) ELL students will use comprehension tool kit to increase reading comprehension	principal teachers	benchmark scores data sheets progress reports common assessments unit test intervention data LPAC data SIT Data				
	Problem Statements: School Context and Organization 1					
	Funding Sources: 199 comp Ed. - 1000.00					
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 2) Students will participate in morning tutorials using Imagine Learning	Teachers, ESL coordinator	data from universal screeners and Imagine Learning Problem Statements: Perceptions 1				

Comprehensive Support Strategy **Critical Success Factors** CSF 1 3) All teachers will be trained in ESL strategies and will be expected to utilize them in the classroom	administration	Benchmark scores data sheet progress reports common assessments unit test intervention data LPAC data				
	Problem Statements: School Context and Organization 1					
	Funding Sources: 199 comp Ed. - 1000.00					

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Performance Objective 3 Problem Statements:

School Context and Organization
Problem Statement 1: Our school must work together to create systems that allow everyone in the building to be successful: teachers, students, and parents **Root Cause 1**: There are times when expectations are not fully disclosed, when this happens there is choas. We must work as a staff to ensure that all expectations are clearly communicated. We must as a staff hold ourselves accountable for each of these expectations.
Perceptions
Problem Statement 1: In the past we have looked at meeting the target for the grade level, not looking at what a year of growth should be **Root Cause 1**: The focus in the past has been on meeting the standards, our new focus is showing value added not matter where you start from. Our goal is to be able to demonstrate a years worth of growth for each student and not just pass an assessment or meet the standard. We must take them from where they are and ensure that they grow at least a year.

Goal 4: James W. Fannin Elementary will meet or exceed all Systems Safeguards.

Performance Objective 4: Fannin Elementary will provide 50 minutes daily of targeted intervention in reading and math during "Tiger Time."

Evaluation Data Source(s) 4: Special Education students, ELLs and all students identified through universal screeners will be progress monitored for growth and provide the needed intervention

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Oct	Formative Jan	Formative Mar	Summative May
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 1) Data generated from universal screeners will be used to identify students who will receive instruction in intervention groups during tiger time	teachers interventionist administrators	Moby Max data Istation DRA ISteep	◕			
		Problem Statements: Perceptions 1 Funding Sources: 199 General - 200.00				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 2) Data generated from Tiger Time will be used in RtI meetings to determine the types of intervention or programs needed to meet individual student needs.	admin teachers interventionist	students data, moby max, Isteep IStation	◔			
		Problem Statements: Perceptions 1 Funding Sources: 199 comp Ed. - 1000.00				
Critical Success Factors CSF 1 CSF 2 3) Data will be used to drive the interventions used int he classroom during tiger time by the classroom teachers	admin teachers interventionist	students data, moby max, Isteep IStation	◔			
		Problem Statements: Perceptions 1				
Comprehensive Support Strategy **Critical Success Factors** CSF 1 CSF 2 4) Think tanks will be utilized fro students that need enrichment during tiger time	teachers admin	increase in test scores	◔			
		Problem Statements: Perceptions 1				
✔ = Accomplished →= Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Performance Objective 4 Problem Statements:

Perceptions

Problem Statement 1: In the past we have looked at meeting the target for the grade level, not looking at what a year of growth should be **Root Cause 1**: The focus in the past has been on meeting the standards, our new focus is showing value added not matter where you start from. Our goal is to be able to demonstrate a years worth of growth for each student and not just pass an assessment or meet the standard. We must take them from where they are and ensure that they grow at least a year.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will be trained to use professional learning communities in order to address the four questions and improve Tier I instruction.
1	1	2	Teachers will be trained to design lesson using CSCOPE, Lead4ward, etc. addressing grade level appropriate Supporting and Readiness Standards through PLCs.
1	1	3	All staff will engage in the the fundamental 5 practices in all content areas.
1	1	4	All staff will actively engage in ELPs (ESL) strategies in all content areas.
1	1	5	All grade levels will use a consistent math and reading RtI plan. We will use universal and diagnostic screeners in math and reading three times a year. Students who are identified with a need will be assisted through this program either in the classroom or through tiger time.
1	1	6	Professional development will be focused around the following: Professional Learning Communities high quality tier I instruction PBIS
1	2	1	All teachers will implement learning stations in their classrooms so that the teacher will have time to focus on small group instruction utilizing guided reading and math practices.
2	1	1	Implementation of reading mentors for our second grade students.
2	1	2	Instructional Evenings: Meet the Teacher Curriculum night Reading Night Math Night Science Night PTO meetings Various other Assemblies and events Parent teacher conferences News letters Wednesday folders Open House Book Fairs
3	2	5	The campus counselor will provide bi-weekly counseling to our students. This will include counseling around violence prevention and intervention. If a student should need additional support the counselor is available.
4	1	4	Lesson Plan alignment between general education and special education teachers
4	2	1	Professional learning communities will be utilized so that Tier I instruction is enhanced.
4	2	2	Teacher training for greater understanding and implementation of RtI and differentiated instruction practices for special education students.
4	2	3	Targeted intervention in the area of reading through reading campus, iStation, computer program, and/or tutorials
4	2	4	Lesson Plan alignment between general education and special education teachers
4	3	2	Students will participate in morning tutorials using Imagine Learning
4	3	3	All teachers will be trained in ESL strategies and will be expected to utilize them in the classroom
4	4	1	Data generated from universal screeners will be used to identify students who will receive instruction in intervention groups during tiger time

Goal	Objective	Strategy	Description
4	4	2	Data generated from Tiger Time will be used in RtI meetings to determine the types of intervention or programs needed to meet individual student needs.
4	4	4	Think tanks will be utilized fro students that need enrichment during tiger time