Louise Wolff Kahn Elementary Campus Improvement Plan

2017 – 2018

“Educating today’s learners for tomorrow’s world.”

Our mission at Louise Wolff Kahn Elementary is to provide a safe and supportive educational environment that promotes leadership, excellence, creativity, problem solving, collaboration and community.

Committee Members: Monica Marquez (Principal), Dr. Roberto Gonzalez (Assistant Principal), Ema Loza (Parent Liaison), Nancy Cheyne (Staff Member), FROST BANK (Business Representative), Juanita DelMoral (PTA and Parent Representative), Maria Olvera, All Teachers
In accordance with TEC 11.251, District Performance Goals/Objectives (approved by Dallas ISD Board of Trustees, February 23, 2017) are aligned with Campus Performance Goals/Objectives.
DALLAS INDEPENDENT SCHOOL DISTRICT BOARD GOALS

GOAL 1: All students will exhibit Satisfactory or above on performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth.
GOAL 2: Dallas ISD schools will be the primary choice for families in the district.
GOAL 3: The achievement gap by race, ethnicity, and socio-economic status will be no greater than 10% on all academic measures.
GOAL 4: 95% of students will graduate. Of the graduates, 90% have the qualifying scores for community college, college, military, or industry certification.
GOAL 5: 95% of entering kindergarten students are school-ready on a multidimensional assessment.
GOAL 6: All students will participate in at least one extracurricular or co-curricular activity each year.

DALLAS INDEPENDENT SCHOOL DISTRICT STUDENT OUTCOME GOALS

GOAL 1: Student achievement on state assessments in all subjects at level II or above will increase from 66% to 75% by 2022.
GOAL 2: Student achievement on the 3rd grade state assessment in reading at level II or above will increase from 63% to 75% by 2022.
GOAL 3: Student achievement on state assessments as measured by postsecondary readiness standard in two or more subjects will increase from 22% to 35% by 2022.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

In accordance with TEC 11.251, District Performance Goals/Objectives (approved by Dallas ISD Board of Trustees, February 23, 2017) are aligned with Campus Performance Goals/Objectives.
The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state’s students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR:

In accordance with TEC 11.251, District Performance Goals/Objectives (approved by Dallas ISD Board of Trustees, February 23, 2017) are aligned with Campus Performance Goals/Objectives.
Data Sources Reviewed:
- My Data Portal
- Schoolnet
- Chancery
- Gradespeed
- Teachers’ Need Assessment Survey
- Parents’ Need Assessment Survey
- District Climate Survey

<table>
<thead>
<tr>
<th>Area Reviewed</th>
<th>Summary of Strengths</th>
<th>Summary of Needs</th>
<th>Priorities</th>
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</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>What were the identified strengths?</td>
<td>What were the identified needs?</td>
<td>Increase student attendance to 97% in all grades and students' subgroup.</td>
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<tr>
<td></td>
<td>(Facts not actions)</td>
<td>(Facts not actions)</td>
<td>Based on the disaggregation of this STAAR and ACP data, one of our areas of need will be 3rd-5th grades English Reading. Our teachers in 3rd and 4th grades changed last year. We will look closely at our 2017 STAAR data to adjust these targeted areas. Based on our STAAR and ACP data, another target area is 3rd grade Spanish Reading. We will review our 2017 STAAR data and make necessary adjustments to targeted areas. Needs according to STAAR, ACP, Terranova/SUPERA and ISIP data are: Vocabulary, Writing across content areas, Language Arts for English and Spanish Reading and Writing</td>
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<tr>
<td>Student Achievement</td>
<td>The school serve students from pre-k to fifth grade. The number of students per grade level is as follow: Pre-K: 57, Kinder: 83, 1st: 80, 2nd: 91, 3rd: 80, 4th: 98 and 5th: 75. We have 286 (50.7%) male students and 278 (49.3%) female students. From those students 365 are LEP, 22(3.9%) are in special education, 16 (4.4) LEP and SPED 84% (14.9) G/T, 477 (84.6%) economically disadvantaged. The distribution by race is: white 8(1.4%), black/African American 17 (3.0%), hispanic-539 (95.6%) and 0 (0%) 2 or more races. Number of bilingual teachers match the number of students</td>
<td>Even though attendance rates have increased considerably we still have some areas that we need to target to maintain attendance rate over 97%. Attendance below 97% target: PK 95.54%, Kinder 96.14%. Males and African American population are specific targets campus wide due to levels of chronic absenteeism</td>
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85.7 in 2016. We lost 5.2 points. The advanced level increased by 7.7 points. It went from 17.5 in 2014 to 18.2 in 2016. According to 2015-2016 ACP data, 5th Spanish Reading scored 79.5 in Semester 1 and 81.1 in Semester 2.

English Writing
Our English Writing scores, according to STAAR data, were at 66.7 in 2014. They decreased to 36.6 in 2015. That was a 30.1 loss. We then increased from 36.6 to 54.3 in 2016. That was a 17.7-point gain. All categories have taken a loss. Our percentage for advanced students was 14.3 in 2016. In 2014 and 2015, the percentage was 0. According to ACP data from 2015-2016, our English Language Arts score was 43.2 in Semester 1 and 72.2 in Semester 2.

Our Spanish Writing scores, according to STAAR data, were at 61.8 in 2014. They decreased slightly to 61.4 in 2015. However, in 2016, they increased to 84.6 which is a 23.2-point gain. Our advanced level is also up from 4.4 in 2014 to 25.6 in 2016. This is also a 21.2 points gain. According to 2015-2016 ACP data, our Spanish Language Arts score was 73.7 in Semester 1 and 72.5 in Semester 2.

From 2014 to 2016 5th grade English Reading shows, according to STAAR data, an overall loss of 27.5. We went from 91.1 in 2014 to 63.6 in 2016. The low SES shows a loss of 22.6. We went from 89.3 in 2014 to 66.7 in 2016. The LEP students show the greatest loss of 68.8. We went from 87.0 in 2014 to 18.2 in 2016. At Risk also shows a loss of 35.3. We went from 89.1 in 2014 to 53.8 in 2016. Our male population shows a loss of 16.6. We went from 83.3 in 2014 to 66.7 in 2016. The female students also show a loss of 29.6. We went from 94.3 in 2014 to 64.7 in 2016. According to 2015-2016 ACP data, 5th grade English Reading scored 72.7 in Semester 1 and 62.9 in Semester 2.

Our Spanish Reading 3rd grade shows, according to STAAR data, a loss of 2-2.8 on all the following areas: All, low SES, LEP and At Risk. According to 2015-16 ACP data, 3rd grade Spanish Reading was 54.5 for Semester 1. The female students show a loss of 22.3. They dropped from 92.0 in 2014 to 69.7 in 2016. However, we have still maintained an average higher than the district during the 3-year period.

Math needs: Building computation skills to move our focus to learning other content areas with ease.

Science- K-5
Hands on problem solving – experiments
Writing and using vocabulary in Science Notebooks

School Culture and Climate
According to fall climate survey, 100% of teachers agreed that the key actions our school is working on this year are focused on what is best for students. 100% of teachers understand their role in implementing the school’s key actions. 96.6% of the staff stated that they have the support they need from campus leadership to do my job well. All this is the result of the participation teachers had in the development of the campus improvement plan. 98.3% of staff stated the campus leadership helps them understand recent changes in the school’s focus. 98.3% stated that their priorities are similar to the school’s priorities. 94.7% of our staff would recommend our school to others to work here.

The identified need in school culture and climate are:
Teachers stated that they need more effective professional development opportunities to improve their instruction.
The effect of team member in the improvement of the quality of instruction.
Staff need more recognition for doing a good job.

Our main purpose is to develop our teachers’ leadership potential. We surveyed teachers to determine the way they would like to be recognized. We will celebrate classroom academic achievements after every common assessment. Leadership will give instant positive feedback after spot observations using sticky not

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| Staff Quality/Professional Development | The number of bilingual teachers match the number of Hispanic population of the school, which is 539 (95.6%) out of the total student body. Professional development is tailor to campus trends, grade levels and individual needs. Staff high moral and willingness to work at this school as evidenced in our climate survey is a strength because it offers the required stability our student population need. We have a teacher selection committee that is composed of the administrative team, campus instructional coaches and a teacher who vary according to the grade level that needs a new teacher. The hiring process take into consideration not only teacher qualifications but content knowledge and problem solving skills. | Nine teachers with 1-2 years of experience. Some of those are in grades 3-5 and their students will be assessed with the STAAR test. PLCs format and content must be improved according to teachers’ input. The school is in need professional development about effective communication with TIER 2 and 3 parents to increase student achievement. Staff needs training in proactive discipline measures. | Increase content knowledge of novice teachers using campus instructional coaches, Distinguish teachers, and campus administrator as part of the support team. This process proved to be successful last year based on STAAR results. Each of the teachers has a mentor in the campus and they are part of the weekly teacher support meetings. Increase the questioning skills of all teachers to increase the level of rigor in every classroom, especially in the novice teachers’ classrooms. Professional development in the implementation of PLCs, stations and guide reading in all grade levels. |
| Curriculum, Instruction, Assessment | Administrators content knowledge offer instructional support to staff throughout many techniques such as targeted feedback after spot observations and professional development about best practices. The school instructional coaches have an excellent background in their content areas and a deep understanding of the Texas standards which helps to ensure that curriculum and instruction are aligned with the Texas Essential Knowledge & Skills (TEKS). The school instructional coaches have an excellent background in their content areas and a deep understanding of the Texas standards which helps to ensure that curriculum and instruction are aligned with the Texas Essential Knowledge & Skills (TEKS). | English Language Arts data in all grade levels showed that the school was below our feeder pattern and in some grade levels even below the district. Based on that data, English Language Arts is our main area of need. We are conscious that Reading Language Arts has a huge impact in all other subject areas. All classroom assessments, common assessments and DOLs need to be more aligned to the |

93.9% of teachers believe they work in an environment of support and respect.
81.6% of teachers stated that discipline is enforced consistently and effectively at this campus.
79.6% of teachers stated that unruly students are not permitted to disrupt the learning environment.
89.6% of the teachers said that the campus they work in is clean, safe and free of physical hazards.
81.6% of teachers said that if they were offered a comparable position with similar pay and benefits at another district, they would stay with Dallas ISD.
77.6% of teachers are satisfied with the recognition they receive for doing a good job.
85.4% of teachers stated that morale at my school has improved this year. 91.8% of teachers would recommend this school to parents seeking a place for their child.
All this are indicators of the positive culture our campus have a the way that this culture is shared with the community.

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<th><strong>School Context and Organization</strong></th>
<th><strong>Technology</strong></th>
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<tbody>
<tr>
<td>The school parent liaison creates a group of parent volunteers who oversee help classroom teachers when needed, they help with kinder students who need to increase their reading fluency by reading to them and with them to increase speed, intonation and accuracy. They also help with the beautification of the school by doing banners, decorations, costumes for students, and dresses for folkloric dances. They help with multiple extra-curricular activities and event such as the fall festival, the MAST fair and Multicultural festival. Parent liaison and media specialist have a program called Reading together/leyendo juntos which expose little children to read aloud and to the school setting. School offers opportunities for parent to meet with administration to learn about school activities and operations. This time is also used to listen to parent needs. Some examples are coffee with the principal, muffins with moms, donuts with dad, grandparent day and parent/college day</td>
<td>Teachers can run multiple school activities such as festivals, MAST fair, science fair and be part and run many committees. They also provide feedback of school operations and activities throughout the FAC committee. They also can present during SBDM meetings and PTA meetings. Teacher also attend community meeting at school where they listen to parents’ feedback and provide parents with strategies to help their children at home. Teacher have an active participation on the creation of the campus wide action plan and curricular plans. (Including curriculum vertical alignment) Even though the number of teacher participating in clubs, committees and activities increased from previous school year, this is still an area of improvement. We need to reinforce it so new teachers can gain school ownership and pride. Include all teachers to be active participants on school activities and on the creation of whole school action plans. We will continue to support second and third year teachers with mentors so they solidify their knowledge about school.</td>
<td>The school has Digital classrooms which allow teacher to expose students to videos, interactive online activities Students need more exposure to latest technology, coding classes and online learning activities like prodigy Establish a coding club and coding classes from K-5. Exposure to apps such as prodigy, adobe spark and seesaw.</td>
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| such as virtual field trips and virtual labs. All in learning is an online assessment suit that allow teachers to collect meaningful and instant student data. This data let teachers modify lessons according to student's need. The fact that the system provides clickers for students to input their answers has increased the level of engagement while testing. Most classroom have smart boards. | Document camera are obsolete. They are non-compatible with the latest technology. Teachers needs training to get the most benefit of all these technological resources. |
Title I, Part A

Schoolwide Components:

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

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<th>Reference Numbers</th>
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<td>1. Needs Assessment</td>
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<td>2. Reform Strategies</td>
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<td>3. Instruction by State Certified Teachers</td>
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<td>4. High Quality Professional Development</td>
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<td>5. Strategies to Attract State Certified Teachers</td>
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<td>6. Strategies to increase family, community and parent engagement</td>
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<td>7. Transition</td>
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<td>8. Teacher Decision-Making Regarding Assessments</td>
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<td>9. Effective and Timely Assistance to Students</td>
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<td>10. Coordination and Integration</td>
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**Strategic Priority Reference Numbers**

- Recruiting, supporting, and retaining teachers and principals
- Building a foundation of math and reading
- Connecting high school to career and college
- Improving low-performing schools

**Student Outcome Goals**

1. Student achievement on state assessments in all subjects at level II or above will increase from 66% to 75% by 2022.
2. Student achievement on the 3rd grade state assessment in reading at level II or above will increase from 63% to 75% by 2022.
3. Student achievement on state assessments as measured by postsecondary readiness standard in two or more subjects will increase from 22% to 35% by 2022.

**Goal: (Key Action 1-)** *(Key action is to address a student Outcome goal, elect from above and add # to column on the right.)*

Increase achievement, motivation, engagement and academic rigor for all learners in reading and writing through purposeful team planning with a focus on data driven instruction.

**Objective: Indicator of Success:**

1. As measured by spot observations and informal observations, administrators will observe an increase of 0.5 point in purposeful instruction that integrates reading and writing by December 2017 and another 0.5 point by May 2018.
2. As measured by ISIP, we will see an increase of at least 10% in the number of Tier 1 for all students from fall 2017 to spring 2018. ISIP will be administered 3 times, BOY, MOY and EOY. ISIP on demand will be used to monitor tier 3 students.
3. As measured by a text-based writing rubric, all students will show 2 levels increase in writing performance between September 2017 and May 2018.
4. As measured by STAAR data, all Reading and Writing data will show an increase of 10% in the categories of Meets Grade Level and Masters Grade Level when compared to 2017/2018 data.

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<td>1A</td>
<td>Professional Development on Text Complexity-Stretching Readers with Texts and Tasks by Fisher and Frey: Teachers will understand what features of a text constitute complexity (both quantitative and qualitative); how these features differ across grades and disciplines; how they can support all students in mastering the literacy skills needed to read and comprehend increasingly complex texts.</td>
<td>CIC/RLA</td>
<td>199, 211</td>
<td>August 22, 2017 – October 9, 2017. Follow up every other week.</td>
<td>Agendas, sign in sheets, binders, lesson plans, book study with teacher reflections and answers to guiding questions.</td>
<td>All Reading and Writing data will show an increase in the categories of Satisfactory and Advanced performance by 15% when compared to 2016/2017 data.</td>
<td>STAAR Assessments, Common assessment, progress reports</td>
<td>Review of artifacts using rubrics</td>
<td>1, 2, 4, 5, 10</td>
<td>1, 2</td>
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<td>1B</td>
<td>Highly qualified teachers will purposefully choose texts for instruction (both whole group and small group), after considering the qualitative and quantitative measures of a piece of text. They will support all students in mastering the literacy skills needed to read increasingly complex texts.</td>
<td>Highly qualified Teachers</td>
<td>199, 211 Materials</td>
<td>August 22, 2017 – June 1, 2018. This will be done weekly.</td>
<td>Students’ artifacts, lesson plans, evidence of implementation during focus walks and spots</td>
<td>All Reading and Writing data will show an increase in the categories of Satisfactory and Advanced performance by 15% when compared to 2016/2017 data.</td>
<td>STAAR Assessments, Common assessment, progress reports</td>
<td>Review of artifacts using rubrics</td>
<td>1, 2, 3, 4, 5, 8, 9</td>
<td>2</td>
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<td>1C</td>
<td>Professional Development on Rigor and Relevance Framework and review exemplar lessons to deepen student rigor and academic ownership.</td>
<td>CICs, Principal, Assistant Principal</td>
<td>199, 211 Materials</td>
<td>August 23, 2017 – May 31, 2018. Every fourth week of each six weeks.</td>
<td>Students’ artifacts, spot observations, student portfolio and lesson plans</td>
<td>As measured by ISIP, we will see an increase of at least 10% in Lexile levels for all students from fall 2017 to spring 2018</td>
<td>Assessments Common assessment, progress report</td>
<td>Review of artifact</td>
<td>1, 2, 4, 5, 9</td>
<td>1, 2</td>
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<td>1D</td>
<td>Highly qualified teachers will apply information from PD to develop the mindset that students are willing to take on challenges and persevere. Teachers will provide students</td>
<td>Highly qualified Teachers</td>
<td>199, 211 Materials, Instructional Coaches</td>
<td>August 23, 2017 – May 24, 2018 Every fourth week of each</td>
<td>Graphic organizers, student portfolios, intervention notebooks</td>
<td>As measured by ISIP, we will see an increase of at least 10% in Lexile levels for all students from fall 2017 to spring 2018</td>
<td>Common assessment, progress report, students’ portfolio</td>
<td>1, 2, 3, 5, 8, 9, 10</td>
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with the skills to focus that effort towards achievement. Teachers will develop classroom climates and cultures that allow students to safely take academic risks while teachers are still scaffolding the process.

### 1E

**Administrative team will provide training on Aligning Curriculum, High Level Questioning and Rigor.**

- **Highly qualified teachers**
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| 1M | Administrators, Instructional Coaches, and Distinguished Teachers will conduct learning walks to calibrate and provide feedback using the model proposed in the book Never underestimate your teachers by R. Jackson. CICs, Assistant Principal, Principal | 211- $1300 | August 24, 2017 – May 22, 2018. Weekly | Agendas, Sign in sheet, Feedback form | By May 70% of our students will approach standard, 10% of our students will meet standard, and 15% will master standard in the STAAR test. By May 70% of our students will meet minimum standards in the ACP test. | Common Assessment, ACP tests, STAAR test, Terranova/Supera test |
| 1N | Highly qualified teachers will implement strategies using feedback from learning walks to increase rigor and improve student achievement. Administrative team will follow up with teachers two weeks after feedback sessions. Highly qualified Teachers and administration | 199,211 | August 24, 2017 – June 1st, 2018. Weekly | Agendas, Sign in sheet, Feedback form | Tier 2 and Tier 3 students will move up a Tier | Common Assessment, ACP tests, STAAR test, Terranova/Supera test |
| 1O | Administrative team will provide multiple trainings on research based best practices and strategies for Vocabulary Development across all content areas. Three strategies will be chosen to implement campus wide and progress monitor. CICs, Assistant Principal, Principal | 199,211 | August 16, 2017 – June 1st, 2018. Weekly | Vocabulary graphic organizers, synonyms and antonyms walls, agendas, Sign in sheet | By May 70% of our students will approach standard, 10% of our students will meet standard, and 15% will master standard in the STAAR test. By May 70% of our students will meet minimum standards in the ACP test. | Common Assessment, ACP tests, STAAR test, Terranova/Supera test |

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### Objective: Indicator of Success:

70% of Science teachers will receive a 1.5 in each spot observation domains by December 2017, 90% of teachers will receive a 2.0 in all areas by April 2018. Students’ performance data in math and science will be at 60% or above in the 6 weeks common assessment and at 70% pf above in STAAR Student performance on math and science ACP will increase 15% in the fall administration compared to 2017 data.

<table>
<thead>
<tr>
<th>REF #</th>
<th>Strategies and Action Steps</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Timelines</th>
<th>Evidence of Implementation</th>
<th>Evidence of Impact</th>
<th>Formative/Summative</th>
<th>Title I Schoolwide Components (Code by #)</th>
<th>Strategic Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>Administrators, Instructional Coaches and Distinguished Teachers will conduct learning walks to calibrate and provide feedback using Spot Observation form.</td>
<td>Instructional Coaches, Assistant Principal, Principal</td>
<td>199,211</td>
<td>August 24, 2017, May 17, 2018, Weekly</td>
<td>Agendas, Sign in sheet, Feedback form</td>
<td>Increase yearly student progress on Fall ACP’s, Spring ACP’s, Terranova/Supera test, TELPAS and STAAR</td>
<td>Common Assessment, ACP tests, STAAR test, Terranova/Supera test</td>
<td>1,2,8,10</td>
<td>1</td>
</tr>
<tr>
<td>2B</td>
<td>Highly qualified teachers will create and implement lessons using the Rigor and Relevance Rubric. Teacher will list questions that will be used from rubric on lesson plan.</td>
<td>Highly qualified teachers</td>
<td>199,211</td>
<td>August 29, 2017, May 16, 2018, Weekly</td>
<td>Lesson plans</td>
<td>Tier 2 and Tier 3 students will move up a Tier</td>
<td>Common Assessment, ACP tests, STAAR test, Terranova/Supera test</td>
<td>1,2,3,8,10</td>
<td>2</td>
</tr>
<tr>
<td>2C</td>
<td>Administrators, Instructional Coaches and Distinguished Teachers will conduct learning walks to calibrate and provide feedback using Spot Observation form.</td>
<td>Instructional Coaches, Assistant Principal, Principal</td>
<td>199,211</td>
<td>August 23, 2017, May 18, 2018, Weekly</td>
<td>Agendas, Sign in sheet, Feedback form</td>
<td>Tier 2 and Tier 3 students will move up a Tier</td>
<td>Spot observation scores</td>
<td>1,2,8,10</td>
<td>1</td>
</tr>
<tr>
<td>2D</td>
<td>Highly qualified teachers will implement strategies using feedback from learning walks to increase rigor and assess students. Administrative team will follow up with teachers two weeks after feedback sessions.</td>
<td>Highly qualified teachers and Administrative Team</td>
<td>199,211</td>
<td>August 24, 2017, May 31, 2017, Weekly</td>
<td>Agendas, Sign in sheet, Feedback form</td>
<td>Tier 2 and Tier 3 students will move up a Tier</td>
<td>Common Assessment, ACP tests, STAAR test, Terranova/Supera test</td>
<td>1,2,3,8,10</td>
<td>2</td>
</tr>
<tr>
<td>2E</td>
<td>Admin team and Instructional Coaches will review and analyze DOLs every week to</td>
<td>Instructional Coaches, Assistant</td>
<td>199,211</td>
<td></td>
<td>Agendas, lesson plans, Sign in sheet, Feedback form</td>
<td>Increase yearly student progress on Fall ACP’s,</td>
<td>Common Assessment, ACP tests,</td>
<td>2,4,8,9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Principal, Principal</td>
<td>August 24, 2017 – May 24, 2018. Every other week.</td>
<td>Spring ACP’s, Terranova/Supera test, TELPAS and STAAR</td>
<td>STAAR test, Terranova/Supera test</td>
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<tr>
<td>2F</td>
<td>Highly qualified teachers will create and modify DOLs to ensure alignment and the level of rigor according to the standards.</td>
<td>Highly qualified teachers</td>
<td>August 22, 2017, May 1st, 2018 Every other week.</td>
<td>Lesson plans</td>
<td>Increase yearly student progress on Fall ACP’s, Spring ACP’s, Terranova/Supera test, TELPAS and STAAR</td>
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<tr>
<td>2G</td>
<td>Instructional Coaches and Distinguished Teachers will facilitate Professional Development on unpacking math and science standards.</td>
<td>Instructional Coaches, DT teachers</td>
<td>August 24, 2017, May 4, 2018 Every third week of the six weeks’ period</td>
<td>Agendas, Sign in sheet, Feedback form</td>
<td>Increase yearly student progress on Fall ACP’s, Spring ACP’s, Terranova/Supera test, TELPAS and STAAR</td>
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<tr>
<td>2H</td>
<td>Highly qualified teachers will create aligned lesson objectives after unpacking math and science standards</td>
<td>Highly qualified teachers</td>
<td>August 31, 2017, May 17, 2018 Weekly</td>
<td>Agendas, Sign in sheet, Feedback form</td>
<td>Common Assessment, ACP tests, STAAR test, Terranova/Supera test</td>
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<tr>
<td>2I</td>
<td>CIC will organize math and science vertical team meetings every six weeks.</td>
<td>Instructional Coaches</td>
<td>August 24, 2017, May 24, 2018 Every six weeks</td>
<td>Agendas, Sign in sheet, Feedback form</td>
<td>Common Assessment, ACP tests, STAAR test, Terranova/Supera test</td>
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<tr>
<td>2J</td>
<td>Math and science Highly qualified teachers will unpack standards, share instructional strategies and analyze students’ artifacts during science vertical team meetings every six weeks.</td>
<td>Highly qualified teachers</td>
<td>August 24, 2017, May 24, 2018 Every six weeks</td>
<td>Agendas, Sign in sheet, Feedback form, artifacts and lesson plans</td>
<td>Common Assessment, ACP tests, STAAR test, Terranova/Supera test</td>
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<tr>
<td>2K</td>
<td>Administration will purchase, train, and monitor the</td>
<td>Campus Instructional</td>
<td></td>
<td>Agendas, Sign in sheet, Feedback form</td>
<td>Common Assessment, ACP</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Participants</th>
<th>Budget</th>
<th>Dates</th>
<th>Assessments</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2L</td>
<td>Incorporate hands-on manipulatives to support standards in math and science. (Hands-on Manipulatives 1-5)</td>
<td>Coaches</td>
<td>199- $200, 211- $500</td>
<td>August 24, November 1, January 16, March 19, 2017</td>
<td>anchor charts and graphic organizers</td>
<td>STAAR test, Terranova/Supera test</td>
</tr>
<tr>
<td>2M</td>
<td>Provide Resources to improve student achievement and/or quality of instruction, purchased with Title 1 funds such as: Hand on Manipulatives 1-5, All in Learning™, Mentoring Minds and teaching student centered mathematics, ink, copy paper, sharpeners and pencils, six weeks’ awards and EOI awards.</td>
<td>Administrative</td>
<td>211- $3500</td>
<td>August 22, June 1st, 2018, Weekly.</td>
<td>Spot Observations, Lesson plans and manipulatives.</td>
<td>Common Assessment, ACP tests, STAAR test, Terranova/Supera test</td>
</tr>
<tr>
<td>2N</td>
<td>Highly qualified teachers will use Hand on Manipulatives 1-5, All in Learning™, Mentoring Minds and teaching student centered mathematics. to be used for Math instruction and during the creation of lesson plans</td>
<td>Highly qualified teachers</td>
<td>211- $3500</td>
<td>August 24, May 25, 2017</td>
<td>Spot Observations, Lesson plans and manipulatives.</td>
<td>Common Assessment, ACP tests, STAAR test, Terranova/Supera test</td>
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<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>Date(s)</th>
<th>Tests</th>
<th>Observations</th>
<th>Results</th>
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<tr>
<td>3C</td>
<td>Every three weeks, Administrators and Instructional Coaches will use Spot Observation form to calibrate classrooms observations to improve the quality of feedback provided to teachers.</td>
<td>August 24, 2017 – May 26, 2018. Every Three weeks</td>
<td>Spot observation data and Feedback form</td>
<td>Increase yearly student progress; Terranova/Supera test, TELPAS and STAAR</td>
<td>1.2.8.10</td>
</tr>
<tr>
<td>3D</td>
<td>Highly qualified teachers will demonstrate improved instruction through implementation of recommended strategies discussed during Spot Observation feedback within a certain time frame.</td>
<td>August 24, 2017 – June 1, 2018. 1 week after each spot observation</td>
<td>Spot observation data and Feedback form</td>
<td>Increase yearly student progress; Terranova/Supera test, TELPAS and STAAR</td>
<td>1.2.8.10</td>
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<tr>
<td>3E</td>
<td>Each grade level will be given the opportunity to present team building activities to the staff. This strategy will help to attract high-quality teachers to this school.</td>
<td>August 31, 2017 – January 9th, 2018. March 27, 2017 May 17, 2018.</td>
<td>Agendas, Sign in sheets, Lesson plans and Feedback form</td>
<td>Increase yearly student progress; Terranova/Supera test, TELPAS and STAAR</td>
<td>1.2.5.8.10</td>
</tr>
<tr>
<td>3F</td>
<td>January, March and May, a selected Grade Level will develop and present a Team Building activity to the staff in order to help build relationships with vertical teams and to maintain positive moral.</td>
<td>August 31, 2017 – January 9th, 2018. March 27, 2017 May 17, 2018.</td>
<td>Agendas, Sign in sheets, Lesson plans and Feedback form</td>
<td>Increase yearly student progress; Terranova/Supera test, TELPAS and STAAR</td>
<td>1.2.8.10</td>
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<td>3G</td>
<td>Administrators will conduct Goal Setting Conferences with each teacher.</td>
<td>August 16, 2017 – September 29th, 2017. It will be done daily during the time frame period.</td>
<td>Goal setting conference form</td>
<td>Increase yearly student progress; Terranova/Supera test, TELPAS and STAAR</td>
<td>1.2.8.10</td>
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| 3H | Teachers will participate in a Goal Setting Conference by September 26, 2017 January /February. Administrators will meet to discuss progress. | Administrators, Teachers, and CICs | 199,211 | August 22, 2017 – September 26, 2017. It will be done daily during the time frame period. | Goal setting conference form, PD Plan, SLO | Increase yearly student progress on Fall ACP test, Terranova/Supera test, TELPAS and STAAR | Common Assessment, ACP tests, STAAR test, Terranova/Supera test | 1,2,8,10 | 2 |
| 3I | Administrators, teachers and parent liaison will provide parents and children the opportunities to attend and participate in campus events: MAST Night, Parent/Volunteer activities and register for Parent Portal in August. This will help pre-school children to increase awareness of the school setting. | Administrators, Teachers, Parent Liaison, and CICs | 211- $500 | August 22, 2017 – May 31st, 2018. Meeting are held weekly. | Agendas, Sign in sheets, Lesson plans and Feedback form | Increase yearly student progress on Fall ACP test, Terranova/Supera test, TELPAS and STAAR | Common Assessment, ACP tests, STAAR test, Terranova/Supera test | 1,2,6,7,8,10 | 1 |
| 3J | Staff will maintain a parent contact log and volunteer log. Staff will also provide parents with communication every Thursday highlighting upcoming events. | Administrators, Teachers, Parent Liaison, and CICs | 199,211 | August 16, 2017, October 11, 2017, November 14, 2017 | Contact logs/ volunteer logs | Increase yearly student progress on Fall ACP test, Terranova/Supera test, TELPAS and STAAR | Common Assessment, ACP tests, STAAR test, Terranova/Supera test | 1,2,6,8,10 | 1 |
| 3K | Administrators and Instructional Coach will facilitate training about parental involvement using the book differentiated parental support. | Administrators and CIC's | 199, 211 | August 16, 2017, October 21, 2017, November 21, 2017 | Sign in sheets, training documents and rubrics | Increase parental involvement in school activities. | Community survey, Common assessment, local and state assessment. | 1,2,6,7,9,10 | 1 |
| 3L | Highly qualified teachers will apply information from PD about parental involvement to increased parental involvement in their children's education daily. | Administrators, Teachers, Parent Liaison, and CIC's | 199,211 | August 28, 2017- May 25 2018 | Learning walks, classroom observations, parent survey. | Increase in parental participation in parent portal, class dojo, school activities | Community survey, Common assessment, local and state assessment. | 1,2,6,7,9,10 | 1 |
| 3M | Administrators and Instructional Coach will facilitate training about student involvement and will provide strategies on how to cross over the bridge to reach our most difficult students. | Administrators and CIC's | 199,211 | August 16, 2017, October 18, 2017, November 21, 2017 | Sign in sheets, training documents and rubrics | Decrease number of referrals and students’ suspensions. | Discipline referrals statistics | 1,2,6,9,10 | 1 |
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<tr>
<td><strong>3N</strong></td>
<td>Highly qualified teachers will implement techniques from PD about student involvement, motivation and behavior during daily instruction.</td>
<td>Administrators, Teachers, Parent Liaison, and CIC's</td>
<td>199,211</td>
<td>August 28, 2017 - May 25, 2018</td>
<td>Learning walks, classroom observations, parent survey</td>
<td>Decrease number of referrals and students' suspensions.</td>
</tr>
<tr>
<td><strong>3O</strong></td>
<td>Administrators, Instructional Coaches, and Distinguished Teachers will conduct learning walks to calibrate and provide feedback using Spot Observation form, including after school and Saturday school instruction.</td>
<td>Administrators, Teachers, Parent Liaison, and CIC's</td>
<td>199,211</td>
<td>August 22, 2017 – June 1, 2018, Once a week</td>
<td>Spot observation data and Feedback form</td>
<td>Increase yearly student progress on Fall ACP, Terranova/Supera test, TELPAS and STAAR</td>
</tr>
<tr>
<td><strong>3P</strong></td>
<td>Teachers will implement strategies using feedback from learning walks to increase rigor and assess students during regular school hours, after school and Saturday school. Administrative team will follow up with teachers two weeks after feedback sessions.</td>
<td>Administrators, Teachers, Parent Liaison, and CIC's</td>
<td>199,211</td>
<td>August 22, 2017 – June 1, 2018, Once a week</td>
<td>Spot observation data and Feedback form, sign in sheets</td>
<td>Increase yearly student progress on Fall ACP, Terranova/Supera test, TELPAS and STAAR</td>
</tr>
<tr>
<td><strong>3Q</strong></td>
<td>Parent Liaison will hold after school meeting to improve parental involvement and students' enrichment programs. She will coordinate the program Leyendo Juntos which brings preschoolers to the school setting. These students are expose to read aloud and actual pre-kinder activities that prepare them for school.</td>
<td>Liaison</td>
<td>211-500</td>
<td>August 24, 2017 - June 1, 2018, Weekly on Fridays</td>
<td>Agendas, Sign in sheets, parent feedback forms</td>
<td>Increase of parental involvement and student participation in enrichment programs</td>
</tr>
</tbody>
</table>

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**Legend:**
- **1:** Increase yearly student progress on Fall ACP, Terranova/Supera test, TELPAS and STAAR
- **2:** Decrease number of referrals and students' suspensions.
- **6:** Increase yearly student progress on STAAR test
- **7:** Increase yearly student progress on Terranova/Supera test
- **8:** Increase yearly student progress on ACP tests
- **9:** Increase yearly student progress on TELPAS
- **10:** Increase yearly student progress on STAAR test

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**Notes:**
- **1,2:** Common Assessment
- **6:** ACP tests
- **7:** STAAR test
- **8:** Terranova/Supera test
- **9:** TELPAS
- **10:** STAAR test

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**References:**
- **TEC 11.251:** Texas Education Code
- **Dallas ISD Board of Trustees:** February 23, 2017

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**Units:**
- **199,211:** August 28, 2017 - May 25, 2018
- **199,211:** August 22, 2017 – June 1, 2018
- **199,211:** August 24, 2017 - June 1, 2018
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<table>
<thead>
<tr>
<th>Title I Schoolwide Components Reference Numbers</th>
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</thead>
<tbody>
<tr>
<td>1. Comprehensive Needs Assessment</td>
<td>6. Strategies to increase family, community and parent engagement</td>
</tr>
<tr>
<td>2. Reform Strategies</td>
<td>7. Transition</td>
</tr>
<tr>
<td>3. Instruction by State Certified Teachers</td>
<td>8. Teacher Decision-Making Regarding Assessments</td>
</tr>
<tr>
<td>4. High Quality Professional Development</td>
<td>9. Effective and Timely Assistance to Students</td>
</tr>
<tr>
<td>5. Strategies to Attract State Certified Teachers</td>
<td>10. Coordination and Integration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Priority Reference Numbers</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Recruiting, supporting, and retaining teachers and principals</td>
<td></td>
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<tr>
<td>2. Building a foundation of math and reading</td>
<td></td>
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<tr>
<td>3. Connecting high school to career and college</td>
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<tr>
<td>4. Improving low-performing schools</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Student Outcome Goals</th>
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In accordance with TEC 11.251, District Performance Goals/Objectives (approved by Dallas ISD Board of Trustees, February 23, 2017) are aligned with Campus Performance Goals/Objectives.
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