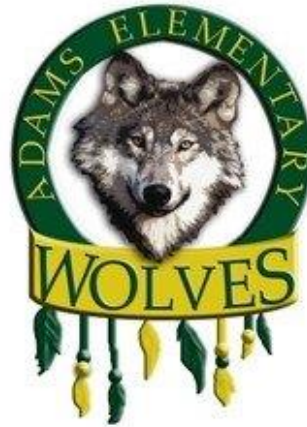


# Harlandale Independent School District

## Adams Elementary School

### 2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



# Mission Statement

At Adams we work as a community to create a high quality education where all students learn to be respectful, responsible, empowering, productive, and successful citizens.

## Vision

Leading the pack to success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

| School Population (2016 - 2017 Fall PEIMS file loaded ) | Count | Percent |
|---|-------|---------|
| Student Total   | 780   | 100%    |
| Pre-Kindergarten Grade                                  | 122   | 15.64%  |
| Kindergarten Grade                                      | 108   | 13.85%  |
| 1st Grade   | 98    | 12.56%  |
| 2nd Grade   | 127   | 16.28%  |
| 3rd Grade   | 130   | 16.67%  |
| 4th Grade   | 106   | 13.59%  |
| 5th Grade   | 89    | 11.41%  |

| Student Demographics (2016- 2017 Fall PEIMS file loaded ) | Count | Percent |
|---|-------|---------|
| <b>Gender</b>   |       |         |
| Female  | 381   | 48.85%  |
| Male  | 399   | 51.15%  |
| <b>Ethnicity</b>  |       |         |
| Hispanic-Latino   | 771   | 98.85%  |

| <b>Race</b>                        |   |       |
|------------------------------------|---|-------|
| American Indian - Alaskan Native   | 0 | 0.00% |
| Asian                              | 0 | 0.00% |
| Black - African American           | 2 | 0.26% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White                              | 5 | 0.64% |
| Two-or-More                        | 2 | 0.26% |

| <b>Student by Program (2016 - 2017 Fall PEIMS file loaded )</b> | <b>Count</b> | <b>Percent</b> |
|---|--------------|----------------|
| Bilingual   | 233          | 29.87%         |
| English as a Second Language (ESL)                              | 5            | 0.64%          |
| Career and Technical Education (CTE)                            | 0            | 0.00%          |
| Free Lunch Participation  | 413          | 52.95%         |
| Reduced Lunch Participation                                     | 0            | 0%             |
| Other Economically Disadvantaged                                | 316          | 40.51%         |
| Gifted & Talented   | 25           | 3.21%          |
| Special Education (SPED)  | 46           | 5.90%          |
| Title 1 Participation   | 776          | 99.49%         |
| Dyslexia  | -            | 2%             |
| <b>Homeless Statuses</b>  |              |                |
| Homeless Status Total   | 11           | 1.41%          |
| Shelter   | 1            | 0.13%          |
| Doubled Up  | 4            | 0.51%          |
| Unsheltered   | 2            | 0.26%          |
| Hotel/Motel   | 4            | 0.51%          |

| <b>Special Services (2016 - 2017 Fall PEIMS file loaded )</b> | <b>Count</b> | <b>Percent</b> |
|---|--------------|----------------|
| <b>Top Primary Disabilities</b>                               |              |                |
| Speech impairment   | 33           | 71.00%         |
| Other health impairment                                       | 5            | 10.00%         |
| Autism  | 3            | 6.00%          |
| Intellectual Disability                                       | 3            | 6.00%          |
| <b>Instructional Settings</b>                                 |              |                |
| Speech Therapy code (00)                                      | 33           | 71.74%         |
| Homebound code (01)   | 0            | 0%             |
| Hospital Class code (02)                                      | 0            | 0%             |
| Mainstream code (40)  | 6            | 13.04%         |
| Resource Room codes (41,42)                                   | 7            | 15.22%         |
| VAC code (08)   | 0            | 0%             |
| Off Home Campus codes (91,92,93,94,95,96,97,98)               | 0            | 0%             |
| State School code (30)  | 0            | 0%             |
| Residential Care codes (81,82,83,84,85,86,87,88,89)           | 0            | 0%             |
| Self-Contained codes (43,44)                                  | 0            | 0%             |
| Full-Time Early Childhood code (45)                           | 0            | 0%             |

| <b>Other Student Information (2016 - 2017 Fall PEIMS file loaded )</b> | <b>Count</b> | <b>Percent</b> |
|--|--------------|----------------|
| At-Risk  | 614          | 78.72%         |
| Economically Disadvantaged   | 729          | 93.46%         |
| Title I Homeless   | 0            | 0%             |
| Immigrant  | 11           | 1.41%          |
| Limited English Proficient (LEP)                                       | 170          | 21.79%         |
| Migrant  | 1            | 0.13%          |
| Military Connected   | 6            | 0.77%          |
| Foster Care  | 0            | 0%             |
| Mobility   | 16.6         | 0%             |

## **Demographics Strengths**

The strength in our demographics is that our students come in with a wealth of knowledge and experiences.

## **Demographics Needs**

Our demographic need is to provide differentiated instructional support to our economically disadvantaged students and English Language Learners who had the lowest passing rates on the 3rd through 5th Grade Mathematics STAAR assessment. 52% of economically disadvantaged students met Level II satisfactory standard in mathematics and 49% of English Language Learners met Level II satisfactory standard in Mathematics.

## **Student Achievement**

### **Student Achievement Summary**

**Student Achievement data refers to the annual and longitudinal reviews from varied sources of data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.**

This information is based on the 2015-2016 Fall PEIMS data: 791 students, PK - 5th grade with 93.3% of the student population classified as economically disadvantaged, 21.74% of the student population classified as English Language Learners, and 83.31% of the student population considered at risk.

### **2016 Accountability Rating: Met Standard**

#### **2016 Accountability Summary**

- Met Standards on
  - Student Progress
  - Closing Performance Gaps
  - Post-secondary Readiness
- Did Not Meet Standards on
  - Student Achievement

#### **Performance Index Report**

- Index 1: Student Achievement
  - 57 (Target: 60)
- Index 2: Student Progress
  - 41 (Target: 32)
- Index 3: Closing Performance Gaps
  - 32 (Target: 28)
- Index 4: Post-secondary Readiness
  - 18 (Target: 12)

#### **State System Safeguards**

- Performance Rates



- 5 out of 16 = 31%
- Participation Rates
  - 8 out of 8 = 100%
- 13 out of 24 of the safeguards were met equalling to 54%

### **Student Achievement Strengths**

- As a campus students in 3rd through 5th grade met Index 2, Student Progress in the 2016 STAAR test.
- As a campus students in 3rd through 5th grade met Index 3, Closing Performance Gaps in the 2016 STAAR test.
- As a campus students in 3rd through 5th grade met Index 4, Postsecondary Readiness in the 2016 STAAR test.
- Individual student needs are identified by analyzing math and reading inventories which allow teachers the information needed to create RTI (Response to Intervention) groups which allow teachers to focus on student individual needs to ensure student progress and learning. Every teacher has 30 minutes embedded into their daily schedule to ensure time is provided to RTI groups. Student progress is monitored and groups are adjusted based on evidence student learning.

### **Student Achievement Needs**

- As a campus we need to analyze data and develop instructional strategies that will allow for student academic growth and achievement.
- As a campus we need to address high absences as it affects the amount of instructional time a student has available possibly creating educational gaps.
- As a campus we need to continue to provide professional development opportunities in the primary levels to support early literacy skills through Balanced Literacy.
- As a campus we need to continue to provide PLCs that will provide for opportunities to have data driven discussions to address students' educational needs and address differentiated instruction.

## School Culture and Climate

### School Culture and Climate Summary

**School culture and Climate refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.**

- We will continue to build a school culture and climate based on a unified vision that will help shape the culture of our organization. The school's culture and climate will be the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement.
- We will promote a unified purpose and shared vision for the school to ensure equity of high expectations for all learners.
- The Campus Improvement Plan will be a guiding force in engaging students, teachers, parents, and stakeholders for the sole purpose of student achievement and success.

### School Culture and Climate Strengths

- The implementation of PBIS has allowed the faculty and staff to develop clear, concise, and agreed upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement.
- PBIS allows for student, teacher, and parent input through surveys to gather information for the purpose of school culture and climate improvement.
- The implementation of WATCH D.O.G.S. provides positive male role models to our students instilling the value and importance of education along with enhancing school security and reducing bullying.

### School Culture and Climate Needs

- Our school climate must inherently change beginning how the school system sees students, diversity, teaching practices, relationships among administrators, teachers, parents, and students. This view will affect the school's culture by the way faculty, staff, and the community work together for the common vision and mission.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

**Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.**

Adams Elementary is composed of 50 new and experienced teachers who work very well together to create a culture of highly qualified and effective staff through collaboration. We have focused on mentor support to ensure new teachers have the support needed to ensure student success. Teachers also attend professional development sessions that strengthen their teaching practices to ensure student progress and success.

|                             |             |
|-----------------------------|-------------|
| Beginning Teachers          | 4 Teachers  |
| 1 - 5 Years of Experience   | 18 Teachers |
| 6 - 10 Years of Experience  | 13 Teachers |
| 11 - 20 Years of Experience | 9 Teachers  |
| Over 20 Years of Experience | 6 Teachers  |

All instructional paraprofessionals are highly qualified.

- Total of 9 Instructional Aides

## Staff Quality, Recruitment, and Retention Strengths

- Professional Learning Communities (PLCs) have been put in place to build capacity. Through the PLCs conversations and collaboration will provide for opportunities to learn and grow as professionals to ensure the needs of the students are addressed.
- PLCs are held biweekly with Kinder through 5th Grade and monthly with PK.
- Math and Reading Instructional Coaches provide specific support support to teachers to strengthen their capacity for the purpose of creating successful learning environments to ensure student learning.
- Teachers attend professional development sessions at Region 20, local universities, or at other locales to assist and strengthen their instructional practices.

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

- Provide highly qualified teachers, paraprofessionals, and administrators ongoing professional development to strengthen instructional practices to ensure student achievement.
- Providing time to new and experienced teachers at the beginning of the year and throughout the year is essential to ensure they are prepared for the year to insure the success of students.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

- Ensure the implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.
- Monitors and ensures high quality instructional practices among teachers and staff that improve student performance.
- Monitor multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.

The analysis of state assessment via Index 1, 2, 3, and 4 reveal reveal strengths and weakness.

- Index 1 Student Achievement provides a snapshot of performance across all subjects, on both general and alternative assessments, at an established performance standard.(All Students 3rd, 4th, and 5th grade, math, reading, writing, & science, & all test versions)
- In this index it was evident that our 3rd, 4th, and 5th grade students struggled in reading, writing and math.

### In reading 57% of 3<sup>rd</sup>-5<sup>th</sup> graders met passing standard on 2016 STAAR.

- We found that our root cause for was not understanding the correlations between the TEKS and our practice we generalize it.
- Our strategy is to participate in PLCs designed to develop a deep understanding of the TEKS and provide ongoing training to effectively implement balanced literacy.
- Our goal is to have 75% of 3<sup>rd</sup>-5<sup>th</sup> graders, to include our lowest subgroup, meet passing standard on 2017 STAAR Reading.
- Below you will find our action specific plan:

| Quarter 1 (Aug, Sept, Oct)   | Quarter 2 ( Nov, Dec, Jan)   | Quarter 3 (Feb, March)   | Quarter 4 (April, May, June)  |
|--|--|--|---|
| Goal: 100% of K-5 grade teachers will use BOY assessment data to level students into groups during Guided Reading and the 30 minute RTI/Enrichment period. | Goal:100 % of K-5 classrooms will show evidence of differentiated instructional activities in literacy stations and RTI/Enrichment period as measured by admin WT. | Goal: 65 % of 3rd-5th meet or exceed the passing standard on the Reading District Benchmark. | Goal: 80% of K-5th students will be on grade level or above in reading and/or make one year’s growth as measured by EOY assessments in reading. |

|  |  |   |  |
|--|--|---|--|
| <p>Campus/district personnel will provide initial training in Balanced Literacy for K-5. Pre K 4 SA will provide training and support for PK. K-5 training will focus on the reading portion of Balanced Literacy components to include: Read Aloud, Shared Reading, Guided Reading, Literacy Centers, Word Work, and Independent work. Expectations for classroom setup: 1) K-5 Guided Reading Area for small group instruction 2) K-5 Literacy stations with rotation chart 3) K-2 carpeted area for whole group and 3<sup>rd</sup>-5<sup>th</sup> area for (Read Alouds) 4) Classroom library (leveled readers, Reading A to Z, Texas Treasures). Teachers will post daily schedule with lesson plan and Balanced Literacy framework. Admin and district specialists will conduct learning walks to observe implementation of Balanced Literacy and provide feedback to teachers.</p> | <p>During PLCs and/or faculty meetings, admin will provide follow up training throughout the school year which focuses on implementation of Balanced Literacy. The main focus in quarter 2 will be 1) guided reading strategies to include flexible leveled groups, focus lessons, 2) differentiated activities for literacy stations and RTI/Enrichment period. Teachers will access TEKS Resource System and other resources for station activities. Reading stations will be labeled for easy identification.</p> | <p>3rd-5th grade teachers will administer reading benchmark. Admin and 3rd-5th grade teachers will analyze and disaggregate the data from the reading benchmark in order to identify TEKS for targeted review and place students in groups for intervention and enrichment. Additional time will be scheduled during the instructional day to provide differentiated instruction in small groups to meet 3rd-5th grade students' needs in preparation for STAAR. Principal will identify additional personnel to support this plan as needed.</p> | <p>EOY assessments will be administered and reviewed to measure student progress and program effectiveness including 1) K-3 TPRI/TL; 4th-5th DRA (Developmental Reading Assessment) 2) District EOY assessments in reading 1st-2nd. Principal will facilitate data reviews to 1) determine % of students on grade level in reading 2) % of students that made progress from BOY to EOY. Teachers will use data to provide interventions on identified targets.</p> |
|--|--|---|--|

|   |  |  |   |
|---|--|--|---|
| <p>Admin will establish structured PLCs for K-5 teachers. (biweekly each grade level, 1 full day per 6 weeks PK-5th) Grade level teams will meet with admin for lesson planning (unpacking reading TEKS and alignment of instructional activities to TEKS), data reviews, and ongoing Balanced Literacy training. PLCs will focus on 1) development of components of Balanced Literacy lesson cycle into weekly lesson plans. TEKS with highlighted daily objectives will be posted and aligned to instructional learning activities. 2) Use of data to monitor progress and make instructional decisions 3). Ongoing training on high yield strategies (journaling).</p> | <p>District specialists will be invited to PLC's to provide "Look Aheads" in reading. Look Aheads include a review of TEKS/ process standards, planning aligned lessons, reviewing current data, and ongoing training as needed. Admin and specialists will conduct walk through to collect evidence of the implementation and provide feedback to teachers.</p> | <p>Admin and the 3rd-5th grade teachers will conduct student conferences with every student following the reading benchmark in order to review scores and set student goals for STAAR.</p> | <p>Admin will survey K-5th grade teachers to determine professional development needs for reading in preparation for 2017-2018 school year.</p> |
|---|--|--|---|

|  |  |  |  |
|--|--|--|--|
| <p>BOY Assessments- PK-5 teachers will administer BOY to include 1) K-3 TPRI/Tejas Lee 2) 4<sup>th</sup> -5<sup>th</sup> DRA 3) Circle- PK. BOY data will be used to level students into guided reading groups and for grouping in RTI/Enrichment periods. Teachers will progress monitor (informal running records) every 4-5 weeks for students not on grade level. Admin will post BOY results by grade level in Data Room to monitor student progress. Teachers will post BOY reading level data on classroom charts. Students will know their reading level and set goals. BOY results will be shared with parents.</p> | <p>Following BOY/MOY/EOY assessments, principal will schedule C &amp; I support specialists to meet with teachers to review data, identify instructional targets, and plan follow up instructional materials/strategies to address student needs in small group instruction during Guided Reading and the RTI/ Enrichment periods. PLC agendas will include Progress Monitoring reviews. Admin and teachers will review data to a) determine % of students making progress b) identify students not making expected progress and discuss action plans.</p> | <p>Principal will schedule a parent night to provide information on STAAR reading assessment. Time will be provided for 3rd-5th grade teachers to share student benchmark results and goals.</p> | <p>Principal will lead review of STAAR reading data (when available) in grade levels/ faculty meeting to 1) determine the percent of students that met standard 2) determine the percent of students that scored final and above in reading 3) determine % of 4th and 5th graders who met or exceeded progress in reading on STAAR. 4) Compare 2017 to 2016 performance to measure gains and identify targets for improvement.</p> |
|--|--|--|--|



|   |   |   |   |
|---|---|---|---|
| <p>Admin team will establish expectations and provide ongoing training for reading journals in K-5. Expectations: 1. Teachers will establish and maintain journals in reading for Readers Response activities (K-1 Class Reader Response, 2<sup>nd</sup>-5<sup>th</sup> student journals) 2. Teachers will maintain a reading journal for modeling. 3. K-5 teachers will use interactive word walls for reading vocabulary. 4. K-5 teachers will be trained and use selected high yield strategies-stop and jots, think-ink-pair-share, chunk, chew and check &amp; quick writes. During PLCs, admin and teachers will review student reading journals to assess Reader's Response entries.</p> | <p>MOY Assessments- PK-5 teachers will administer MOY to include 1) K-3 TPRI/Tejas Lee 2) 4th-5th DRA 3) Circle- PK. MOY data will be used to level students into guided reading groups and for grouping in RTI/Enrichment periods. Teachers will progress monitor (informal running records) every 4-5 weeks for students not on grade level. Admin will post MOY results by grade level in Data Room to monitor student progress. Teachers will post MOY reading level data on classroom charts. Students will know their reading level and set goals. MOY results will be shared with parents.</p> |   |   |
| <p>Data:</p>  |   |   |   |
| <p>PLC agendas, minutes, sign in sheets K-5 teachers will administer BOY assessments.</p>   | <p>PLC agendas, minutes, sign in sheets K-5 teachers will administer MOY assessments.</p>   | <p>PLC agendas, minutes, sign in sheets</p>   | <p>PLC agendas, minutes, sign in sheets K-5 teachers will administer EOY assessments.</p>   |
| <p>Performance assessments for K-5 will be administered through-out each unit to measure progress on reading TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p>   | <p>Performance assessments for K-5 will be administered through-out each unit to measure progress on reading TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p>   | <p>Performance assessments for K-5 will be administered through-out each unit to measure progress on reading TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p> | <p>Performance assessments for K-5 will be administered through-out each unit to measure progress on reading TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p> |

|   |   |  |  |
|---|---|--|--|
| Unit assessments will be administered at the end of each unit (2 <sup>rd</sup> -5 <sup>th</sup> ). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced. Students K-5th will keep data binders with assessment results. | Unit assessments will be administered at the end of each unit (2 <sup>rd</sup> -5 <sup>th</sup> ). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced.  | Unit assessments will be administered at the end of each unit (1 <sup>st</sup> -5 <sup>th</sup> ). 3rd-5th Grade benchmarks will be administered in Feb & March. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced. | Unit assessments will be administered at the end of each unit (1 <sup>st</sup> -5 <sup>th</sup> ). EOY Reading Assessments will be administered (1 <sup>st</sup> -5 <sup>th</sup> ). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced. |
| Targeted walkthroughs will be conducted by admin to collect evidence of implementation of Balanced Literacy. WT Focus-Balanced Literacy Lesson Cycle and Guided Reading Groups. Feedback will be provided electronically, written, and/or face to face.   | Administrators will conduct targeted walkthroughs to collect evidence of implementation of guided reading strategies and differentiated activities for reading during Tier 1 (literacy stations) and RtI/Enrichment. Feedback will be electronic, written, and/or teacher conference. | Targeted walkthroughs will be conducted by admin to collect evidence of implementation of reading interventions in 3rd-5th grade classrooms. Feedback will be provided electronically, written, and/or face to face.   | Targeted walkthroughs will be conducted by admin to collect evidence of implementation of Balanced Literacy. WT Focus- Readers' Response Journals, Literacy Stations, Balanced Literacy Lesson Cycle and Guided Reading Groups. Feedback will be provided electronically, written, and/or face to face.  |

**In writing 59% of 4<sup>th</sup> graders met standard on STAAR writing in 2016.**

- We found that our root cause for K-5 grade is that we do not have a vertically aligned plan for writing instruction.
- Our strategy is to vertically aligned a PK-5<sup>th</sup> writing plan that develops students craft in writing compositions, revising and editing TEKS, and providing opportunities for students to write in all content areas.
- Our goal is to increase student performance in writing on the 2017 STAAR to 80%.
- Below you will find the action specific plan:

|                                   |                                  |                             |                                     |
|-----------------------------------|----------------------------------|-----------------------------|-------------------------------------|
| <b>Quarter 1</b> (Aug, Sept, Oct) | <b>Quarter 2</b> (Nov, Dec, Jan) | <b>Quarter 3</b> (Feb, Mar) | <b>Quarter 4</b> (April, May, June) |
|-----------------------------------|----------------------------------|-----------------------------|-------------------------------------|

|   |   |  |  |
|---|---|--|--|
| <p>Goal: 95% of K-5<sup>th</sup> teachers' lesson plans will reflect writer's workshop components &amp; high yield writing strategies for journaling across content areas.</p>  | <p>Goal: 95% K- 5<sup>th</sup> teachers will be implementing high yield writing strategies to engage students in writer's workshop and journaling as determined by WT data collected by admin team.</p>   | <p>Goal: 70% of 4<sup>th</sup> graders will meet standard on district writing benchmark. (composition and revising and editing combined)</p>   | <p>Goal: 80% of 1<sup>st</sup>-3<sup>rd</sup> &amp; 5<sup>th</sup> grade students will meet the passing standard on the district EOY writing assessment.</p>   |
| <p>Admin and K-5th teachers will participate in campus wide training on implementation of the writer's workshop in their classrooms. Campus wide expectations will be communicated in PLC's and monitored in walk-throughs. Expectations: 1. <u>Classroom set up</u>: writing center, interactive word walls and author's chair, 2. <u>Lesson plans</u> will address the components of the writer's workshop: modeled (Think Alouds, mentor texts, anchor charts), shared, guided, and independent. 3. Teachers will post an <u>instructional framework</u> to ensure all components are covered within the writing workshop.</p> | <p>Principal will contact district C &amp; I to assist with campus PD on high yield strategies for writing (writers workshop &amp; interactive journals). Training will be ongoing and include follow up with observations and feedback on classroom implementation. Admin will attend PLC's and provide support to teachers to effectively implement the high yield strategies- stop and jot, writing process, quick writes, think-ink- pair- share, pause &amp; paraphrase.</p> | <p>Fourth grade teachers will administer the district benchmark in writing. The benchmark will simulate STAAR with assessment of composition skills and revising and editing TEKS. Admin and teachers will use rubrics to score expository compositions. Teachers will review revising and editing data to identify targeted TEKS for review/remediation. Intervention /enrichment will be provided to identified students on targeted skills.</p> | <p>1<sup>st</sup>-3<sup>rd</sup> &amp; 5<sup>th</sup> grade teachers will administer EOY district writing assessment. Teachers will use the data to identify TEKS for targeted review and plan interventions for students who did not meet passing standard.</p> |

|  |  |   |  |
|--|--|---|--|
| <p>Admin will provide PLC/planning time with structured agendas to include: 1. Lesson planning-unwrapping TEKS and selecting instructional activities that align to the TEKS. 2. Ongoing job embedded PD on high yield strategies – stop and jot, writing process, quick writes, think-ink- pair- share, pause and paraphrase. 3. Data Analysis– access, analyze and use data to inform instructional decisions and monitor student progress.</p>  | <p>Admin will contact C&amp;I to provide training to PK-5 teachers on holistic scoring. Teachers will be trained to use rubrics to score writing compositions and provide feedback to students to improve their writing. Rubrics will be grade level specific. PK-5 teachers will score the 4<sup>th</sup> grade compositions using the TEA rubrics. 4<sup>th</sup> grade teachers will conference with students to provide feedback and students will maintain a writing portfolio.</p> | <p>Student conference and goal setting:<br/><br/>4<sup>th</sup> graders will use charts/ graphs to track progress on their assessments. Teachers will conference with students for goal setting after unit assessments.</p> | <p>In May, K - 5th grade will create a class book with student writing and will be displayed in the library for Book Fair Family Night. Parents and community will be invited to celebrate students' writing.</p>                          |
| <p>Admin will provide training on interactive journals to K-5<sup>th</sup> grade teachers. Expectations:<br/><br/>1. Teachers will keep interactive journals to model (thinking, writing, library of ideas). 2. Teachers will include High Yield strategies in their lesson plans. 3. Admin will attend PLC's and provide support to teachers to effectively implement journal writing across content areas. Teachers will bring student journals to PLCs to discuss the interactive journal process and evidence of student use of high yield strategies.</p> | <p>Teachers will implement morning message (K-2) and Daily Oral Language (3<sup>rd</sup>-5<sup>th</sup>) to provide opportunities for students to apply revising and editing skills to authentic writing samples (student work) and TEA scored compositions. Also, STAAR formatted Daily Oral Language practices will be provided in 4<sup>th</sup> grade, every six weeks. District specialists will provide resources/ materials to support implementation.</p>                        | <p>Principal will schedule a parent night to provide information on STAAR writing assessment. Time will be provided for 4th grade teachers to share student benchmark results and goals.</p>                                | <p>After STAAR administration, the admin team and 4<sup>th</sup> grade teachers will review STAAR 2017 writing data including student compositions to identify areas of growth and targets for planning purposes for next school year.</p> |

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| <p>Admin will provide training to 4th grade teachers to establish purpose and contents for writing portfolios. Writing portfolios will include evidence of: 1. Steps in writing process 2. Published papers 3. Scoring with rubrics 4. Teacher log to document student conferences 5. Teacher feedback to improve writing and set goals. K-5th teachers will submit student compositions (classroom set) to admin each 6 weeks which will show evidence of the writing process to publication. Student compositions will be reviewed in PLCs. Admin and teachers will identify/discuss characteristics of high, middle, and low writing samples. District Grade level specific rubrics will be used to score papers.</p> | <p>Admin will meet with 4th grade teachers in writing conferences to review writing data, and writing samples to monitor progress and provide support. Admin will share walkthrough data with the teachers to discuss and set goals.</p>   |   | <p>Principal will survey teachers to determine their professional development needs for writing in preparation for the 2017-18 school year.</p>  |
| <p>Data:</p>   |  |   |  |
| <p>BOY Data: 4th grade teachers will administer a writing pre-assessment (expository compositions) to establish baseline and identify focus TEKS for intervention. Unit assessments will be administered at the end of each unit (3<sup>rd</sup>-5<sup>th</sup>). Data will be disaggregated by grade level, teacher, student group, student, and TEKS. Data will be reported by zone charts to monitor % passing at Standard Progression, Final, and Advanced.</p>  | <p>Unit assessments will be administered at the end of each unit (3<sup>rd</sup>-5<sup>th</sup>). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone charts to monitor % passing at Standard Progression, Final and Advanced.</p> | <p>Unit assessments will be administered at the end of each unit (3<sup>rd</sup>-5<sup>th</sup>). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone chart to monitor % passing at Standard Progression, Final and Advanced.</p> | <p>Unit assessments will be administered at the end of each unit (3<sup>rd</sup>-5<sup>th</sup>). Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone charts to monitor % passing at Standard Progression, Final and Advanced.</p> |

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| Performance assessments for K-5 will be administered throughout each unit to measure progress on writing TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.   | Performance assessments for K-5 will be administered throughout each unit to measure progress on writing TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.   | 4th grade teachers will administer the district writing benchmark. Data will be used to plan interventions/enrichment in preparation for STAAR. Performance assessments for K-3rd, 5 will be administered throughout each unit to measure progress on writing TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics. | EOY Data: 1st- 5th grade teachers will administer the district EOY writing assessment. Admin will review results with teachers to determine growth and targets for improvement. Performance assessments for K-5 will be administered throughout each unit to measure progress on writing TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics. |
| Compositions will be scored- 4th grade (every three weeks), K-3rd, 5th once per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (K-3, 5) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback. | Compositions will be scored- 4th grade (every 3 weeks), K-3rd, 5th once per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (K-3, 5) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback. | Compositions will be scored- 4th grade (biweekly), K-3rd, 5th- once per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (K-3, 5) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.  | Compositions will be scored- 4th grade (biweekly), K-3rd, 5th once per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (K-3, 5) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.  |
| Admin will review teacher's lesson plans for evidence of writer's workshop components & high yield writing strategies for journaling across content areas. Feedback will be electronic, written, and/or face to face.   | Targeted WTs will be conducted by admin team to collect evidence of 1) teachers using and implementing high yield writing strategies to engage students in writer's workshop and/or journaling. 2) Evidence of students' use of high yield strategies in journals. Feedback will be electronic, written, and/or face to face.         | Targeted WTs will be conducted to observe interventions/enrichment for 4th graders following the writing STAAR simulation district benchmark. Feedback will be provided face to face, electronically as needed   | Targeted WTs will be conducted by admin team to collect evidence of 1) teachers using and implementing high yield writing strategies to engage students in writer's workshop and/or journaling. 2) Evidence of students' use of high yield strategies in journals. Feedback will be electronic, written, and/or face to face.   |

**In math 53% of 3<sup>rd</sup>-5<sup>th</sup> graders met passing standard on 2016 STAAR**

- We found that our root cause for K-5 teachers was the lack of differentiating instruction due to not knowing how to differentiate and use resources aligned to the differentiation.

- Our strategy is to participate in PLCs designed to provide ongoing math training and support for lesson planning in order to help teachers effectively implement math TEKS in daily lessons with differentiated activities to meet students’ needs.
- Our goal is to have 75% of 3<sup>rd</sup>-5<sup>th</sup> graders, to include our lowest subgroup, meet passing standard on the 2017 STAAR Math.
- Below you will find the action specific plan:

| Quarter 1 (Aug, Sept, Oct)  | Quarter 2 (Nov, Dec, Jan)  | Quarter 3 (Feb, March)   | Quarter 4 (April, May, June)  |
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| Goal: 100% of K-5 grade teachers will use BOY assessment data to level students into groups in order to provide differentiated instruction during Guided Math, centers, and the 30 minute RTI/ Enrichment period.   | Goal:100 % of K-5 classrooms will show evidence of differentiated instructional activities in math stations and RTI/Enrichment period as measured by admin WT.   | Goal: 65 % of 3rd-5th students meet or exceed the passing standard on the Math District Benchmark.   | Goal: 75% of K-5th students will be on grade level or above in math and/or make one year’s growth as measured by EOY assessments in math.   |
| Campus/district personnel will provide initial training on Elementary Math Framework for K-5. Training will focus on the Elementary Math Framework to include 10 minutes of Building Number Sense, 20 minutes of Problem Solving and 60 minutes of Math Instruction. Expectations for classroom setup: 1) Guided Math Area for small group instruction 2) Differentiated math stations with rotation chart (computers, fluency, skill/vocab., problem solving) 3) Classroom library (Literature and Math Connection – Scope and Sequence has books listed. 4) Key action and strategy posters. Teachers will post daily schedule and Elementary Math Framework. Admin and district specialists will conduct learning walks to observe implementation of Elementary Math Framework and provide feedback to teachers. | During PLCs and/or faculty meetings, admin will provide follow up training throughout the school year which focuses on implementation of Elementary Math Framework.. The main focus in quarter 2 will be 1) guided math strategies to include flexible differentiated, leveled groups, focus lessons, 2) differentiated activities for math stations and Rti/Enrichment period. Teachers will access TEKS Resource System and other resources for station activities. Math stations will be labeled for easy identification. | 3rd-5th grade teachers will administer math benchmark. Admin and 3rd-5th grade teachers will analyze and disaggregate the data from the math benchmark in order to identify TEKS for targeted review and place students in groups for intervention and enrichment. Additional time will be scheduled during the instructional day to provide differentiated instruction in small groups to meet 3rd-5th grade students’ needs in preparation for STAAR. Principal will identify additional personnel to support this plan as needed. | EOY assessments will be administered and reviewed to measure student progress and program effectiveness including 1) K-2 MCLASS; 3rd-5th TTM 2) District EOY assessments in math 1st-2nd. Principal will facilitate data reviews to 1) determine % of students on grade level in math 2) % of students that made progress from BOY to EOY. Teachers will use data to provide interventions on identified targets. |

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| <p>Admin will establish structured PLCs for K-5 teachers. (biweekly each grade level, 1 full day per 6 weeks PK-5th) Grade level teams will meet with admin for lesson planning (unpacking math TEKS and alignment of differentiated instructional activities to TEKS), data reviews, and ongoing Elementary Math Framework training. PLCs will focus on 1) development of differentiated math activities into weekly lesson plans. Differentiation will be highlighted on lesson plans and center activities will be labeled with differentiation per students' needs. 2) Use of data to monitor progress, adjust activities and make instructional decisions 3). Ongoing training on differentiating activities and instruction. .</p> | <p>District specialists will be invited to PLC's to provide "Look Aheads" in math. Look Aheads include a review of TEKS/ process standards, planning aligned lessons and reinforcing differentiated instruction, reviewing current data, and ongoing training as needed. Admin and specialists will conduct walk through to collect evidence of the implementation and provide feedback to teachers.</p> | <p>Admin and the 3rd-5th grade teachers will conduct student conferences with every student following the math benchmark in order to review scores and set student goals for STAAR.</p> | <p>Admin will survey K-5th grade teachers to determine professional development needs for math in preparation for 2017-2018 school year.</p> |
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| <p>BOY Assessments- PK-5 teachers will administer BOY to include 1) K-2 MCLASS 2) 3rd-5th Think Through Math (TTM) 3) Circle- PK. BOY data will be used to level students into guided math groups and for grouping in RtI/Enrichment periods. Teachers will progress monitor every 4-5 weeks for students not on grade level. Admin will post BOY results by grade level in PLC Room to monitor student progress. Teachers will post BOY math level data on classroom charts. Students will know their math level and set goals. BOY results will be shared with parents.</p> | <p>Following BOY/MOY/EOY assessments, principal will schedule C &amp; I support specialists to meet with teachers to review data, identify instructional targets, and plan follow up instructional materials/differentiated support/strategies to address student needs in small group instruction during Guided Math and the RtI/ Enrichment periods. PLC agendas will include Progress Monitoring reviews. Admin and teachers will review data to a) determine % of students making progress b) identify students not making expected progress and discuss action plans.</p> | <p>Principal will schedule a parent night to provide information on STAAR math assessment. Time will be provided for 3rd-5th grade teachers to share student benchmark results and goals.</p> | <p>Principal will lead review of STAAR math data (when available) in grade levels/ faculty meeting to 1) determine the percent of students that met standard 2) determine the percent of students that scored final and above in math 3) determine % of 4th and 5th graders who met or exceeded progress in math on STAAR. 4) Compare 2017 to 2016 performance to measure gains and identify targets for improvement.</p> |
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| <p>Admin team will establish expectations and provide ongoing training for math differentiation in K-5. Expectations: 1) Teachers will establish and maintain journals in math (problem solving, vocabulary, reference) (K-5<sup>th</sup> student journals) 2) Teachers will maintain a math journal for modeling. Campus will develop a school wide problem solving model (K-2, 3-5) 3) K-5 teachers will use interactive word walls for math vocabulary. 4) K-5 teachers will be trained and use selected high yield strategies such as stop and jots, think-ink-pair-share, and quick writes. During PLCs, admin and teachers will review student math journals to assess student entries.</p> | <p>MOY Assessments- PK-5 teachers will administer MOY to include 1) K-2 MCLASS 2) 3rd-5th TTM 3) Circle- PK. MOY data will be used to level students into guided math groups and for grouping in RtI/Enrichment periods by differentiating instruction and activities. Teachers will progress monitor every 4-5 weeks for students not on grade level. Admin will post MOY results by grade level in Data Room to monitor student progress. Teachers will post MOY math level data on classroom charts. Students will know their math level and set goals. MOY results will be shared with parents.</p> |   |   |
| <p>Data:</p>  |   |   |   |
| <p>PLC agendas, minutes, sign in sheets K-5 teachers will administer BOY assessments.</p>   | <p>PLC agendas, minutes, sign in sheets K-5 teachers will administer MOY assessments.</p>   | <p>PLC agendas, minutes, sign in sheets</p>   | <p>PLC agendas, minutes, sign in sheets K-5 teachers will administer EOY assessments.</p>   |
| <p>Performance assessments for K-5 will be administered throughout each unit to measure progress on math TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p>   | <p>Performance assessments for K-5 will be administered throughout each unit to measure progress on math TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p>   | <p>Performance assessments for K-5 will be administered throughout each unit to measure progress on math TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p> | <p>Performance assessments for K-5 will be administered throughout each unit to measure progress on math TEKS. TEKS Resource System will be utilized to develop assessments and will be reviewed during PLCs utilizing the rubrics.</p> |

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| End of 6 weeks/Unit assessments will be administered (K-5 <sup>th</sup> ) and created through TEKS Resource System. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone chart to monitor % passing at Standard Progression, Final and Advanced. Students K-5th will keep data binders with assessment results. | End of 6 weeks/Unit assessments will be administered (K-5 <sup>th</sup> ) and created through TEKS Resource System. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone chart to monitor % passing at Standard Progression, Final and Advanced. Students K-5th will keep data binders with assessment results. | End of 6 weeks/Unit assessments will be administered (K-2nd) and created through TEKS Resource System. 3rd-5th Grade benchmarks will be administered in Feb & March. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone charts to monitor % passing at Standard Progression, Final and Advanced. | End of 6 weeks/Unit assessments will be administered (K-2nd) and created through TEKS Resource System. Data will be disaggregated by grade level, teacher, student group, student, TEKS. Data will be reported by zone to monitor % passing at Standard Progression, Final and Advanced. Students K-5th will keep data binders with assessment results. |
| Targeted walkthroughs will be conducted by admin to collect evidence of implementation of Elementary Math Framework. WT Focus- Elementary Math Framework; 10 minute Number Sense, 20 minute Problem Solving, 60 minute math differentiated instruction/centers and guided math. Feedback will be provided electronically, written, and/or face to face.                    | Administrators will conduct targeted walkthroughs to collect evidence of implementation of guided math strategies and differentiated activities for math during Tier 1 (math stations) and RTI/Enrichment. Feedback will be electronic, written, and/or teacher conference.  | Targeted walkthroughs will be conducted by admin to collect evidence of differentiated implementation of math interventions in 3rd-5th grade classrooms. Feedback will be provided electronically, written, and/or face to face.  | Targeted walkthroughs will be conducted by admin to collect evidence of implementation of Elementary Math Framework. WT Focus- Elementary Math Framework; 10 minute Number Sense, 20 minute Problem Solving, 60 minute math instruction/centers and guided math. Feedback will be provided electronically, written, and/or face to face.                |
|  |  |   |   |

### Curriculum, Instruction, and Assessment Strengths

- Understand the importance of using multiple data sources to inform program decisions that improve the achievement of all students.
- Understand the impact of school level practices on student learning and achievement.
- Understand the learning and social emotional needs of student groups within the school community.

### Curriculum, Instruction, and Assessment Needs

- The needs of the campus is reflected in the root causes below:
  - The root cause for K - 5th grade reading was not understanding the correlations between the TEKS and our practice we generalize it.

- The root cause for K - 5th grade writing was not having a vertically aligned plan for writing instruction.
- The root cause for K - 5th grade math was the lack of differentiating instruction due to not knowing how to differentiate and use resources aligned to the differentiation.
- The needs will be monitored to ensure it is implemented with fidelity.
- Implementation data will be analyzed and professional development and collaboration opportunities will be provided to master the use of effective instructional strategies.
- Relevant data will be analyzed to ensure available resources are appropriate and align with school improvement priorities to maximize achievement growth for all students.

# Family and Community Involvement

## Family and Community Involvement Summary

**Family and Community Involvement refers to how stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.**

- By creating an environment that will allow for the family and community to become active participants in our school is vital to our success. Family and parent support is extremely important as it helps the school system to maintain high expectations and high achievement for all students.
- Parent involvement fosters a sense of purpose, teamwork, and commitment to student learning experiences.

## Family and Community Involvement Strengths

- To create an environment that will encourage family and community involvement it is essential that office staff is friendly, welcoming, and provides assistance in English and Spanish. We have taken measures to ensure this climate change.
- We have increased our communication measures to increase family and community involvement. We communicate with parents through our website, fliers, social media such as school Facebook, the use of the marquee, banners with information displayed in the front and back of the school, and the use of Edulink to send messages via phone.
- The use of Coffee with the Principal allows for purposeful educative sessions with parents that will allow for parent-student engagement.
- Our Parent Involvement Group allows parent involvement in and out of the classroom.
- The WATCH D.O.G.S. group at V. M. Adams provides parents with opportunities to get involved in school by being a positive male role model. They also demonstrate the value of education and the importance for a safe learning environment by their presence on campus.
- We also have various activities that allow for the entire family to participate and attend such as Cultural Arts Fair, Carnival, Dr. Seuss PK activity, and Race to Kinder.

## Family and Community Involvement Needs

- Implement processes that increase the number of participants that will empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences is a need.



## **School Context and Organization**

### **School Context and Organization Summary**

**School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.**

- Our campus improvement plan outlines clearly our current academic state, our root problems, the strategies that will take place to address the problems, and our goal.

### **School Context and Organization Strengths**

- The campus improvement plan will be posted on our school website for community viewing.
- As a campus we have prioritized three areas of need which are reading, writing, and math.
- The focus is on improving student academic achievements by following the prescribed plan. To ensure accountability
- Plan, outline, and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.
- Implement daily schedules and a yearlong plan for regular data driven instruction cycles, gives student access to diverse and rigorous instructional program, and builds in the time for professional development.
- Empowers the site based decision making committee to collectively lead and monitor the implementation of the campus improvement plan.

### **School Context and Organization Needs**

- Proactively reviews and adjusts instructional groups based on data and create instructional hands on material to address the individual needs of students.

# Technology

## Technology Summary

**Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.**

- The campus will incorporate technology skills into the classroom instruction. Students will have an awareness of basic computer skills. Teachers will receive continual professional development on the use of technology to support instruction and student use for learning purposes.

## Technology Strengths

The following are technology strengths:

- Teachers have access to several resources to enhance instructional practices via Learning A - Z, Stemscoptes, Think Thur Math, I-station, YouTube, and other web-based instructional sites.
- Every classroom has a minimum of four computer.
- Every classroom is equipped with a mounted projector and screen and has the use of a document camera and teacher computer.
- Most classrooms have a printer or are connected to a printer.
- We have two computer labs.
- We have two Carts On Wheels units which hold ipads for Kinder - 5th grade use.
- Two classrooms in 3rd, 4th, and 5th grade have one computer per student.
- PK has 5 ipads per classroom for student use in small groups.
- We currently support several web-based instructional program such as Learning A - Z, Stemscoptes, I-station, Accelerated Reader, and Think Thru Math.
- We currently support several educational search engine through the library and online reading resources.
- Teachers are able to collaborate through the use of their hisd.net email which allows teachers to create a web classroom.
- Teachers are able to share lesson plans through Forethought.

## Technology Needs

- More time for technology professional development sessions are needed for teachers to support instruction.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- 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
- Federal Report Card 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
- Progress of prior year STAAR failures
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

#### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


# Goals

**Goal 1: Reading Goal: 75% of 3rd - 5th grader, to include economically disadvantaged students, will meet passing standard on 2017 STAAR Reading.**

**Performance Objective 1:** Increase this year's 3rd - 5th grade Reading STAAR Level II performance from 57% to 75%, to include economically disadvantaged student group.

**Evaluation Data Source(s) 1:** As a team, during PLCs, we will analyze performance data for reading assessments, TPRI, and TejasLee assessment tools.

**Summative Evaluation 1:**

| Strategy Description  | Title I       | Staff Responsible for Monitoring                | Evidence that Demonstrates Success  | Reviews   |     |           |      |
|---|---------------|---|---|-----------|-----|-----------|------|
|   |               |   |   | Formative |     | Summative |      |
|   |               |   |   | Nov       | Jan | Mar       | June |
| <p><b>State System Safeguard Strategy</b><br/> <b>Federal System Safeguard Strategy</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) K-5 grade teachers will participate in PLCs designed to develop a deep understanding of the TEKS and provide ongoing training to effectively implement balanced literacy.</p> | 1, 2, 4, 5, 9 | Classroom teacher<br>Administrators<br>Students | PLC agendas<br>Minutes<br>Classroom walkthroughs<br>Baseline assessments<br>Middle of the year assessments<br>End of the semester assessments<br>End of the year data<br>Zone charts<br>Intervention data<br>Lesson plan evidence of strategy |           |     |           |      |
|   |               |   |   |           |     |           |      |

**Goal 2: Writing Goal: 80% of 4th graders, to include economically disadvantaged students, will meet passing standard on 2017 STAAR Writing.**

**Performance Objective 1:** Increase this year's 3rd - 5th grade Writing STAAR Level II performance from 59% to 80%.

**Evaluation Data Source(s) 1:** As a team, during PLCs, we will analyze performance data for writing assessments, TPRI, and TejasLee assessment tools.

**Summative Evaluation 1:**

| Strategy Description   | Title I             | Staff Responsible for Monitoring           | Evidence that Demonstrates Success  | Reviews   |     |     |           |
|--|---------------------|--|---|-----------|-----|-----|-----------|
|  |                     |  |   | Formative |     |     | Summative |
|  |                     |  |   | Nov       | Jan | Mar | June      |
| <p><b>State System Safeguard Strategy</b><br/> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Vertically aligned PK - 5th grade writing plan that develops students' craft in writing compositions, revising and editing TEKS, and providing opportunities for students to write in all content areas.</p> | 1, 2, 3, 4, 7, 8, 9 | Classroom Teachers Administrators Students | PLC agendas<br>Minutes<br>Classroom walkthroughs<br>Baseline assessments<br>Middle of the year assessments<br>End of the semester assessments<br>End of the year data<br>Zone charts<br>Intervention data<br>Lesson plan evidence of strategy |           |     |     |           |
|  |                     |  |   |           |     |     |           |

**Goal 3: Math Goal: 75% of 3rd - 5th graders, to include economically disadvantaged students, will meet passing standrad on 2017 STAAR Math.**

**Performance Objective 1:** Increase this year's 3rd - 5th grade Math STAAR Level II performance from 53% to 75%.

**Evaluation Data Source(s) 1:** As a team, during PLCs, we will analyze performance data for math assessments and mClass data.

**Summative Evaluation 1:**






| Strategy Description  | Title I          | Staff Responsible for Monitoring                 | Evidence that Demonstrates Success  | Reviews   |     |     |           |
|---|------------------|--|---|-----------|-----|-----|-----------|
|   |                  |  |   | Formative |     |     | Summative |
|   |                  |  |   | Nov       | Jan | Mar | June      |
| <p><b>State System Safeguard Strategy</b><br/> <b>Federal System Safeguard Strategy</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) K - 5th grade teachers will participate in PLCs designed to provide ongoing math trainings and support for lesson planning in order to help teachers effectively implement math TEKS in daily lessons with differentiated activities to meet students' needs.</p> | 1, 2, 3, 4, 8, 9 | Classroom teachers<br>Administrators<br>Students | PLC agendas<br>Minutes<br>Classroom walkthroughs<br>Baseline assessments<br>Middle of the year assessments<br>End of the semester assessments<br>End of the year data<br>Zone charts<br>Intervention data<br>Lesson plan evidence of strategy |           |     |     |           |
|   |                  |  |   |           |     |     |           |

**Goal 4: Increase Academic Performance for all PK - 5th grade students.**

**Performance Objective 1:** 80% of PK - 5th grade students will meet minimum expectations on all campus assessments.

**Evaluation Data Source(s) 1:** Teachers will create zone charts for TPRI, Tejas Lee, mClass, and summative assessments.

**Summative Evaluation 1:**






| Strategy Description   | Title I | Staff Responsible for Monitoring                 | Evidence that Demonstrates Success  | Reviews   |     |     |           |
|--|---------|--|---|-----------|-----|-----|-----------|
|  |         |  |   | Formative |     |     | Summative |
|  |         |  |   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>1) PK - 5th grade teachers will participate in PLCs designed to analyze the prior year's end of year data and create a plan of action to move students to Performance Objective 1.</p>   |         | Classroom teachers<br>Administrators<br>Students | Beginning, Middle, and End of the Year data, Zone Charts with student data. |           |     |     |           |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |  |   |           |     |     |           |

**Goal 4:** Increase Academic Performance for all PK - 5th grade students.

**Performance Objective 2:** 40% of PK - 5th grade students will meet expectations on all campus assessments at the Final Level.

**Evaluation Data Source(s) 2:** Teachers will create Zone Charts for TPRI, Tejas Lee, mClass, and summative assessments.

**Summative Evaluation 2:**






| Strategy Description   | Title I | Staff Responsible for Monitoring                 | Evidence that Demonstrates Success  | Reviews   |     |     |           |
|--|---------|--|---|-----------|-----|-----|-----------|
|  |         |  |   | Formative |     |     | Summative |
|  |         |  |   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>1) PK - 5th grade teachers will participate in PLCs designed to analyze current data and create a plan of action to move students to Performance Objective 2.</p>  |         | Classroom teachers<br>Administrators<br>Students | Beginning, Middle, and End of the Year data, Zone Charts with student data. |           |     |     |           |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |  |   |           |     |     |           |

**Goal 4:** Increase Academic Performance for all PK - 5th grade students.

**Performance Objective 3:** 20% of PK - 5th grade students will meet expectations on all campus assessments at the Advanced Level.

**Evaluation Data Source(s) 3:** Teachers will create Zone Charts for TPRI, Tejas Lee, mClass, and summative assessments.

**Summative Evaluation 3:**

| Strategy Description   | Title I | Staff Responsible for Monitoring                 | Evidence that Demonstrates Success  | Reviews   |     |     |           |
|--|---------|--|---|-----------|-----|-----|-----------|
|  |         |  |   | Formative |     |     | Summative |
|  |         |  |   | Nov       | Jan | Mar | June      |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>1) PK - 5th grade teachers will participate in PLCs designed to analyze data and create a plan of action to move students to Performance Objective 3.</p>  |         | Classroom teachers<br>Administrators<br>Students | Beginning, Middle, and End of the Year data, Zone Charts with student data. |           |     |     |           |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |  |   |           |     |     |           |








**Goal 5: Provide highly qualified teachers, paraprofessionals, and administrators ongoing professional development to strengthen instructional practices.**

**Performance Objective 1:** Ensure that 100% of teachers, paraprofessionals, and administrators maintain their highly qualified status.

**Evaluation Data Source(s) 1:** Proof of attendance such as certificates and sign in sheets  
 Eduphoria log of documented professional development sessions teachers have attended  
 Certificate from our Education Service Center, Region 20  
 Student achievement

**Summative Evaluation 1:**






| Strategy Description  | Title I    | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Reviews   |     |     |           |
|---|------------|---|--|-----------|-----|-----|-----------|
|   |            |   |  | Formative |     |     | Summative |
|   |            |   |  | Nov       | Jan | Mar | June      |
| <p><b>State System Safeguard Strategy</b><br/> <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will attend professional development in:<br/>                     Core areas<br/>                     Grade level<br/>                     Dual language<br/>                     Special education<br/>                     Differentiated instruction<br/>                     Balanced Literacy<br/>                     Guided Math<br/>                     Writing<br/>                     Behavior management<br/>                     RTI<br/>                     Other professional development sessions as determined by student need.</p> | 1, 3, 4, 5 | Principal<br>Academic Dean<br>Grade Level Chair<br>Teachers<br>Instructional coaches. | Certificate of attendance,<br>Quality of lesson plans<br>Data based on the Zone Charts |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>                     CSF 1 CSF 7</p> <p>2) Teachers with zero to two years of teaching experience will attend an on campus mentoring program for support and to retain highly qualified teachers.</p>  | 1, 4, 5    | Principal<br>Academic Dean<br>Vice Principal<br>Mentors<br>Professional colleagues,   | Meeting agendas<br>Sign In sheets  |           |     |     |           |
| Funding Sources: 172 - Campus Activity Fund - \$0.00  |            |   |  |           |     |     |           |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue   |            |   |  |           |     |     |           |

**Goal 6: Integrate technology into the curriculum and everyday campus activities to increase student learning and achievement.**

**Performance Objective 1:** Increase the use of technology into the curriculum and everyday campus activities to increase student performance in Index 1 from 57% to or above 65%.

**Evaluation Data Source(s) 1:** Increasing the use of technology. Increase of student performance based on the Zone Charts and assessment tools.

**Summative Evaluation 1:**


| Strategy Description  | Title I             | Staff Responsible for Monitoring                 | Evidence that Demonstrates Success  | Reviews   |     |     |           |
|---|---------------------|--|---|-----------|-----|-----|-----------|
|   |                     |  |   | Formative |     |     | Summative |
|   |                     |  |   | Nov       | Jan | Mar | June      |
| <p><b>State System Safeguard Strategy</b><br/> <b>Federal System Safeguard Strategy</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) PK - 5th grade will participate in the use of web-based instructional tools aligned to the TEKS to support instruction and student learning.</p>  | 1, 2, 3, 4, 5, 8, 9 | Classroom teachers<br>Administrators<br>Students | Documentation in lesson plans and/or walkthroughs of the use of web-based tools such as:<br>United Streaming/Discovery Education<br>Accelerated Reader<br>Brain Pop<br>I-Station<br>Think Through Math<br>Learning A-Z which has the following components:<br>Reading, Science,<br>Edusmart<br>Stemscopes   |           |     |     |           |
| Funding Sources: 199 - General Fund - \$0.00  |                     |  |   |           |     |     |           |
| <p><b>State System Safeguard Strategy</b><br/> <b>Federal System Safeguard Strategy</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) PK - 5th grade teachers will be provided with trainings to effectively implement the use of the web-based instructional tools aligned to the TEKS to support instruction and student learning.</p>  | 1, 2, 3, 4, 5, 8, 9 | Classroom teachers<br>Administrators<br>Students | Successful participation in trainings, implementation of new strategies as seen in classroom<br>Documentation in lesson plans and/or walkthroughs of the use of web-based tools such as:<br>United Streaming/Discovery Education<br>Accelerated Reader<br>Brain Pop<br>I-Station<br>Think Through Math<br>Learning A-Z which has the following components:<br>Reading, Science,<br>Edusmart<br>Stemscopes |           |     |     |           |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |                     |  |   |           |     |     |           |

## Goal 7: Provide opportunities to increase parent and student involvement in our school and community.

**Performance Objective 1:** By the end of the 2015-2016 school year, 80% of all parents/guardians will participate in one or more school activities.

**Evaluation Data Source(s) 1:** Sign-in Sheet

### Summative Evaluation 1:

| Strategy Description  | Title I | Staff Responsible for Monitoring                                     | Evidence that Demonstrates Success  | Reviews   |     |     |           |
|---|---------|--|---|-----------|-----|-----|-----------|
|   |         |  |   | Formative |     |     | Summative |
|   |         |  |   | Nov       | Jan | Mar | June      |
| 1) Implement Raising Highly Capable Kids curriculum which focuses on enhancing parenting skills, community awareness, and access to community resources   |         | CIS, Staff, Social Worker, Counselor, Parent Liaison                 | CIS, Staff, Social Worker, Counselor, Parent Liaison  |           |     |     |           |
| 2) 2nd Cup of Coffee offered to promote awareness of academic and social-emotional expectations and activities to build a positive school/home connection   |         | CIS, Principal, Staff, Social Worker, Counselor, Parent Liaison      | Sign-in sheets, parent evaluations, attendance increase by 10% over course of 2015-2016 year, homework calendar |           |     |     |           |
| 3) Encourage parent involvement in all campus activities and academic areas via calendar, fliers, and other notices. Events to include but not limited to:<br>-Meet the Teacher Night<br>-Literacy Fair<br>-Reading Night<br>-Fall Carnival |         | Administration, CIS, Staff, Social Worker, Counselor, Parent Liaison | Monthly updates, sign-in sheets, increase attendance by 10% over course of 2015-2016 year                       |           |     |     |           |
| 4) Increase parental involvement by offering various opportunities on campus; volunteer training, parent appreciation luncheon, etc.  |         | Administration, CIS, Staff, Social Worker, Counselor, Parent Liaison | Sign-in sheets, agendas, volunteer logs   |           |     |     |           |
| 5) Provide transitional activities for students beginning kinder in the 2016-2017 year. To include but not limited to:<br>-Race to Kinder<br>-Pre-K and Kinder Roundup  |         | CIS, Staff, Social Worker, Counselor, Parent Liaison                 | Campus tours, fliers, phone-tree, meeting agendas, sign-in sheets   |           |     |     |           |
|   |         |  |   |           |     |     |           |

## State System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 1        | K-5 grade teachers will participate in PLCs designed to develop a deep understanding of the TEKS and provide ongoing training to effectively implement balanced literacy.  |
| 2    | 1         | 1        | Vertically aligned PK - 5th grade writing plan that develops students' craft in writing compositions, revising and editing TEKS, and providing opportunities for students to write in all content areas.   |
| 3    | 1         | 1        | K - 5th grade teachers will participate in PLCs designed to provide ongoing math trainings and support for lesson planning in order to help teachers effectively implement math TEKS in daily lessons with differentiated activities to meet students' needs.            |
| 5    | 1         | 1        | Teachers will attend professional development in: Core areas Grade level Dual language Special education Differentiated instruction Balanced Literacy Guided Math Writing Behavior management RTI Other professional development sessions as determined by student need. |
| 6    | 1         | 1        | PK - 5th grade will participate in the use of web-based instructional tools aligned to the TEKS to support instruction and student learning.   |
| 6    | 1         | 2        | PK - 5th grade teachers will be provided with trainings to effectively implement the use of the web-based instructional tools aligned to the TEKS to support instruction and student learning.   |

## Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 1    | 1         | 1        | K-5 grade teachers will participate in PLCs designed to develop a deep understanding of the TEKS and provide ongoing training to effectively implement balanced literacy.  |
| 2    | 1         | 1        | Vertically aligned PK - 5th grade writing plan that develops students' craft in writing compositions, revising and editing TEKS, and providing opportunities for students to write in all content areas.   |
| 3    | 1         | 1        | K - 5th grade teachers will participate in PLCs designed to provide ongoing math trainings and support for lesson planning in order to help teachers effectively implement math TEKS in daily lessons with differentiated activities to meet students' needs.            |
| 5    | 1         | 1        | Teachers will attend professional development in: Core areas Grade level Dual language Special education Differentiated instruction Balanced Literacy Guided Math Writing Behavior management RTI Other professional development sessions as determined by student need. |
| 6    | 1         | 1        | PK - 5th grade will participate in the use of web-based instructional tools aligned to the TEKS to support instruction and student learning.   |
| 6    | 1         | 2        | PK - 5th grade teachers will be provided with trainings to effectively implement the use of the web-based instructional tools aligned to the TEKS to support instruction and student learning.   |

# State Compensatory

## Budget for Adams Elementary School:

| <u>Account Code</u>                              | <u>Account Title</u>  | <u>Budget</u>      |
|--|---|--------------------|
| <b>6100 Payroll Costs</b>                        |   |                    |
| 211-11-6112-00-106-73000C                        | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$3,854.00         |
| 211-11-6399-00-106-73000C                        | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | \$28,000.00        |
| 211-11-6118-00-106-73000C                        | 6118 Extra Duty Stipend - Locally Defined                             | \$0.00             |
| 199-11-6118-00-106-71100c                        | 6119 Salaries or Wages - Teachers and Other Professional Personnel    | \$6,000.00         |
| <b>6100 Subtotal:</b>                            |   | <b>\$37,854.00</b> |
| <b>6200 Professional and Contracted Services</b> |   |                    |
| 211-13-6239-55-106-73000C                        | 6239 ESC Services   | \$10,000.00        |
| 199-11-6269-71-106-106-71100c                    | 6269 Rentals - Operating Leases                                       | \$1,469.00         |
| 199-11-6291-00-106-73000C                        | 6291 Consulting Services  | \$0.00             |
| <b>6200 Subtotal:</b>                            |   | <b>\$11,469.00</b> |
| <b>6300 Supplies and Services</b>                |   |                    |
| 211-12-6329-00-106-73000c                        | 6311 Gasoline and Other Fuels for Vehicles                            | \$10,000.00        |
| 199-12-6329-00-106-71100C                        | 6329 Reading Materials  | \$978.00           |
| 199-11-6395-00-106-71100C                        | 6395 Supplies, DP Operations - Locally Defined                        | \$23,000.00        |
| 199-11-6395-00-106-73000C                        | 6395 Supplies, DP Operations - Locally Defined                        | \$7,000.00         |
| 199-11-6395-CP-106-71100C                        | 6395 Supplies, DP Operations - Locally Defined                        | \$34,505.00        |
| 199-23-6395-00-106-71100C                        | 6395 Supplies, DP Operations - Locally Defined                        | \$2,900.00         |
| 211-11-6395-CP-106-73000C                        | 6395 Supplies, DP Operations - Locally Defined                        | \$32,000.00        |
| 211-11-6399-00-106-73000C                        | 6399 General Supplies   | \$28,000.00        |
| 211-61-6399-82-106-73000C                        | 6399 General Supplies   | \$1,523.00         |

|                                   |                                       |                     |
|-----------------------------------|---------------------------------------|---------------------|
| 199-11-6399-00-106-71100C         | 6399 General Supplies                 | \$11,381.00         |
| 199-11-6399-00-106-73000C         | 6399 General Supplies                 | \$10,080.00         |
| 199-11-6399-61-106-71100C         | 6399 General Supplies                 | \$625.00            |
| 199-11-6399-66-106-71100C         | 6399 General Supplies                 | \$6,182.00          |
| 199-23-6399-00-106-71100C         | 6399 General Supplies                 | \$2,100.00          |
| <b>6300 Subtotal:</b>             |                                       | <b>\$170,274.00</b> |
| <b>6400 Other Operating Costs</b> |                                       |                     |
| 199-11-6412-00-106-71100C         | 6410 Travel, Subsistence and Stipends | \$2,500.00          |
| 199-11-6499-00-106-71100C         | 6410 Travel, Subsistence and Stipends | \$13,000.00         |
| 255-13-6291-00-106-72400C         | 6410 Travel, Subsistence and Stipends | \$1,075.00          |
| 199-13-6411-00-106-71100C         | 6411 Employee Travel                  | \$6,000.00          |
| 211-13-6411-00-106-73000C         | 6411 Employee Travel                  | \$4,000.00          |
| 255-13-6411-01-106-72400C         | 6411 Employee Travel                  | \$1,075.00          |
| 199-23-6499-00-106-71100C         | 6499 Miscellaneous Operating Costs    | \$6,000.00          |
| 211-61-6499-83-106-73000D         | 6499 Miscellaneous Operating Costs    | \$1,523.00          |
| <b>6400 Subtotal:</b>             |                                       | <b>\$35,173.00</b>  |

## 2016-2017 Campus Professional Educational Review Council

| <b>Committee Role</b>      | <b>Name</b>        | <b>Position</b>                           |
|----------------------------|--------------------|---|
| Administrator              | Elizabeth Libby    | Principal                                 |
| Administrator              | Penny Autry        | Vice-Principal of Discipline              |
| Administrator              | Graciela Gil       | Counselor                                 |
| Administrator              | Leslie Ramirez     | Academic Coordinator                      |
| Classroom Teacher          | Michelle Longoria  | Kinder Grade Level Chair                  |
| Classroom Teacher          | Eulalia Luker      | 2nd Grade Level Chair                     |
| Classroom Teacher          | Columba Mansfield  | PK Grade Level Chair                      |
| Classroom Teacher          | Natalie Moreno     | 1st Grade Level Chair                     |
| Classroom Teacher          | Sonia Prosser      | 5th Grade Level Chair                     |
| Classroom Teacher          | Elizabeth Salazar  | 3rd Grade Level Chair                     |
| Classroom Teacher          | Alexandria Thomas  | 4th Grade Level Chair                     |
| Non-classroom Professional | Ramona Cruz        | ARI/AMI Teacher                           |
| Non-classroom Professional | Nancy Gonzales     | Dyslexia Teacher                          |
| Non-classroom Professional | Alma Guessford     | ARI Teacher                               |
| Non-classroom Professional | Kristen Guevara    | Librarian                                 |
| Non-classroom Professional | Carlos Herrera     | Special Education Teacher                 |
| Non-classroom Professional | Jennifer Montes    | Social Worker                             |
| Non-classroom Professional | Ashley Ponce       | Special Education Teacher                 |
| Non-classroom Professional | Eva Vasquez        | Bilingual Representative                  |
| Paraprofessional           | Stephanie Castillo | Administrative Assistant to the Principal |



## Campus Funding Summary

| <b>199 - General Fund</b>         |           |          |                  |              |        |
|-----------------------------------|-----------|----------|------------------|--------------|--------|
| Goal                              | Objective | Strategy | Resources Needed | Account Code | Amount |
| 6                                 | 1         | 1        | 211              |              | \$0.00 |
| <b>Sub-Total</b>                  |           |          |                  |              | \$0.00 |
| <b>172 - Campus Activity Fund</b> |           |          |                  |              |        |
| Goal                              | Objective | Strategy | Resources Needed | Account Code | Amount |
| 5                                 | 1         | 2        |                  |              | \$0.00 |
| <b>Sub-Total</b>                  |           |          |                  |              | \$0.00 |
| <b>Grand Total</b>                |           |          |                  |              | \$0.00 |