Sabinal Independent School District
Campus Improvement Plan
Sabinal Elementary School
2017-2018

Sabinal Elementary School
Campus Leadership Team
2017-2018

The following persons served on the site-based decision-making committee during the preparation of the campus improvement plan for school year 2017-2018. They were committed to carrying out the school's mission statement and to developing and implementing a well-rounded instructional program that will prepare students for middle and high school and to become productive citizens in a democratic society.

Council Positions	Council Members	Curriculum Areas
Campus Leadership Team	Becky Olivares Bradie Williams Rosa Brigance Alfred Lopez Adriana Beza Donnie Wilkinson Lea-Vi Bridges	Pre-Kindergarten Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade
Non-teaching Member	Annette Horton Patrick Peabody	Counselor Principal

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Correlates of Effective Schools

1. **SAFE AND ORDERLY ENVIRONMENT**
In the effective school, there is an orderly, purposeful businesslike atmosphere, which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

2. **CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS**
In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and that they, the staff, have the capability to help all students do so.

3. **INSTRUCTIONAL LEADERSHIP**
In the effective school, the principal acts as instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in management of the instructional program.

4. **CLEAR AND FOCUSED MISSION**
In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of a commitment to the instructional goals.

5. **OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK**
In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time students are engaged in whole class or large group learning activities that are planned and teacher directed.

6. **FREQUENT MONITORING OF STUDENT PROGRESS**
In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

7. **HOME/SCHOOL RELATIONS**
Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to quality education that enables them to achieve their potential and fully participate now and 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.

Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA), which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free, and conducive to learning; and
- Are accountable to the public for results.

Performance Goal 1: By 2017-2018, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Performance Goal 3: All students will be taught by highly qualified teachers.
Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Performance Goal 5: All students will graduate from high school.

Sabinal ISD Board Goals

1. Maintain high quality instructional practices across the district that results in improved academic success.
2. Empower students to respond appropriately to academic and social challenges as they are faced in our schools and in our community.
3. To ensure that each student successfully completes graduation requirements and receives guidance and support in the post graduate/technical school process.
4. Cultivate opportunities for student participation that extend beyond the classroom.

Comprehensive Needs Assessment

Introduction
The campus leadership team(CLT) reviewed and developed a comprehensive needs assessment. During campus meetings the team considered campus and district strengths and needs. These areas included student demographics and student achievement, school culture and climate, staff quality and retention, curriculum and instruction, family and community involvement, school organization, and technology. The team reviewed the Texas Academic Performance Report data for 2016-2017 as prepared by the Texas Education Agency, as well as other relevant information and STAAR data from the 2016-2017 school year.

Demographics
Sabinal Elementary is an ethnically diverse campus with approximately 77.5% Hispanic, 20.6% White, .5% African American, 0% Native American, .5 Asian, and 1% Multi-Racial. 90.4% of the students on the campus are eligible for free or reduced price lunches under the National School Lunch program and 7.2% are limited English proficient (LEP). The number and percent of students from ethnic minorities, low-income families, and who are limited English proficient has remained relatively stable over the last several years. 57.9% of the student body is considered at-risk.

The Sabinal Independent School District serves a community of 1,709 as a public education institution. As with many small communities, Sabinal ISD is the largest employer in the community. The district is composed of three campuses that include an elementary school, a junior high school, and a high school. The alternative education program for disciplinary purposes provides services for approximately two to four students a year and it is offered during the regular school day (7:45 AM to 3:35 PM). The total enrollment for the campus for the 2016-2017 school year was 209.

Student findings
The primary instrument for determining student achievement is the State of Texas Assessments of Academic Readiness (STAAR). Students who receive special education services are tested through the STAAR, STAAR Spanish, and STAAR Alternate 2. Students who qualify for assistance under English as a Secondary Language (ESL) are assessed yearly by the TELPAS instrument. Teacher created TEKS Based Assessments and one released STAAR test are used as a diagnostic tool throughout the year. The TPRI assessment is used for grades K-3 and C-PALS assessment for PreK. Reading and Math progress is tracked through AR Reading, Math, and Early Literacy software.

Student Strengths
Students in Sabinal Elementary are respectful and are generally happy to be on campus. Students are involved in student council, UIL, and other school sponsored activities. Attendance for 2016-2017 was 96.57% for the fall semester, 95.00% in the spring, with an overall attendance rate of 95.70%.

Student Needs
While students' STAAR progress measures continued to improve – overall results are still below state averages in math for 3rd and 4th grade, and reading for 3rd, 4th, and 5th grade, as well as below average in 4th grade writing and 5th grade science. Students do not have a solid background in phonics, which is leading to compounding issues with reading. Lack of reading skills is also hindering student mastery of math assessments, as the majority rely on word problems.

Staff findings
At the elementary campus, 52% of the staff ethnicity is White and 48% are Hispanic. 88% of the staff hold bachelor's degrees and 12% master's degrees.

Staff Strengths
The entire faculty is ESL certified except for two 2017-2018 new hires. All teachers have been through Gifted and Talented Training. Thirteen teachers have attended AVID Summer Institute training. Kindergarten and 1st grade teachers attended state sponsored Math Achievement Academies this past summer while 2nd through 5th grade teachers attended Literacy Achievement Academies. There are a few strong leaders who have taken the lead on various campus initiatives and work closely with the principal to drive change on the campus.

Staff needs
Staff is working on implementing new processes and systems across campus. Staff has been provided training in Eduphoria Aware and Google Apps for Education, but continue to struggle with their use. Continued training in a vertically and horizontally aligned rigorous curriculum. Training in creating aligned benchmark assessments and disaggregating data have been developed and are ongoing.

Parental Involvement
There is fluctuating parental involvement on campus. More parents attend functions like Grandparent's Luncheon, Family Picnics, Christmas Concert and festivals.   There is moderate family attendance for awards ceremonies, open houses, and meet the teacher nights. There is low turnout for AVID family meetings, Parent University, SHAC meetings, Coffee with the Principal, and PTSA meetings.

Parental involvement strengths
A small core of involved parents are heavily involved in participating in school events. Parents have the opportunity to serve on a variety of committees and to attend different informational events. The current officers and members of PTSA are pushing to support the school, expand their membership, and look for ways to give back. Parents are well represented during fun activities or recognition events.

Parent involvement needs
More parent participation is needed in PTSA and informative/discussion meetings. Needs include campus and teacher efforts to educate and inform parents of attendance, tardies, grading procedures, and what parents can do at home to support their children's education.

Community Involvement
As a central piece of the town, community involvement and support is needed. More community members are needed to support the growth and needs of students.

Community involvement strengths
Local churches donate time and materials to assist teachers, as well as providing afterschool activities. The community provides opportunities for elementary students to participate in sports, boy scouts, and girl scouts. Good community feedback from events like First Responders Day visits. Many locals donate their time to come give presentations on various days such as S.T.E.A.M. and Career days.

Community needs
More volunteers are needed for things like mentoring and guest readers. More community participation in campus festivals and health related activities would help support the students.

Facilities
The elementary campus is made up of a main building built in 1971. There was a new library edition built in 2000. There is one portable building which houses the SPED Cluster and an attached multipurpose room that serves as a gym or auditorium for school events. There is a playground with many physical activity centers and a covered basketball court built in 2006 and 2008. In 2010, the district facility improvement initiative renovated all classrooms including new floors, casework, marker boards and instructional technology hardware. In 2010 new windows were installed in the 1950's building along with new HVAC units, as well as cosmetic and structural renovations to the building.

Facilities strengths
The main building has been renovated, updated. Wifi was added to the school buildings, each classroom received four new student use computers, and Promethean boards were installed in each classroom. The building is clean and well maintained. The extensive playground facilities are also exceptional and utilized by the community. The computer lab has been repurposed as a Makerspace to allow students to explore various STEAM themes. Extra rooms have been utilized as functioning spaces from resource rooms to a music room. The elementary green space is also becoming a focal point for the school and includes sitting areas and a new raised garden beds. A new electronic remote access door lock was installed on the main entrance to secure entry into the building.

Facilities needs

Areas of need for facilities are continued grounds and facility maintenance. Playground resurfacing has begun, but more fill is needed. More shade, provided by trees or awnings, is needed in the rear of the school to prevent playground surfaces from becoming too hot.

10 Components of a Schoolwide Program

1. Needs Assessment - A comprehensive needs assessment 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.
2. Schoolwide Reform Strategies - Strategies that:
   - provide opportunities for all children
   - use effective methods and instructional strategies
   - include strategies to address the needs of all children, but especially the needs of low-achieving children.
3. Instruction - Instruction by highly qualified teachers.
4. Professional Development - High-quality and ongoing professional development for teachers, principals, and paraprofessionals to enable all children to meet the State's academic standards.
5. Highly Qualified Teachers - Strategies to attract highly qualified teachers to high-need schools.
6. Parental Involvement - Strategies to increase parental involvement, such as family literacy services.
7. Transition from Early Childhood - Plans for assisting preschool children in the transition from early childhood, such as Head Start, to local elementary programs.
8. Site-Based Decisions - Measures to include teachers in the decisions regarding the use of academic assessment, provide information on, and to improve, the achievement of students and the overall instructional program.
9. Remedial Help - Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective and timely additional assistance.
10. Program Coordination - Coordination and integration of Federal, State, and local services and programs.

SABINAL INDEPENDENT SCHOOL DISTRICT
District Title 1 Parental Involvement Plan

I. Sabinal ISD administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent Involvement Policy and School-Parent-Student Compact. The policy will set expectations and establish a framework for quality parental involvement participation. This will be achieved as part of the district's improvement plan process.

The district values the role parent's play as their children's first teacher and the influences of their continued support toward enabling their children to meet the state's student performance standards.

The following policy is in compliance with the legal requirements of the **Every Student Succeeds Act (ESSA** (PL114-95). This policy will be available to all parents on the SISD website and at the Central Office.

II. The Title I Parental Involvement Policy and School-Parent-Student Compact will be reviewed and distributed to parents in the campus Parent/Student handbook during the first week of school or when new students register.

III. An Annual Title I public meeting will be held in the Fall to inform parents of the district's participation in Title I, Part A and its requirements. The parents will also be informed of their right to be involved.

IV. The district will offer a flexible number of meetings, special called and/or campus-level to ensure opportunity to parents in the planning, reviewing and evaluation of Title I, Part A programs, including the Parental Involvement policy and School-Parent-Student Compact. Parent's suggestions and recommendations will be addressed as practicably as possible. In addition, the School-Parent-Student Compact will outline the means by which parents, school and students will share responsibility for improved student academic achievement and mastery of the state's high standards. An annual review and revision, if necessary will be part of the district and campus-level improvement plan process. Although signatures are not required, parents are urged to sign and discuss the compact with their children and teachers.

V. The school district will make every effort to communicate with parent's information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress, and proficiency levels students are expected to meet. All information oral or written related to school parent programs will be provided in the format and language that parents can understand.

VI. The district's capacity to build a strong partnership with parents will be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. In addition, the district will assist parents in understanding the state's academic content and achievement standards, state and local assessments and how to monitor their children's progress. These opportunities will be addressed at special-called meetings, committees and trainings. In addition, parenting skills workshops and opportunities to volunteer will be provided for parents.
Information on the "value and utility of parent's contributions," and on how to reach out and communicate with parents as equal partners in the education of their children will be scheduled and provided to staff during campus faculty meetings or other campus-level initiatives.

VII. The district to the extent feasible and appropriate will coordinate and integrate parent involvement programs and activities with Headstart and community agencies and private schools when applicable.

VIII. The district will ensure full opportunities for the participation of parents with limited English proficiency, disabilities and parents of migratory children by assuring that notices, information and reports are in a format and to the extent practicable, in the language that the parents understand.

IX. Parents will participate in the annual evaluation of the content and effect of the district Parental Involvement Policy and practices. They will also consider:
- Increasing parent involvement
- Identifying barriers that limit parent participation
- Identifying ways to overcome barriers which may limit participation by parents
- Review and revision of parental involvement policy
- Review and revision of School-Parent-Student Compact
- Academic quality of Title I, Part A schools

The annual evaluation findings will be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus levels.

Sabinal ISD
Retention & Recruitment Plan

It is the goal of the Sabinal Independent School District to have the highest qualified teachers and support staff for our students. It is the goal of the district to have certified teachers in all classrooms.

Presently our staff is a solid mix of experienced and youthful teachers who possess the appropriate skills, knowledge and enthusiasm which provide an effective, well-rounded education. Sabinal ISD provides a positive and supportive work environment, competitive salaries and supplemental stipends, an adequate supply budget for instructional materials, the latest technological equipment, and newly renovated and modern facilities. According to the Texas Association of School Boards salary survey's, Sabinal ISD is one of the highest paying schools districts in Uvalde County and across the State.

A teacher shortage exists in our State, and competition for the best teachers is evident. Acquisition and retention of high quality teachers is a primary goal of the school district each year, as nothing influences educational opportunities for our students more than a high quality teacher. We provide our teachers quality, on-going training and professional development to support their pedagogical needs, and to improve academic achievement.

The recruitment and retention of high quality teachers is based on our district's comprehensive needs assessment as well as State educator guidelines.
The following strategies are implemented in pursuit of the district goals and objectives within the District Improvement Plan (DIP) for recruitment and retention of teachers:

1. Provide positive, 21st century working environment.
2. Allocated funds for testing review sessions supporting additional teacher certifications.
3. Provide quality annual professional development.
4. Annual review and enhancement of the professional staff pay scales.
5. Provide teachers a $3,500 stipend for critical shortage areas of instruction.
6. Provide teachers a $1,500 stipend for holding a Masters degree in their teaching field, and $1,000 in other educational majors.
7. Annual "longevity" benefit at a rate of $100/year, to encourage staff retention.
8. Employer provided life-insurance policy.
9. Employer contribution to pension plan.
10. Employer contribution to group health plan.
11. Analyze data reported in the annual Program Compliance/Performance Report, ensuring low-income students and minority students are not taught at higher rates than other student groups by teachers who are not "highly qualified."
12.

Targeted Elements for School Improvement Plan

Target Element 1

TARGETED ELEMENT 1: By Spring 2018, 75% of 3rd-5th grade students will meet or exceed 'approaches grade level' or meet progress measures in Math on the STAAR test.

TARGET ELEMENT 1 STRATEGIES: Teacher Data Usage – utilizing AR STAR reports, as well as benchmark data to identify low TEKS, and make plans for individual students and small groups. Vertically aligned vocabulary – utilizing 5th grade vocabulary and phasing that vocabulary from Kindergarten through 5th grade. Math Facts – reviewing math facts with all grade levels, creating competition within and between classes for speed and extent of knowledge. 100s Chart Manipulation – working with students on how to utilize 100s charts for math calculations. Math in Specials – working with our specials (PE, Music, and Makerspace) leaders to utilize math in their sessions, such as skip counting when stretching in PE. Campus Problem Solving Strategy – Campus will utilize a common problem solving acronym to assist students in solving problems.

TARGETED ELEMENT 1 SYSTEMS: Math Facts Competitions – Teacher will post Math Facts accomplishments in the hallway pertaining to which students have mastered which facts and how fast their recall is. Vocabulary – Teachers will grow word walls or journals utilizing a Freyer-like model as their classes cover new words. These vocabulary will consist of word, definition, picture, and a fourth element of the teacher's choice. Six Weeks Tests – Campus will be utilizing six weeks tests as benchmarking data throughout the year. The Professional Learning Community meeting held after Six Weeks Tests will be utilized as a Student Assessment Monitoring meeting to review student performance on assessments. Student data from AR STAR online assessment will also be reviewed. Campus Leadership Team – The CLT will meet monthly to review campus progress, make observations, and revision as necessary. The CLT will utilize TPRI, AR STAR, and benchmark data to monitor outcomes.

Target Element 2

TARGETED ELEMENT 2: By Spring 2018, 70% of 3rd-5th grade students will meet or exceed 'approaches grade level' or meet progress measures in Reading on the STAAR test.

TARGET ELEMENT 2 STRATEGIES: Teacher Data Usage – utilizing AR STAR reports, TPRI, and benchmark data to identify low TEKS, and make plans for individual students and small groups. TPRI changes – Teachers will administer the beginning of year and middle of year TPRI to their classes, the next grade level teachers will administer the end of year TPRI so that they will have first hand knowledge of the readers they will get next year (4th tests 3rd, 3rd tests 2nd, etc.). Saxon Phonics – Campus will continue implementing Saxon Phonics program which was started in the 16-17 school year, as no phonics programs was in place before. Guided Reading – Teachers will utilize small group guided reading from Kinder through 5th grade. Previously 4th and 5th had used literature circles, but with the levels of some of our readers, guided reading would be more appropriate. AR Program – The campus will continue to utilize the AR program and prizes to incentivize student to read more. Teachers will allow time in class for students to take AR tests as many of our bus riders do not otherwise have an opportunity to do so outside of normal school hours. Latino Literacy Project – Implementing for the first time this year, providing books and instruction for parents and students afterschool to help increase vocabulary skills, English language development, and encouraging family reading time.

TARGETED ELEMENT 2 SYSTEMS: Six Weeks Tests – Campus will be utilizing six weeks tests as benchmarking data throughout the year. The Professional Learning Community meeting held after Six Weeks Tests will be utilized as a Student Assessment Monitoring meeting to review student performance on assessments. Student data from AR STAR online assessment and TPRI results will also be reviewed. Campus Leadership Team – The CLT will meet monthly to review campus progress, make observations, and revision as necessary. The CLT will utilize TPRI, AR STAR, and benchmark data to monitor outcomes.

Target Element 3

TARGETED ELEMENT 3: By Spring 2018, 45% of 4th grade students will meet or exceed 'approaches grade level' in writing on the STAAR test.

TARGET ELEMENT 3 STRATEGIES: STAAR Rubric – The STAAR rubric will be utilized campus wide for assessing writing samples. Previously we had used a rubric modified for each grade level. Campus-wide Editing System – Campus will utilize 'rainbow editing' (Red for capitals needed, Orange for needed punctuation, etc.)   Easy Grammar – 2nd through 4th grade will be utilize daily grammar worksheets from Easy Grammar Systems. Writing across the curriculum – 1st through 5th grade will be utilize writing in all core subjects through the use of notes, graphic organizers, journaling, free writing, procedural writing, and reflections.

TARGETED ELEMENT 3 SYSTEMS: Six Weeks Tests – Campus will be utilizing six weeks tests as benchmarking data throughout the year. The Professional Learning Community meeting held after Six Weeks Tests will be utilized as a Student Assessment Monitoring meeting to review student performance on assessments. Student data from AR STAR online assessment will also be reviewed. Campus Leadership Team – The CLT will meet monthly to review campus progress, make observations, and revision as necessary. The CLT will utilize TPRI, AR STAR, and benchmark data to monitor outcomes.

Target Element 4

TARGETED ELEMENT 4: By Spring 2018, 55% of 5th grade students will meet or exceed 'approaches grade level' in Science on the STAAR test.

TARGET ELEMENT 4 STRATEGIES: Science Labs – Campus will maintain minimum amount of science labs utilized by grade level (5th 3/wk, 3rd & 4th 2/wk, K-2nd 1/wk). Labs may be done in the science lab or materials brought back to classroom. Teachers are being coached to be explicit about the reason for the lab with the students and working to ensure students understand concepts behind the lab, instead of just completing it to move on. Vertically aligned vocabulary – utilizing 5th grade vocabulary and phasing that vocabulary from Kindergarten through 5th grade. Project WILD – Utilizing Texas Park and Wildlife TEKS aligned science resource for labs and other science activities. Will have training for staff in the use of Project WILD curriculum. Super Outrageous Science Day – Once per six weeks each grade level will host a science experiment or lab that students will rotate through. This will consist of three 30 minute rotations: K-2nd will have three rotations and 3rd through 5th will have three rotations. This activity will be based off of that grade level's lowest Science TEKS from the previous six weeks.

TARGETED ELEMENT 4 SYSTEMS: Vocabulary – Teachers will grow word walls or journals utilizing a Freyer-like model as their classes cover new words. These vocabulary will consist of word, definition, picture, and a fourth element of the teacher's choice. Six Weeks Tests – Campus will be utilizing six weeks tests as benchmarking data throughout the year. The Professional Learning Community meeting held after Six Weeks Tests will be utilized as a Student Assessment Monitoring meeting to review student performance on assessments. Student data from AR STAR online assessment will also be reviewed. Campus Leadership Team – The CLT will meet monthly to review campus progress, make observations, and revision as necessary. The CLT will utilize TPRI, AR STAR, and benchmark data to monitor outcomes.

STAFF DEVELOPMENT: Faculty and staff will attend staff development to meet the needs of students in the district.

STAFF DEVELOPMENT STRATEGIES: Eduphoria Aware Training: Staff will continue to receive ongaing training and support regarding data retrieval and usage. Google Apps for Education: Teachers will receive ongoing training in regards to the various Google Apps available to the district – focus being on Google Docs, Sheets, Calendar, and Mail. Professional Learning Communities (PLCs): Teachers will meet with principal once a week to assess student data as well as pursue professional development activities such as book studies. Literacy and Math Achievement Academies: All teachers will attend state provided achievement academies during the summer. Gifted and Talented Certification Training: Teachers will continue to receive G/T update training through the district to maintain their G/T certification. Peer and Self Reflection: Teachers will complete two learning walks per six weeks by visiting another teacher's classroom and reflecting upon what they saw and offering any suggestions. Teachers will also record themselves teaching a lesson and complete a written reflection of what they saw in their own lesson.

PARENT/COMMUNITY INVOLVEMENT: Parents and community members will have opportunities to express ideas and implement strategies, and participate in the educational process.

PARENT/COMMUNITY INVOLVEMENT STRATEGIES: Parent Teacher Student Association: Involve more parents in planning and supporting the students and staff through fundraising and morale boosting projects. Latino Literacy Project – Implementing for the first time this year, providing books and instruction for parents and students afterschool to help increase vocabulary skills, English language development, and encouraging family reading time. Reading Volunteers: Having community members sign up to reading to individual classes. STEAM and Career Days: To expose students to future career choices, as well as meet people from different community careers. Community Outreach: Jump Rope for Hearts, Thanksgiving Food Drive, Pennies for Patients, Red Ribbon Week, Math-a-thon, Veteran's Day Assembly, Spring and Christmas Concerts, Science Fair, Spelling Bee, Six Weeks Awards Ceremony, Completion Ceremonies, Health Fai, Teddy Bear Drive

CAMPUS WIDE DISCIPLINE: Create a campus atmosphere for students that enables their sense of personal responsibility and discipline

CAMPUS WIDE DISCPLINE STRATEGIES: Positive Behavior Interventions and Supports: Create expectations for student behaviors and utilize a system of positive rewards to encourage student behavior. Integrated Character Development Programs: Counselor led character education lessons and activities focus on the six pillars of character
TECHNOLOGY: Acquire and utilize up to date technology for student instruction.

TECHNOLOGY STRATEGIES: Technology for 21st Century Schools: Utilizing classroom Promethean Board, digital document viewers, iPads, iPods, and Chrome Books. Online software packages from Education Galaxy and Learning.com. Science, Technology, Engineering, Arts, and Math (STEAM) Lab available for all students to explore STEAM concepts and technology
FACILITIES: Improve and maintain district facilities to exemplify a commitment to excellence for students.

FACILITIES STRATEGIES: Maintenance Work Orders: Continue to submit work orders for repairs to keep campus in working order. Playground Shade: Working to increase shade on the playground to reduce surface temperatures of the equipment. Playground Fill Depth: Continue to grade and increase the depth of the playground fill to reduce chances of injuries.