

# DR LONNIE GREEN JR ELEMENTARY

## Campus Improvement Plan

### 2019/2020

*Every child matters every day!*

*Principal: Mrs. Cheryl Pond*

Cheryl Pond  
905 Cantu Road  
830-778-4750

# DR LONNIE GREEN JR ELEMENTARY

## **Mission**

*At Dr. Lonnie Green Elementary, our mission is to invest in our future by providing an enriching education and build a culture of kindness. Our goal is to create a positive and caring community where students grow and thrive.*

## **Vision**

*Lonnie Green Panthers demonstrate excellence in all that they do.*

### Nondiscrimination Notice

DR LONNIE GREEN JR ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Every child, prepared for success in college, a career or the military.

## Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support  
and retain teachers  
and principals



Build a foundation  
of reading  
and math



Connect high  
school to  
career and college



Improve  
low-performing  
schools

## Enablers



Increase **transparency, fairness** and **rigor** in district and campus  
academic and financial performance



Ensure **compliance**, effectively **implement legislation**  
and **inform** policymakers



Strengthen **organizational foundations**  
(resource efficiency, culture, capabilities, partnerships)

*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

## DR LONNIE GREEN JR ELEMENTARY Site Base

| Name                 | Position                  |
|----------------------|---------------------------|
| Barrientez, Michelle | 4th Grade Reading Teacher |
| Dominguez, Naela     | 2nd Grade Teacher         |
| Dominguez, Roy       | 3rd Grade Math Teacher    |
| Ford, Cameron        | 4th Grade Reading Teacher |
| Martinez, Angela     | 1st Grade Teacher         |
| Oca, Iris            | Assistant Principal       |
| Ortega-Ford, Damaris | Master Reading Teacher    |
| Perez, Amor          | Counselor                 |
| Perez, Tiffany       | 4th Grade Math Teacher    |
| Pond, Cheryl         | Principal                 |
| Riley, Kayla         | 2nd Grade Teacher         |
| Vasquez, Leticia     | 3rd Grade Reading Teacher |

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# Comprehensive Needs Assessment

## Introduction

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The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

## Organizational Structure

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TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

## Using this template

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This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

## Organizing the Decision Making Committee (TEC§11.251(e))

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- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



## Site Based Committee Sign In

District: \_\_\_\_\_

Date: \_\_\_\_\_

| Role                     | Name | Signature |
|--------------------------|------|-----------|
| Parent                   |      |           |
| Parent                   |      |           |
| Business Representative  |      |           |
| Business Representative  |      |           |
| Community Representative |      |           |
| Community Representative |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| Teacher                  |      |           |
| District Personnel       |      |           |
| District Personnel       |      |           |
| District Personnel       |      |           |
|                          |      |           |
|                          |      |           |
|                          |      |           |
|                          |      |           |

*\* Refer to local policies for specific attendance/role requirements for a site-based committee.*

*\*\* Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*



# Comprehensive Needs Assessment

## Academic Achievement

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When evaluating student academic achievement, an LEA or campus should keep in mind that one data source will not encompass the totality of student academic growth and progress. Moreover, LEAs and campuses should disaggregate student data according to ethnicity, gender, socio-economic status, special programs, and other categories in order to see how various populations measure. Further, data sources may provide different insight across the content-areas, giving districts and schools a foundation for prioritizing focus for the upcoming school year.

## Probing Questions

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These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

- What are growing enrollment populations? What is the LEAs/campus mobility rate?
- How is this data different than previous years?
- What is the enrollment in [special program]?
- How does this data change over time as students exit from [special program]?
- What are the teacher/student ratios? How do these correlate with performance?
- How does testing data disaggregate across demographics (ethnicity, gender, socioeconomic status, special program, etc)?
- How does demographic academic data change across the content areas?
- Which students are reaching their goals? How does this compare across programs/content areas/campuses?
- Are there Comprehensive/Targeted Support campuses? What does the data suggest about their specific needs?
- How does the LEA/campus provide an enriched, accelerated, and well-rounded curriculum?
- How does the LEA/campus increase the amount and quality of learning time?

## Suggested Data Sources

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This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| 1. STAAR/EOC results                  | 10. Computer Software Reports  |
| 2. Texas Academic Performance Reports | 11. Individual Education Plans |
| 3. TELPAS Results                     | 12. Tutoring reports           |
| 4. Curriculum-Based Assessments       | 13. Graduation rate            |
| 5. Formative Assessments              | 14. SAT/ACT scores             |
| 6. Student self-tracking/goal setting | 15. Dual credit                |
| 7. Tutoring reports                   | 16. Surveys                    |
| 8. Portfolios                         |                                |
| 9. AP/IB data                         |                                |





# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

DMAC Reports

(Insert data source)

(Insert data source)

(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

| Summary of Strengths           |
|--------------------------------|
| Gains in 3 STAAR areas         |
| Power Hour                     |
| Students in subpops made gains |
| Tutors                         |
| New Math curriculum            |
| Attendance                     |

| Summary of Needs                                      |
|---|
| Student teacher ration-too high for some grade levels |
| Teacher mobiliy                                       |
| Drop in Science STAAR scores                          |
| No librarian  |
| Not enough library time                               |
| Updated guided reading books                          |



# Comprehensive Needs Assessment

## Staff Quality

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Maintaining quality administrators, teachers, and paraprofessionals in an LEA and school is essential to academic success. The CNA process allows teachers to express to district personnel concerns that may factor into future teacher retention and recruitment. Further, LEAs and schools can monitor other sources of data to determine areas of need in terms of recruitment and retention of education professionals. Finally, LEAs and schools can utilize available data to improve professional development opportunities for staff in order to match the changing academic needs of students.

## Probing Questions

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These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their data.

- What does the data reflect regarding teacher effectiveness, experience, and appropriate certification for teaching assignments?
- What is the rate of recruitment for the district? What is the district's retention rate?
- What recruitment strategies does the district utilize to attract quality teachers? Results?
- How do [special program] teachers interact with other staff on campus/throughout district?
- Does the district have a teacher mentor program? How does this reflect in campus data?
- What has been the impact of [district initiative] on staff development?
- How is the implementation of staff development monitored? What is the follow through?
- How can staff provide feedback on administrative support? What is the impact of staff feedback? Are these opportunities anonymous? How does this effect academic
- What support is given to campus and district leadership personnel?

## Suggested Data Sources

---

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |  |                                       |
|--|---------------------------------------|
| 1. STAAR/EOC results   | 7. Teacher leader input               |
| 2. Texas Academic Performance Reports  | 8. Principal evaluation results       |
| 3. Teacher retention   | 9. Teacher evaluation results         |
| 4. Teacher attendance  | 10. Exit interviews                   |
| 5. Professional development feedback (including implementation and monitoring) | 11. Principal/teacher self-evaluation |
| 6. Staff surveys   |                                       |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Teacher Survey

(Insert data source)

T-TESS Evaluations

(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

\*Recruitment- monetary incentives

Job fair- Civic Center

Teacher Mentor Program

### Summary of Needs

Relevant staff development

Sharpen the Saw activities



# Comprehensive Needs Assessment

## School Climate/Safe & Healthy Schools

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School climate encompasses the overall feeling and culture of the learning environment, from students feeling safe in the classroom, to ensuring specific security measures are followed by office staff. Positive and safe school environments allow students to grow in confidence, take risks, and learn from mistakes. When reviewing data, an LEA or school should take into account the various aspects of school climate and safety in order to holistically approach identified strengths and needs.

### Probing Questions

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- How do students describe the school climate? How does this compare to staff?
- What does the data regarding student behaviors/referrals reflect?
- Do our students feel safe? Does our staff feel safe?
- What do staff say about behavioral expectations? What do they say about how referrals are handled by administration?
- What does teacher observation data indicate about classroom management?
- How does classroom management reflect on student achievement data?
- What is the data regarding gangs, substance abuse, violence, weapons, and other safe-school areas?
- Who are the students involved in extracurricular activities? What are some barriers for underrepresented students in extracurricular involvement?
- What strategies are used to reduce unnecessary disciplinary classroom removals? How does the data reflect implementation of these strategies?
- Does the data reflect a disproportionate rate of disciplinary action towards specific demographics?

### Suggested Data Sources

---

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                               |
|---------------------------------------|-------------------------------|
| 1. Teacher retention rate             | 11. Walk-through observations |
| 2. Student perception data            | 12. Campus cleanliness/upkeep |
| 3. Staff perception data              | 13. Community involvement     |
| 4. Parent/community perception data   | 14. Discipline referral data  |
| 5. Discipline data                    |                               |
| 6. Attendance data                    |                               |
| 7. PEIMS data                         |                               |
| 8. PBIS activities and impact data    |                               |
| 9. Teacher attendance                 |                               |
| 10. Extra-curricular involvement data |                               |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Teacher Survey

(Insert data source)

Climate Survey

(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

The students have prides pride- ex. Attendance

Sought after school

Safety in the mornings

Setting expectations

High academic students are most rounded in extra-curricular

### Summary of Needs

Student behavior reflections

Universal standards for manners

Strategies to handle discipline in the classroom

Campus wide discipline plan

Diverse Learners after school clubs



# Comprehensive Needs Assessment

## College and Career/Graduation/Dropout Reduction

---

In order to give students the tools to be successful beyond high school, LEAs and schools must address barriers to secondary graduation and post-secondary achievement. Throughout the CNA process, stakeholders should take into account the rapidly changing workforce. Community and business members may provide specific insight into the changing economic demographics of the community, presenting a realistic backdrop by which an LEA or school can base future college and career readiness programs.

## Probing Questions

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- What does data suggest about the alignment of curriculum, instruction, and assessment?
- Does instruction challenge all students? What does the data suggest?
- How does curriculum, instruction, and assessment align with current workforce needs?
- What are valuable 21st century skills?
- How does instruction encourage a positive learning environment, critical thinking, problem solving, and innovation?
- Who is dropping out? What barriers may have prevented their graduation?
- What processes are in place to help students transition into post-secondary life?
- What career training does the school provide? Are there a variety of paths available to students for post-secondary success?

## Suggested Data Sources

---

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1. STAAR/EOC results                  | 11. CTE enrollment                    |
| 2. Texas Academic Performance Reports | 12. Student surveys                   |
| 3. Writing samples                    | 13. Graduation rate                   |
| 4. Curriculum-Based Assessments       | 14. SAT/ACT scores                    |
| 5. Formative Assessments              | 15. Dual credit                       |
| 6. Student self-tracking/goal setting | 16. Community/business member surveys |
| 7. Discipline records                 |                                       |
| 8. GT enrollment                      |                                       |
| 9. AP/IB data                         |                                       |
| 10. Extracurricular enrollment        |                                       |





# Comprehensive Needs Assessment

## **Data sources utilized:**

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

\_\_\_\_\_ (Insert data source)

## **Identified Strengths/Needs**

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

| Summary of Strengths |
|----------------------|
|                      |
|                      |
|                      |
|                      |
|                      |
|                      |

| Summary of Needs |
|------------------|
|                  |
|                  |
|                  |
|                  |
|                  |
|                  |



# Comprehensive Needs Assessment

## Family and Community Engagement

---

Districts and schools know that students are more likely to stay in school and succeed in the classroom when there is meaningful communication between home and school. In order to improve family and community engagement, LEAs and schools should take into account the various family structures found within a community. Moreover, the site-based committee should consider how coordination with various organizations in the local community could help parents and families overcome barriers to academic success for their students.

### Probing Questions

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- How are families and community members involved in meaningful activities that support student academic achievement?
- What activities welcome family and community input? Who are the parents and community members involved in these activities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- What is the district's policy on providing translation for those families that speak languages other than English?
- What community partnerships exist to support parent and family participation?

### Suggested Data Sources

---

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |   |   |
|---|---|
| 1. Family and community perception survey                       | 7. Translated documents                     |
| 2. Number of parent conferences held                            | 8. PFE* meeting sign-in sheets              |
| 3. Notes from parent conferences                                | 9. PFE* meeting agendas                     |
| 4. Number of activities/workshops held for parents and families | 10. Number of community partners            |
| 5. Records of home visits/transportation support services       | 11. Participation data from PFE* activities |
| 6. Parent/teacher communication logs                            |   |

\* PFE = Parent and Family Engagement





# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

|                             |                             |
|-----------------------------|-----------------------------|
| <u>Title 1 Survey</u>       | <u>(Insert data source)</u> |
| <u>(Insert data source)</u> | <u>(Insert data source)</u> |

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

| Summary of Strengths     |
|--------------------------|
| Attendance block parties |
| Volunteer opportunities  |
| Parental aide meetings   |
|                          |
|                          |
|                          |

| Summary of Needs            |
|-----------------------------|
| Literacy nights (Lit Talks) |
| AR Test Fests               |
| Game Nights                 |
|                             |
|                             |
|                             |



# Comprehensive Needs Assessment

## District/Campus Commitments

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Districts and campuses should evaluate the effectiveness and efficiency of the other operating costs that go into maintaining facilities that foster academic achievement. These costs include, but are not limited to, technological infrastructure, facilities maintenance, operations management, and transportation.

## Probing Questions

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- How is the district situated financially?
- Is the technological infrastructure of the district/campus up to date?
- How do campuses maintain inventory of instructional resources? Technology?
- What is the shape of the district's facilities? Are they up to date? How is the security of these facilities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- Is the district's operations management effective and efficient?
- What is the system of communication between campus administrators and maintenance/custodial staff?
- Is breakfast provided for all students? If so, is there an effective system in place to ensure that child-nutrition policies and procedures are being followed? What is the procedure for students who are tardy?
- Do we have enough transportation for students?
- What are the policies for intra- and inter- district transfers? How does this reflect on student mobility rates? How do campuses implement the policy?
- What are the district/campus strategies for providing services to foster students? Homeless? Students residing in neglected or delinquent facilities?

## Suggested Data Sources

---

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- |                                      |  |
|--------------------------------------|--|
| 1. Current/projected facility needs  | 8. PEIMS data                          |
| 2. Technology infrastructure         | 9. Enrollment data                     |
| 3. Transportation data               | 10. School Service Worker contact data |
| 4. Census data                       |  |
| 5. Educational materials inventory   |  |
| 6. Instructional materials inventory |  |
| 7. Technology inventory              |  |



# Comprehensive Needs Assessment

## Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

DMAC Reports

(Insert data source)

(Insert data source)

(Insert data source)

## Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

### Summary of Strengths

Campus works well together to solve problems and accomplish goals

Parent/school communication-Dojo and FaceBook

Students arriving late are given a sack breakfast to take to class so they don't miss instruction

Currently working on additional drop-off area

### Summary of Needs

Roof leaks

More student computers in classrooms

Tutors available for struggling students

## Comprehensive Needs Assessment Summary – 2019-2020

| Utilized Data Sources: These will automatically populate from your CNA worksheets |                |                |
|---|----------------|----------------|
| DMAC Reports  | Teacher Survey |                |
| T-TESS Evaluations  | Climate Survey | Teacher Survey |
|   | Title 1 Survey | DMAC Reports   |

| Area Reviewed                                     | Summary of Strengths<br>What were the identified strengths?  | Summary of Needs<br>What were the identified needs?   | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|--|---|---|
| <b>Academic Achievement</b>                       | Gains in 3 STAAR areas<br>Power Hour<br>Students in subpops made gains<br>Tutors<br>New Math curriculum<br>Attendance  | Student teacher ration too high for some grade levels<br>Teacher mobility<br>Drop in Science STAAR scores<br>No librarian<br>Not enough library time<br>Updated guided reading books      |   |
| <b>Staff Quality</b>                              | *Recruitment- monetary incentives<br>Job fair- Civic Center<br>Teacher Mentor Program  | Relevant staff development<br>Sharpen the Saw activities  |   |
| <b>School Climate/ Safe &amp; Healthy Schools</b> | The students have prides pride- ex. Attendance<br>Sought after school<br>Safety in the mornings<br>Setting expectations<br>High academic students are most rounded in extra-curricular | Student behavior reflections<br>Universal standards for manners<br>Strategies to handle discipline in the classroom<br>Campus wide discipline plan<br>Diverse Learners after school clubs |   |

| Area Reviewed  | Summary of Strengths<br>What were the identified strengths?  | Summary of Needs<br>What were the identified needs?  | Priorities<br>What are the priorities for the campus,<br>including how federal and state program<br>funds will be used? |
|--|--|--|---|
| College & Career<br>Readiness/<br>Graduation/ Dropout<br>Reduction |  |  |   |
| Family and<br>Community<br>Involvement                             | Attendance block parties<br>Volunteer opportunities<br>Parental aide meetings  | Literacy nights (Lit Talks)<br>AR Test Fests<br>Game Nights                                    |   |
| District/Campus<br>Commitments                                     | Campus works well together to solve problems<br>and accomplish goals<br>Parent/school communication-Dojo and FaceBook<br>Students arriving late are given a sack breakfast to<br>take to class so they don't miss instruction<br>Currently working on additional drop-off area | Roof leaks<br>More student computers in classrooms<br>Tutors available for struggling students |   |

**NOTE:** Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

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| Name                 | Position                  |
|----------------------|---------------------------|
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| Perez, Amor          | Counselor                 |
| Perez, Tiffany       | 4th Grade Math Teacher    |
| Pond, Cheryl         | Principal                 |
| Riley, Kayla         | 2nd Grade Teacher         |
| Vasquez, Leticia     | 3rd Grade Reading Teacher |

# DR LONNIE GREEN JR ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By June 2020, 70% of all students tested on STAAR will meet the state passing standard (meets/masters) in Reading at Dr. Lonnie Green Elementary.

| Activity/Strategy  | Person(s) Responsible  | Timeline              | Resources                                     | Evaluation  |
|--|--|-----------------------|---|---|
| 1. Utilize district curriculum and assessments. (Title I SW: 1,3,4,8,10) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 1,2,3,4)   | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers  | August 2019-June 2020 | (F)Title I - \$0, (S)Local Funds - \$2,093.25 | Summative - daily reading grades, progress report grades, journal writing samples, formative test grades, lesson plans, daily planning protocol notes, walk through data, benchmark test scores, failure reports, TPRI in grades k-2nd, Lone Star Reading in grades 3rd-5th, iLit Reports, Star reading reports, teacher self-reports<br>Summative - report card grades, summative test grades, STAAR test scores, Read Naturally Data, Success Maker, and Reading Comp. Kits |
| 2. All students will participate in Renaissance Accelerated reading program to set and meet individual goals for reading. (Title I SW: 1,3,6,10) (Title I TA: 1,2,3,4,5,7,8) (Target Group: All) (Strategic Priorities: 2,4)   | Campus Administrators, Cluster/Department Leaders, Librarian, Parents, Teachers                              | August 2019-June 2020 | (S)Local Funds - \$500                        | Summative - AR reading reports, Star reading data, planning protocol notes, walk through data, coaching opportunities, learning walks, clip chart for school<br>Summative - end of grading period AR reading report/goal sheet, report card grades  |
| 3. Incorporate Shared reading and guided reading strategies to improve student reading levels for targeted struggling students and to meet system safeguards for students identified as ELL/Special education. (Title I SW: 1,3,10) (Title I TA: 1,2,3,4,5) (Target Group: All,LEP,SPED) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Librarian, Master Reading Teachers, Strategists, Teachers | August 2019-June 2020 | (S)Local Funds - \$200                        | Summative - AR reading reports, RTI Data, Star reading data, walk through data, planning protocol notes, lesson plans, guided reading notes, progress report grades, variety of resources<br>Summative - report card grades   |

# DR LONNIE GREEN JR ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By June 2020, 70% of all students tested on STAAR will meet the state passing standard (meets/masters) in Reading at Dr. Lonnie Green Elementary.

| Activity/Strategy   | Person(s) Responsible   | Timeline              | Resources                | Evaluation   |
|---|---|-----------------------|--------------------------|--|
| 4. Students in Tier I, Tier II and Tier III will receive academic interventions in reading during modified intervention times daily. (Title I SW: 1,2,3,10) (Title I TA: 1,2,3,4,5) (Target Group: All,H,ECD,Migrant,LEP,SPED,AtRisk) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Instructional Coaches, Teachers                  | August 2019-June 2020 | (S)Local Funds - \$2,000 | Summative - RTI Data, AR reading reports, Star reading reports, daily grades, progress report grades, formative test grades, walk through data, planning protocol notes, lesson plans, Response to intervention data<br>Summative - failure reports, report card grades, summative test grades   |
| 5. All students will be monitored during modified intervention time and DMAC will be implemented to track data and documentation. (Title I SW: 1,3,9,10) (Title I TA: 1,2,3,4,5) (Target Group: All,Dys) (Strategic Priorities: 2,4)                              | Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Librarian, Teachers                              | August 2019-June 2020 | (S)Local Funds - \$250   | Summative - RTI Data, Star reading reports, guided reading notes, daily grades, progress report grades, formative test grades, AR reading reports, planning protocol notes, lesson plans, Response to Intervention data<br>Summative - report card grades, summative test grades   |
| 6. Implement district Early Literacy program for all students in grades Kindergarten, first and second grade utilizing textbook and other resources as a guide. (Title I SW: 1,2,3,4,10) (Target Group: All) (Strategic Priorities: 2,4)                          | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Special Ed Teacher, Teachers | August 2019-June 2020 | (S)Local Funds - \$2,000 | Summative - RTI Data, TPRI Data, Formative-daily reading grades, progress report grades, journal writing samples, formative test grades, lesson plans, daily planning protocol notes, walk through data, failure reports, Success Maker Reports, Star reading reports, teacher self-reports<br>Summative-report card grades, summative test grades |



# DR LONNIE GREEN JR ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 1.** By June 2020, 70% of all students tested on STAAR will meet the state passing standard (meets/masters) in Reading at Dr. Lonnie Green Elementary.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------|-----------------------|----------|-----------|------------|
|                   |                       |          |           |            |

# DR LONNIE GREEN JR ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By June 2020, 70% of all students tested on STAAR will meet the state passing standard (meets/masters)in Math at Dr. Lonnie Green Elementary.

| Activity/Strategy   | Person(s) Responsible   | Timeline              | Resources                                  | Evaluation  |
|---|---|-----------------------|--|---|
| 1. Utilize district curriculum and assessments. Utilize DMAC Reports. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)         | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers | August 2019-June 2020 | (F)Title I - \$0, (S)Local Funds - \$2,000 | Summative - daily math grades, journal writing samples, formative test grades, lesson plans, daily planning protocol notes, walk through data, benchmark test scores, failure reports, Think thru math reports, Star math reports, teacher self-reports, progress reports<br>Summative - report card grades, summative test grades, STAAR test scores |
| 2. All 2-5 teachers will utilize Sandra Garza Curriculum during math block. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2)     | Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers                          | August 2019-June 2020 | (S)Local Funds - \$1,200                   | Summative - Star math data, walk through data, planning protocol notes, lesson plans, math grades, percentage of students scoring approaches/meets on STAAR Math<br>Summative-report card grades  |
| 3. All students will receive guided math instruction during the math block. (Title I SW: 1,2,3,4,5,10) (Target Group: All,H,ECD,Migrant,LEP,SPED) (Strategic Priorities: 2) | Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers                             | August 2019-June 2020 | (S)Local Funds - \$500                     | Summative - Formative- math reports, STAAR Data (approaches/meets) daily grades, progress report grades, walk through data, planning protocol notes, lesson plans, RTI data<br>Summative-failure reports, report card grades, summative test grades   |

# DR LONNIE GREEN JR ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 3.** By June 2020, 60% of all students tested on STAAR will meet the state passing standard (meets/masters) in Writing at Dr. Lonnie Green Elementary.

| Activity/Strategy  | Person(s) Responsible   | Timeline              | Resources                                  | Evaluation  |
|--|---|-----------------------|--|---|
| 1. Utilize district curriculum and assessments through District Planning Protocol Dashboard. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)                                     | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers | August 2019-June 2020 | (F)Title I - \$0, (S)Local Funds - \$2,000 | Summative - daily writing grades, journal writing samples, formative test grades, lesson plans, daily planning protocol notes, walk through data, benchmark test scores, failure reports, teacher self-reports, progress report grades<br>Summative-STAAR test scores, summative test grades, writing portfolio, report card grades |
| 2. All writing teachers will implement the district wide writing plan/initiative focusing on the Writing Conference Component. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers                          | August 2019-June 2020 | (S)Local Funds - \$400                     | Summative - planning protocol notes, walk through data, Lesson plans, writing samples, journal writings, daily grades<br>Summative-writing portfolios, report card grades<br>Writer's Workshop<br>QTEL<br>ABYDOS  |
| 3. All teachers will utilize 4 square writing in their journals during content instruction in ELA, Science, and Social Studies. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)  | Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers                          | August 2019-June 2020 | (S)Local Funds - \$400                     | Summative - writing journals, daily grades, lesson plans, planning protocol notes, walk thru data<br>Summative-report cards grades, TELPAS writing samples, summative test grades   |

# DR LONNIE GREEN JR ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By June 2020, 80% of all students tested on STAAR will meet the state passing standard (meets/masters) in Science at Dr. Lonnie Green Elementary.

| Activity/Strategy  | Person(s) Responsible   | Timeline              | Resources                                  | Evaluation   |
|--|---|-----------------------|--|--|
| 1. Utilize district curriculum and assessments. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 4)  | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers | August 2019-June 2020 | (F)Title I - \$0, (S)Local Funds - \$2,000 | Summative - daily science grades, progress report grades, journal writing samples, formative test grades, lesson plans, daily planning protocol notes, walk through data, benchmark test scores, failure reports, teacher self-reports<br>Summative - report card grades, summative test grades, STAAR test scores |
| 2. Science teacher in tested grade level will participate in district science collaborative team meetings, facilitated by Curriculum Coordinator. (Title I SW: 1,4,5,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)                      | Campus Administrators, Cluster/Department Leaders, Teachers   | August 2019-June 2020 | (S)Local Funds - \$400                     | Summative - planning protocol notes, walk through data, lesson plans<br>summative-report cards grades, STAAR science data  |
| 3. All teachers will utilize journals during content instruction in Science while supporting Writing Initiative horizontally aligned to the curriculum. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2,4)                | Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers                          | August 2019-June 2020 | (S)Local Funds - \$400                     | Summative - writing journals, daily science grades<br>Summative-report cards grades, TELPAS writing samples, summative test grades   |
| 4. All students will participate in hands on science lessons and experiences in and outside of the classroom (Archeology Fair, Lessons on the lake, Amistad Park Service, Birds of Prey). (Title I SW: 1,2,3,4,5,10) (Target Group: All) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Teachers                        | August 2019-June 2020 | (F)Title I - \$0, (S)Local Funds - \$0     | Summative - Formative-daily science grades, progress report grades, science journals<br>Summative-report card grades, summative test grades, STAAR science data, percentage of students scoring a Mastery on STAAR Science.  |

# DR LONNIE GREEN JR ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** By June 2020, 80% of all students tested on STAAR will meet the state passing standard (meets/masters) in Science at Dr. Lonnie Green Elementary.

| Activity/Strategy   | Person(s) Responsible                                       | Timeline              | Resources                                  | Evaluation   |
|---|---|-----------------------|--|--|
| 5. Students participating in the Campus Science Fair in grades Kinder-4th will increase by 15% at Dr. Lonnie Green Elementary and maintain 100% in 5th grade. Kinder-2nd grade must prepare a science project. Students can prepare a project individually or with a partner. 3rd-5th grade students must each prepare a science project individually or with a partner. (Title I SW: 1,2,3,5,10) (Target Group: All,H,ECD) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Teachers | August 2019-June 2020 | (F)Title I - \$0, (S)Local Funds - \$1,000 | Summative - Formative-daily science grades, progress report grades, journals, formative test grades, lesson plans, walk through data, benchmark test scores, failure reports<br>Summative-report card grades, summative test grades, STAAR science test scores |

# DR LONNIE GREEN JR ELEMENTARY

**Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

**Objective 5.** By June 2020, to meet system safeguards, all struggling students, also those identified as economically disadvantaged and Hispanic (for science), all struggling students identified as special education (for reading and math), and all struggling students identified as English language learners (for reading and math) will receive academic intervention.

| Activity/Strategy   | Person(s) Responsible                                       | Timeline                | Resources                                      | Evaluation   |
|---|---|-------------------------|--|--|
| 1. To meet system safeguards, all struggling students identified as economically disadvantaged and/or special education (for reading and math) will be provided daily reading interventions during guided math support during daily instruction (specifically designated in math schedule). (Title I SW: 1,2,3,9,10) (Title I TA: 1,2,3,4,5) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4) | Campus Administrators, Cluster/Department Leaders, Teachers | October 2019-May 2020   | (F)Title I - \$1,000, (S)Local Funds - \$2,000 | Summative - sign in sheets, daily grades, progress reports, formative test grades, benchmark test scores, Renaissance Star Reading and math data Summative-STAAR test scores, report card grades |
| 2. To meet system safeguards, all struggling students identified as English Language Learners (for reading and math) will be provided specific reading interventions during guided math support during designated daily instruction. (Title I SW: 1,3,6,10) (Title I TA: 1,2,3,4,5) (Target Group: All,H,ECD,LEP,SPED) (Strategic Priorities: 2,4)  | Campus Administrators, Cluster/Department Leaders, Teachers | September 2019-May 2020 | (F)Title I - \$0, (S)Local Funds - \$4,500     | Summative - sign in sheets, daily grades, progress reports, formative test grades, benchmark test scores, Renaissance Star Reading and math data Summative-STAAR test scores, report card grades |

# DR LONNIE GREEN JR ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 6.** By August 2019, all teachers teaching a core subject area will be highly qualified and participate in job embedded professional development.

| Activity/Strategy  | Person(s) Responsible   | Timeline              | Resources                              | Evaluation  |
|--|---|-----------------------|--|---|
| 1. Implementation of Planning Protocol and Collaboration weekly for all teachers. (Title I SW: 1,3,4,8,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All,H,ECD,Migrant,LEP,SPED,AtRisk) (Strategic Priorities: 1,2,3,4)   | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers | August 2019-June 2020 | (S)Local Funds - \$5,000               | Summative - teacher self-reports, walk through data, planning protocol notes, lesson plans<br>Summative-STAAR test scores, retention list, TTESS evaluations  |
| 2. Hire highly qualified teachers in all grade levels including paraprofessionals who meet the Title 1, Part A qualifications and will receive professional development to meet system safeguards and campus performance objectives. (Parental Aide, Bilingual Aides and Computer Lab Instructional Aides) (Title I SW: 1,3,4,5) (Target Group: All) (Strategic Priorities: 1,2,4) | Campus Administrators   | August 2019-June 2020 | (F)Title I - \$219,412                 | Summative - Formative-Daily grades, istation reports, star reading and math reports, lesson plans, planning protocol notes, failure reports<br>Summative - summative test grades, STAAR test scores |
| 3. Provide professional development to meet instructional understanding of the TEKS utilizing QTEL strategies. (Title I SW: 1,2,3,4,5,10) (Target Group: All) (Strategic Priorities: 1,2,4)  | Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Directors, Teachers             | August 2019-June 2020 | (F)Title I - \$0, (S)Local Funds - \$0 | Summative - Formative-teacher self reports, walk through data, planning protocol notes, lesson plans<br>Summative-STAAR test scores, TTESS evaluations  |
| 4. Conduct Fitness Gram assessments and practice/instruction for all students in grades 3rd-5th. (Title I SW: 1,3,4,10) (Target Group: All) (Strategic Priorities: 3)  | Campus Administrators, Teachers   | August 2019-June 2020 | (S)Local Funds - \$250                 | Summative - Improved health assessment data   |

# DR LONNIE GREEN JR ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 7.** Dr. Lonnie Green Elementary will increase student attendance to 98.00% during the 2019-2020 school year.

| Activity/Strategy   | Person(s) Responsible   | Timeline                 | Resources                | Evaluation   |
|---|---|--------------------------|--------------------------|--|
| 1. The classroom with the best attendance rate in each grade level will be rewarded at the end of each six weeks and honored during Awards Assembly. (Title I SW: 1,6) (Title I TA: 1,4,7) (Target Group: All) (Strategic Priorities: 1,2,3,4)          | Attendance Staff, Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers | September 2019-June 2020 | (S)Local Funds - \$800   | Summative - daily attendance report, daily call log, daily home visits, parent conferences, Leader in Me implementation<br>Summative-end of six weeks attendance reports   |
| 2. Classes with perfect attendance will be acknowledge daily during announcement. (Title I SW: 1,6) (Title I TA: 1,4,7) (Target Group: All) (Strategic Priorities: 1,2,3,4)   | Attendance Staff, Campus Administrators, Parental Aides, Teachers                             | August 2019-June 2020    | (S)Local Funds - \$1,100 | Summative - daily attendance report, daily call log, daily home visits, team goals, class goals, campus goals<br>Summative-end of grading period perfect attendance list, end of grading period attendance reports |
| 3. Students with All Year Perfect Attendance will participate in an extended fun day and receive Yard Sign at the End of Year. Campus Medals for ALL Year Perfect Attendance. (Title I SW: 1,2,6,9) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Attendance Staff, Campus Administrators, Teachers   | August 2019-June 2020    |                          | Summative - Continuously daily, weekly, six weeks cycles, and yearly progress.   |



# DR LONNIE GREEN JR ELEMENTARY

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 8.** Dr. Lonnie Green Elementary will develop and implement school-wide discipline plan for Kinder-5th by October 2019 at Dr. Lonnie Green focusing on the Seven Leader in Me Habits.

| Activity/Strategy   | Person(s) Responsible  | Timeline              | Resources              | Evaluation   |
|---|--|-----------------------|------------------------|--|
| 1. The Keep N Track program will be utilized to check visitors in when entering the campus. (Title I SW: 1) (Title I TA: 1,7) (Target Group: All)   | Attendance Staff, Campus Administrators, Parental Aides                            | August 2019-June 2020 | (S)Local Funds - \$250 | Summative - Daily sign in and sign out records   |
| 2. All teachers will utilize the Clip Chart Discipline system campus wide while developing a process to implement in the classroom for students to reflect when bad choices are made. (Title I SW: 1) (Title I TA: 1,3,4,5,7) (Target Group: All) (Strategic Priorities: 1,2,4)   | Campus Administrators, Cluster/Department Leaders, Teachers                        | August 2019-June 2020 | (S)Local Funds - \$500 | Summative - Daily discipline referrals, daily counseling referrals, parent conferences, teacher and staff surveys summative-end of grading period/month discipline reports |
| 3. Provide an opportunity to all students to participate in a variety of extra curricular activities to support, enrich and increase student motivation (choir, robotics, UIL, strings, science fair, fine art contests, community athletic programs, athletic meets, reading clubs, and campus competitions). (Title I SW: 1,2,3,4,5,6,10) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers | August 2019-June 2020 | (S)Local Funds - \$800 | Summative - Summative-reduction in discipline referrals and counseling referrals, grades, student participation rates  |

# DR LONNIE GREEN JR ELEMENTARY

**Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.

**Objective 1.** By April 2020, Dr. Lonnie Green Elementary will utilize 95% of the budget for resources that directly impact student success.

| Activity/Strategy   | Person(s) Responsible | Timeline              | Resources                  | Evaluation  |
|---|-----------------------|-----------------------|----------------------------|---|
| 1. Campus budget will be aligned to Campus needs assessment and Campus improvement plan. (Title I SW: 1,3,4,6,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (Strategic Priorities: 1,2) | Campus Administrators | August 2019-June 2020 | (F)Title I, (S)Local Funds | Summative - budget workbooks, purchase orders<br>summative-year end financial reports |

# DR LONNIE GREEN JR ELEMENTARY

- Goal 2.** The District shall be a good steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** Transition opportunities for students attending early childhood programs will occur once at Dr. Lonnie Green Elementary during the 2019-2020 school year.

| Activity/Strategy  | Person(s) Responsible   | Timeline      | Resources              | Evaluation   |
|--|---|---------------|------------------------|--|
| 1. Early childhood students will be given the opportunity to have a transition tour of our campus (Title I SW: 7) (Title I TA: 1,2,3,4,7,8) (Target Group: PRE K)                    | Campus Administrators, Counselors, Librarian, Parental Aides, Parents, Teachers | May/June 2020 | (S)Local Funds - \$250 | Summative - sign in sheets, counseling records, progress of students in Kindergarten |
| 2. A representative from the campus will participate at the early childhood orientation held at Cardwell Pre-School. (Title I SW: 7) (Title I TA: 1,2,3,4,7,8) (Target Group: PRE K) | Campus Administrators, Cluster/Department Leaders, Teachers                     | May/June 2020 | (S)Local Funds - \$250 | Summative - sign in sheets, counseling records, progress of students in Kindergarten |

# DR LONNIE GREEN JR ELEMENTARY

**Goal 3.** The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and Distict Partners.

**Objective 1.** Communication will be provided to parents daily about student academics and behavior throughout the 2019-2020 school year.

| Activity/Strategy  | Person(s) Responsible   | Timeline              | Resources                | Evaluation  |
|--|---|-----------------------|--------------------------|---|
| 1. Planners will be purchased for and utilized by all students and teachers as a means of daily communication between home and school for 2nd-5th grade and trackers will be utilized in grades K-1st daily. (Title I SW: 1,3,6,8) (Title I TA: 1,2,4,7,8) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Campus Administrators, Cluster/Department Leaders, Parents, Teachers        | August 2019-June 2020 | (S)Local Funds - \$2,500 | Summative - parent conferences and cluster meetings<br>Summative-parent and staff surveys |
| 2. Information will be disseminated through the Skylert messaging program, the school marquee sign and electronically through social media parent link to parents and the community. (Title I SW: 1,6,9) (Title I TA: 1,4,7,8) (Target Group: All) (Strategic Priorities: 1,2,3,4)                             | Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers | August 2019-June 2020 | (S)Local Funds - \$250   | Summative - parent conferences, cluster meetings<br>summative-parent and staff surveys    |
| 3. Monthly newsletters and calendars with upcoming scheduled events at the campus will be utilized to disseminate information. (Title I SW: 1,6,9) (Title I TA: 1,4,7,8) (Target Group: All) (Strategic Priorities: 2,3,4)   | Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers | August 2019-June 2020 | (S)Local Funds - \$500   | Summative - Parent conferences, cluster meetings<br>summative-parent and staff surveys    |

# DR LONNIE GREEN JR ELEMENTARY

**Goal 3.** The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and Distict Partners.

**Objective 2.** Parent trainings will be conducted monthly in the 2019-2020 school year to address parent needs based on parent surveys.

| Activity/Strategy  | Person(s) Responsible   | Timeline              | Resources                                | Evaluation  |
|--|---|-----------------------|--|---|
| 1. Parental aide will provide monthly trainings in English and Spanish available to all parents in collaboration with grade level teachers and staff members based on parent surveys. (Title I SW: 1,6,8,10) (Title I TA: 1,4,7,8) (Target Group: All) | Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, Parents, Teachers | August 2019-June 2020 | (F)Title I - \$0, (S)Local Funds - \$250 | Summative - parent meeting sign in sheets, cluster meeting notes summative-parent and staff surveys |

# DR LONNIE GREEN JR ELEMENTARY

**Goal 3.** The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and Distict Partners.

**Objective 3.** Attendance interventions will be provided to all students who have 3 or more absences during a four week period during the 2019-2020 school year.

| Activity/Strategy   | Person(s) Responsible  | Timeline              | Resources                          | Evaluation  |
|---|--|-----------------------|------------------------------------|---|
| 1. Home visits, phone calls and other communication sources such as letters, newsletters, and Skylert messages will be utilized to decrease excessive absences. (Title I SW: 1,6) (Title I TA: 1,4,7,8) (Target Group: All) | Attendance Staff, Campus Administrators, Cluster/Department Leaders, Parental Aides, Teachers                      | August 2019-June 2020 | (F)Title I, (S)Local Funds - \$250 | Summative - daily attendance report, daily call log, daily home visits, attendance referrals<br>Summative-end of grading period attendance report |
| 2. Implement a sign out log to ensure parent communication regarding early check outs. (Title I SW: 1,10) (Target Group: All)   | Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Parents, Teachers | August 2019-June 2020 | (S)Local Funds - \$500             | Summative - Summative-reduction in number of absences and court referrals, increased student academic performance                                 |