

DR LONNIE GREEN JR ELEMENTARY
Campus Improvement Plan
2018/2019

Every child matters every day!

Principal: Mrs. Cheryl Pond

905 Cantu Road
830-778-4750

Date Reviewed: 07/03/18

Date Approved:

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.

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

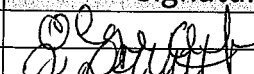
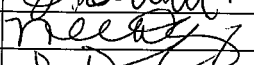
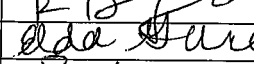

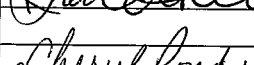
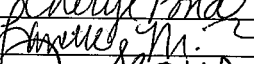

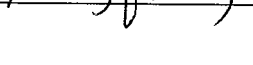




Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

DR LONNIE GREEN JR ELEMENTARY Site Base

Name	Position
Alfaro, Olga	Para-Professional
Dewitt, Jonna	1st Grade Teacher
Dominguez, Naela	2nd Grade Teacher
Dominguez, Roy	Support Staff
Garcia, Elda	Bilingual Strategist
Gurley, Jacqueline	Librarian
Leos, Sandra	4th Grade Teacher
Ortega-Ford, Damaris	Master Reading Teacher
Ortiz, Ariel	Assistant Principal
Pond, Cheryl	Principal
Rodriguez, Lanette	Kindergarten Teacher
Segura, Janice	5th Grade Teacher
Vasquez, Leticia	3rd Grade Teacher

Name	Position	Signature
Alfaro, Olga	Para-Professional	
Dewitt, Jonna	1 st Grade Teacher	
Dominguez, Neala	2 nd Grade Teacher	
Dominguez, Roy	Support Staff	
Garcia, Elda	Bilingual Strategist	
Leos, Sandra	4 th Grade Teacher	
Ortega-Ford, Damaris	Master Reading Teacher	
Ortiz, Ariel	Assistant Principal	
Pond, Cheryl	Principal	
Rodriguez, Lanette	Kindergarten Teacher	
Segura, Janice	5 th Grade Teacher	
Vazquez, Leticia	3 rd Grade Teacher	

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/14

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Name	Signature	Position
Lanette M. Rodriguez	<i>[Signature]</i>	K Gen. Ed Teacher
Claudia Esquivel	<i>[Signature]</i>	K Bilingual
Dulce Rodriguez	<i>[Signature]</i>	1st Gen. Ed. Teacher
Karen Sharp	<i>[Signature]</i>	3rd Teacher
Isela Elizondo	<i>[Signature]</i>	T-Aide (Bilingual)
Thelma Soto	<i>[Signature]</i>	2nd Bilingual
Myra Salazar	<i>[Signature]</i>	4th grade

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

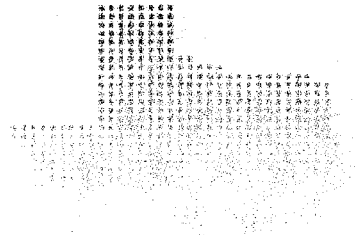
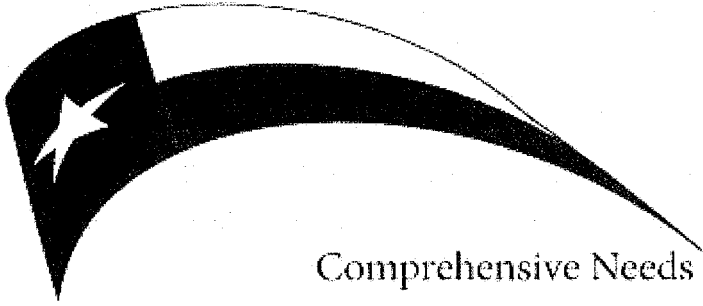
- Teachers Involved w/ planning Curric
- " " w/ Writing Curric
- Planning protocol
- Reading Power Hour
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- more communication w/ C&I w/ teachers
- more time allotted for writing/Planning
- need to improve consistency ~~days~~
- need more curriculum ^{Dept} staff to write/ provide curric. w/ lesson plans and resources
- We need Math Power Hour
- 1/2 day for "Power Hour"
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

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

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

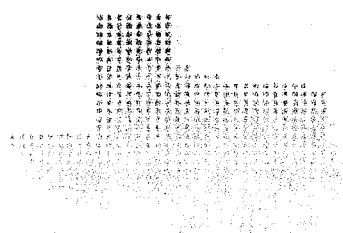
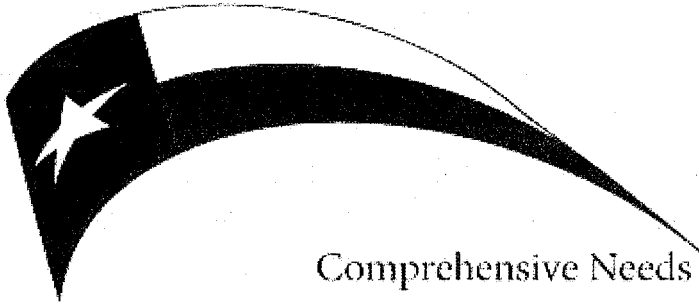
Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- Benchmark Data ● _____
- Lesson Planner Usage Report ● _____
- Renaissance Data ● _____
- Math Summative Data ● _____
- _____ ● _____

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

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

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- High Student Achievement on
- STAAR & AP
- _____
- Low teacher turnover rate
- more teachers wanting to come
- to LC
- _____
- Discussing RTI Data
- _____
- _____

Needs

- More trainings on ESL
- _____
- Continue mentor program &
- include new teachers to campus
- _____
- Certification for GT & having
- G.T students in your class
- _____
- _____
- _____

Summary of Needs

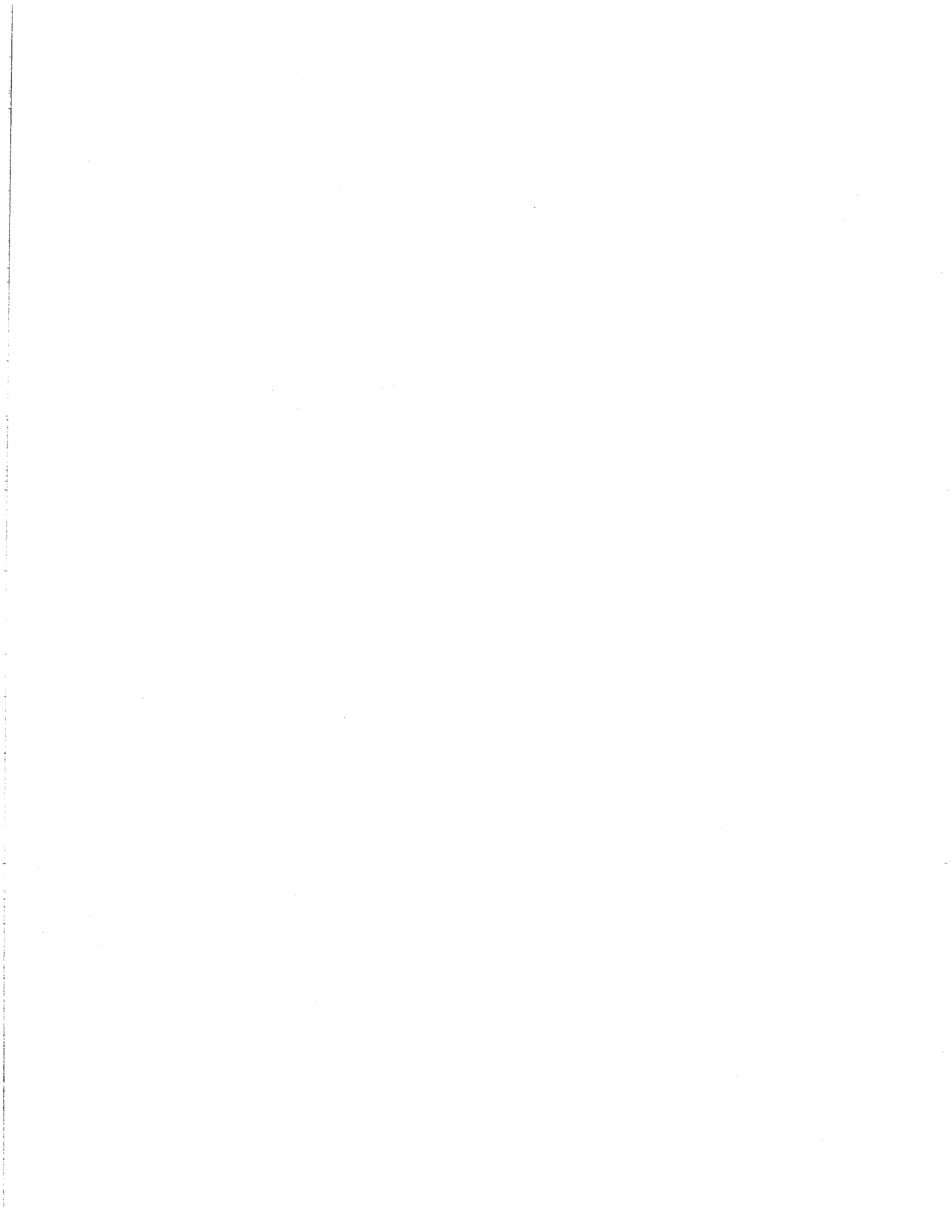
- _____
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- _____
- _____

Staff Quality, Recruitment and Retention

(Note confidentiality requirements regarding specific teacher appraisal and observation data)

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally succeed in a way that leads to collective organizational success. Stephen Covey

1. What are the teacher qualifications, certifications, etc.? Paraprofessionals? more trainings on ESL
2. What does the general data reflect regarding teacher quality on the campus? High scores
5 stars
AR
- TESS 3. How are follow-up data regarding teacher performance provided to teachers?
4. How are we recruiting highly qualified and effective staff?
5. What is our staff attendance rate? Retention rate? Turnover rate? Low Turnover
High amount of teacher
wanting to come to
6. How is highly effective staff assigned to work with the highest need students? GT Program, Power HR / GT certs L.C
not being checked
7. What is the impact/effect of our teacher mentor program? Good came back
8. How is new staff supported? What feedback do they provide? * No money * help from cluster
9. What systems are in place to build capacity and support the notion of continuous improvement? trainings, workshops, RTI DATA
10. How are we using data to determine professional development for staff? It is asked from teachers
11. How are collective and individual decisions regarding professional development determined? cluster surveys,
cluster leaders collect data
12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up? start of year



Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/18

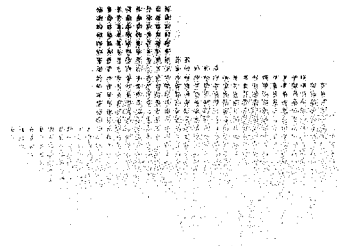
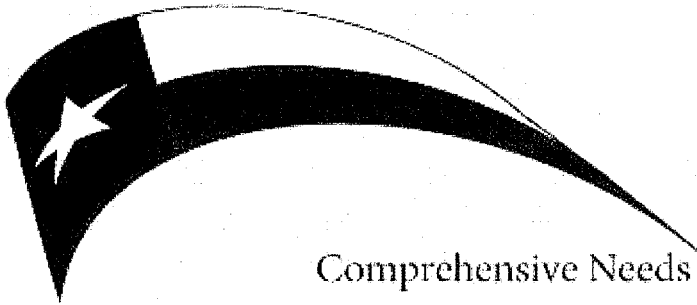
1. Given the goals and outcomes of the CNA process, what was most beneficial and why?
 High student achievement on STAAR & ARI
 low teacher turnover, Discussing RTI Data
2. What might we improve and how?
 more trainings for ESL, Continue mentor program & include new teachers to campus, check certifications for GT
3. How is our organization better as a result of this process?
 We are aware of our strengths & weaknesses

Committee Area:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Family and Community Involvement
- School Context and Organization
- Technology

Name	Signature	Position
Diana H. Vara	<i>[Signature]</i>	K. teacher
Janna Flores	<i>[Signature]</i>	K. teacher
Elvia Estrada	<i>[Signature]</i>	2nd teacher
Cheryl Hunter	<i>[Signature]</i>	Music K-5
Jonna DeWitt	<i>[Signature]</i>	1st teacher
Elizabeth Alfon	<i>[Signature]</i>	Sp. Ed Teacher
Kayla Riley	<i>[Signature]</i>	2nd Grade





Comprehensive Needs Assessment

Family and Community Involvement

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

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
-
-
-
-

Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Most parents push AR reading
- Parental aide communicates
via social media
- Home visits by parental aide
- Career Day
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- Parent trainings after 5 PM
- Attendance incentives followed through
- Reminders of school hours on mcafee
- Encourage parent support
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- F&C Need 1
- Parent trainings could be better by offering: AR
- and ZPD knowledge, K-2 ~~reading~~ fluency and comprehension and
- computation skills, 3-5 STAAR presentation, TPEI
- explaining
- _____
- _____
- _____
- _____
- _____
- _____

Committee Self-Assessment/Reflection

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Date: 4/3/18

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

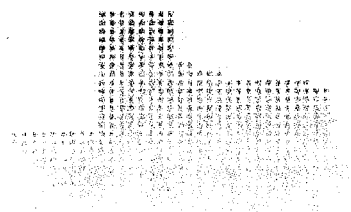
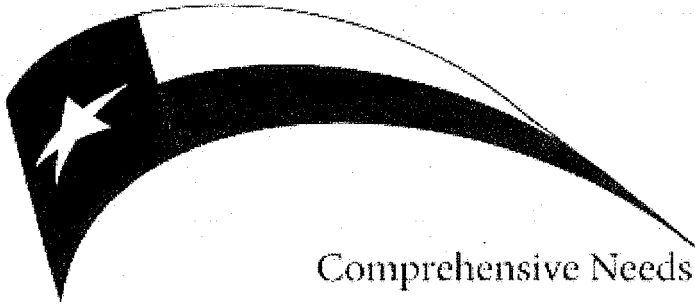
3. How is our organization better as a result of this process?

Committee Area:

- Demographics
- Student Achievement
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- School Context and Organization
- Technology

Name	Signature	Position
Marisol Chavez	<i>[Signature]</i>	4th grade bilingual
Vanessa Ortiz	<i>[Signature]</i>	5th grade Student teacher
Edelia Castellanos	<i>[Signature]</i>	K. Teacher (Bilingual)
Elda Garcia	<i>[Signature]</i>	Bil/ESL strategist
Marivel M. Hernandez	<i>[Signature]</i>	Bil / 3rd grade
Wendy Chavez	<i>[Signature]</i>	Bil / 3rd grade
Yolanda Galindo	<i>[Signature]</i>	5th Grade Teach





Comprehensive Needs Assessment

Student Achievement

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

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- 2016-2017 School Report Card ● _____
- 2017 Accountability Summary ● _____
- 2017 Distinction Designation Summary ● _____
- 2017 Post Secondary Readiness ● _____
- 2017 Campus Comparison Group ● _____

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- STAR Reading
- Summative
- DMAC
- Planning Protocol
-
-
-
-
-
-
-
-

Needs

- Vertical Alignment
- Lead 4ward
- Differentiation
-
-
-
-
-
-
-
-

Summary of Needs

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-

Demographics

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. Victoria Bernhardt

1. What do enrollment numbers indicate?
~~to~~ teacher-student ratio is too big. Area zoned is big.
2. What is the breakdown by ethnicity, gender, or other category?
 Bilingual Academy major-hispanic students
3. How has the enrollment changed over the past three years?
 has been increasing. need more teachers, space is limited.
4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?
 classes are un-proportional music-3 classes
 P.E. - 5 classes
 ART.
 special room is too small, not in compliance with special accommodations.
5. What is the data for special programs over time?
 last year not exiting. staar Assessment sp. Ed. was low.
 improvement was made but not enough.
6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?
7. Who are our at-risk students? What is their at-risk category?
8. Who are our Migrant students? (total)
 29 students
9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?
 Varies.
10. What area of the community do these students come from?
 seasonal works from different areas
11. What are the staff demographics?
~~over~~ over 90%. hispanic 10% Anglo Saxon
 varies in age ~~over~~
12. What are the teacher/student ratios? How do these ratios compare to performance?
 teacher to student

Findings/Analysis

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Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- bi-lingual students exiting
- program has increase.
- making improvement on
- staar scores continue.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- down size # students for bilingual
- too many students not enough ^{instructional} staff.
- adequate rooms for instruction
- *more instructional staff for
- special Ed. (we have to many students)
- _____
- _____
- _____
- _____
- _____
- _____

Summary of Needs

- Demographics Need 1
- Need 2
- Need 3
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: April 3, 2018

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

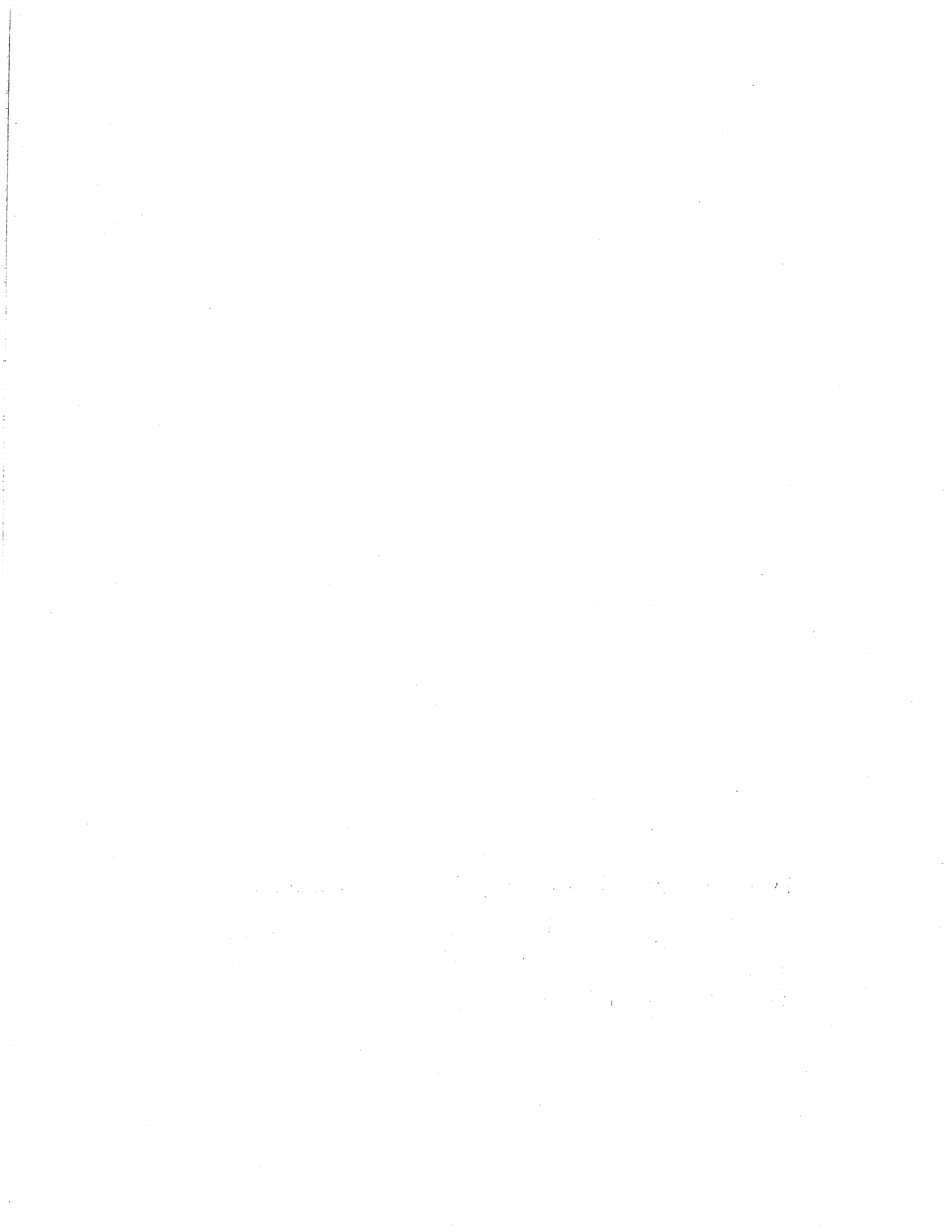
2. What might we improve and how?

3. How is our organization better as a result of this process?

Committee Area:

- Demographics
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- Technology

Name	Signature	Position
Tiffany Perez	<i>[Signature]</i>	Teacher
DOLORES PONCE	<i>[Signature]</i>	Teacher
Rebecca Castro Chavez	<i>[Signature]</i>	Teacher
Terresa Rodriguez	<i>[Signature]</i>	para -
Diana Segovia	<i>[Signature]</i>	teacher
Olga Alfaro	<i>[Signature]</i>	PE
Maria Canton	<i>[Signature]</i>	para
Erika M. Castro	<i>[Signature]</i>	PE
Leticia Valquez	<i>[Signature]</i>	Teacher
Harmandina Dominguez	<i>[Signature]</i>	Teacher
Elva Janie Flores	<i>[Signature]</i>	Lab Manager



Findings/Analyses

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

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Strengths

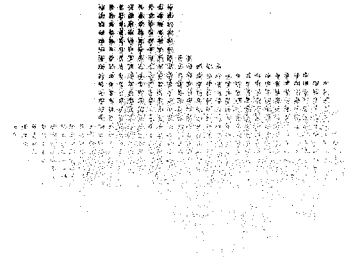
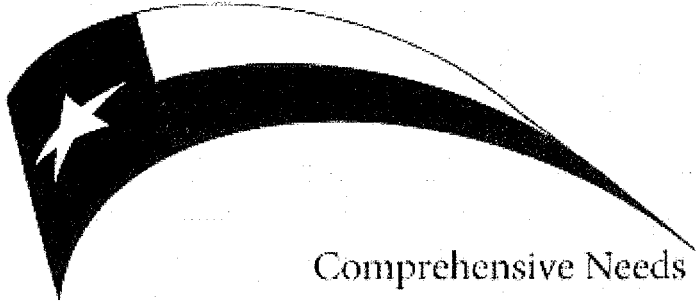
- Every teacher has equipment
- Two computer labs
- Kinder & 1st have tablets
- New phones for some teachers.
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Needs

- WiFi not set up
- Work orders are not completed on a timely manner
- Poor internet connections in parts of the building.
- Teachers need printers
- Technicians need training
- Tablets are very limited in the apps
- Outdated equipment
- Staff Development needed

Summary of Needs

- Technology Need 1
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Comprehensive Needs Assessment

Technology

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

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____
● _____	● _____

See page x of the guide for probing questions related to Demographics.

Committee Self-Assessment/Reflection

CNA committee members use this document to reflect on the process.

Date: 4/3/14

1. Given the goals and outcomes of the CNA process, what was most beneficial and why?

2. What might we improve and how?

3. How is our organization better as a result of this process?

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Name	Signature	Position
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Claudia Esquivel	<i>[Signature]</i>	K Bilingual
Dulce Rodriguez	<i>[Signature]</i>	1st Gen. Ed. Teacher
Karen Sharp	<i>[Signature]</i>	3rd Teacher
Isela Elizondo	<i>[Signature]</i>	T-Aide (Bilingual)
Thelma Soto	<i>[Signature]</i>	2nd Bilingual
Myra Salazar	<i>[Signature]</i>	4th grade

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 2019, 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
<p>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)</p>	<p>Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers</p>	<p>August 2018 - June 2019</p>	<p>(F)Title I - \$0, (S)Local Funds - \$2,093.25</p>	<p>Formative - 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 Summative - report card grades, summative test grades, STAAR test scores, Read Naturally Data, Success Maker, and Reading Comp. Kits</p>
<p>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)</p>	<p>Campus Administrators, Cluster/Department Leaders, Librarian, Parents, Teachers</p>	<p>August 2018- June 2019</p>	<p>(S)Local Funds - \$500</p>	<p>Formative - AR reading reports, Star reading data, planning protocol notes, walk through data, coaching opportunities, learning walks Summative - end of grading period AR reading report/goal sheet, report card grades</p>
<p>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)</p>	<p>Campus Administrators, Cluster/Department Leaders, Librarian, Master Reading Teachers, Strategists, Teachers</p>	<p>August 2018- June 2019</p>	<p>(S)Local Funds - \$200</p>	<p>Summative - AR reading reports, RTI Data, Star reading data, walk through data, planning protocol notes, lesson plans, guided reading notes, progress report grades Summative - report card grades</p>

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 2019, 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
<p>4. Students in Tier I, Tier II and Tier III will receive academic interventions in reading during Power Hour, daily at Dr. Lonnie Green. (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)</p>	<p>Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Instructional Coaches, Teachers</p>	<p>August 2018-June 2019</p>	<p>(S)Local Funds - \$2,000</p>	<p>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 Summative - failure reports, report card grades, summative test grades</p>
<p>5. All students will be monitored during Power Hour 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)</p>	<p>Campus Administrators, Cluster/Department Leaders, Computer Aides, Counselors, Librarian, Teachers</p>	<p>August 2018-June 2019</p>	<p>(S)Local Funds - \$250</p>	<p>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 Summative - report card grades, summative test grades</p>
<p>6. All teachers will utilize four square writing during content instruction in ELA, Math, 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)</p>	<p>Campus Administrators, Cluster/Department Leaders, Instructional Coaches, Teachers</p>	<p>August 2018-June 2019</p>	<p>(S)Local Funds - \$400</p>	<p>Summative - writing journals, AR reports, Six Weeks Summatives, Star reading reports, daily grades Summative-report cards grades, writing portfolio, summative test grades</p>

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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 2019, 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
7. Implement district Early Literacy program for all students in grades Kindergarten, first and second grade utilizing Reading Street 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 2018-June 2019	(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 Summative-report card grades, summative test grades

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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 2019, 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 2018- June 2019	(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 Summative - report card grades, summative test grades, STAAR test scores
2. All students will participate in campus-wide 'Number of the Day'. (Title I SW: 1,3,8) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	September 2018- June 2019	(S)Local Funds - \$400	Summative - Star math data, planning protocol notes, percentage of students scoring mastery on STAAR Math, walk through data, lesson plans, Think Through Math, Math TEKS Summative-report card grades.
3. All K-2 teachers will utilize Lone Star Math during math block. All 3-5 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	October 2018- June 2019	(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 Summative-report card grades

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- 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 2019, 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
4. 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 2018- June 2019	(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 Summative-failure reports, report card grades, summative test grades

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- 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 2019, 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 2018-June 2019	(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 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 2018-June 2019	(S)Local Funds - \$400	Summative - planning protocol notes, walk through data, Lesson plans, writing samples, journal writings, daily grades Summative-writing portfolios, report card grades
3. All teachers will utilize 4 square writing in their journals during content instruction in ELA, Math, 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 2018-June 2019	(S)Local Funds - \$400	Summative - writing journals, daily grades, lesson plans, planning protocol notes, walk thru data Summative-report cards grades, TELPAS writing samples, summative test grades

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- 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 2019, 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 2018-June 2019	(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 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 2018-June 2019	(S)Local Funds - \$400	Summative - planning protocol notes, walk through data, lesson plans 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 2018-June 2019	(S)Local Funds - \$400	Summative - writing journals, daily science grades 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 2018-June 2019	(F)Title I - \$0, (S)Local Funds - \$0	Summative - Formative-daily science grades, progress report grades, science journals Summative-report card grades, summative test grades, STAAR science data, percentage of students scoring a Mastery on STAAR Science.

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- 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 2019, 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. (Title I SW: 1,2,3,5,10) (Target Group: All, H, ECD) (Strategic Priorities: 2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2018-June 2019	(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 Summative-report card grades, summative test grades, STAAR science test scores

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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 2019, 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
<p>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 Power Hour and 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)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>October 2018-May 2019</p>	<p>(F)Title I - \$1,000, (S)Local Funds - \$2,000</p>	<p>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</p>
<p>2. To meet system safeguards, all struggling students identified as English Language Learners (for reading and math) will be provided specific reading interventions during Power Hour and 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)</p>	<p>Campus Administrators, Cluster/Department Leaders, Teachers</p>	<p>September 2018-May 2019</p>	<p>(F)Title I - \$0, (S)Local Funds - \$4,500</p>	<p>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</p>

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 2018, 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 2018-June 2019	(S)Local Funds - \$5,000	Summative - teacher self-reports, walk through data, planning protocol notes, lesson plans 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 2018-June 2019	(F)Title I - \$219,412	Summative - Formative-Daily grades, istation reports, star reading and math reports, lesson plans, planning protocol notes, failure reports 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 2018-June 2019	(F)Title I - \$0, (S)Local Funds - \$0	Summative - Formative-teacher self reports, walk through data, planning protocol notes, lesson plans 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 2018-June 2019	(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 2018-2019 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 2018- June 2019	(S)Local Funds - \$800	Summative - daily attendance report, daily call log, daily home visits, parent conferences, Leader in Me implementation 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 2018- June 2019	(S)Local Funds - \$1,100	Summative - daily attendance report, daily call log, daily home visits, team goals, class goals, campus goals Summative-end of grading period perfect attendance list, end of grading period attendance reports
3. Students with All Year Perfect Attendance will participated in Pool Party 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 2018- June 2019		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 2018 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 2018-June 2019	(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 2018-June 2019	(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 participate in a variety of extra curricular activities to all student 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 2018-June 2019	(S)Local Funds - \$800	Summative - Summative-reduction in discipline referrals and counseling referrals, grades, student participation rates

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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 2019, 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 2018-June 2019	(F)Title I, (S)Local Funds	Summative - budget workbooks, purchase orders summative-year end financial reports

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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 2018-2019 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 2019	(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 2019	(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 2018-2019 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 3rd-5th grade and trackers will be utilized in grades K-2nd 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 2018-June 2019	(S)Local Funds - \$2,500	Summative - parent conferences and cluster meetings 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 2018-July 2019	(S)Local Funds - \$250	Summative - parent conferences, cluster meetings 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 2018-June 2019	(S)Local Funds - \$500	Summative - Parent conferences, cluster meetings summative-parent and staff surveys

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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 2018-2019 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 2018-June 2019	(F)Title I - \$0, (S)Local Funds - \$250	Summative - parent meeting sign in sheets, cluster meeting notes summative-parent and staff surveys

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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 2018-2019 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 2018-July 2019	(F)Title I, (S)Local Funds - \$250	Summative - daily attendance report, daily call log, daily home visits, attendance referrals 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 2087-June 2019	(S)Local Funds - \$500	Summative - Summative-reduction in number of absences and court referrals, increased student academic performance