

**Irving Independent School District**  
**Elliott Elementary School**  
**2018-2019 Campus Improvement Plan**



**ELLIOTT**  
ELEMENTARY SCHOOL

# Mission Statement

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**At Elliott, we will ensure that every student learns at high levels, grows academically, and socially in a safe environment to become critical thinkers.**

## Vision

**At Elliott, we envision a school in which staff personally commits to:**

- **Working in positive and interdependent collaborative teams**
- **Seeking and delivering high impact instructional strategies for improving student learning**
- **Effectively monitoring each student's progress frequently**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics:

African American 3.4%

Asian 0.8%

Hispanic 76.8%

American Indian 3.2%

Pacific Islander 0.2%

Two or More Races 1.7%

White 13.9%

Campus Attendance Rate 96.8%

Economically Disadvantage 78.1%

English Learners 51.9%

Students Receiving Special Ed Services 8.3%

Mobility Rate 10.2%

At Risk %

## **Demographics Strengths**

### **Demographic Strengths**

The campus provides for attendance incentive on a three weeks, six weeks, and semester basis. The campus has a strong College Bound (NEU) program and every classroom is represented by a different college or university throughout the United States. Our students also visit all 4 of our High Schools and in grades 3-5 students visit a college or university which exposes the students to college life, studies, and activities.

The campus provides support for students at-risk through tutoring, enrichment activities, support programs, parent involvement activities and events, from Meet the Teacher Night, to Awards Ceremonies, as well as summer programs.

## Student Achievement

### Student Achievement Summary

All Grades	Year	Campus	Hispanic	White	Special Ed	Econ Dis	ELL
Reading	2018	69%	69%	77%	31%	65%	68%
	2017	70%	72%	79%	21%	66%	58%
	2016	77%	78%	79%	42%	76%	72%
	2015	75%	75%	81%	67%	73%	65%
	2014	72%	71%	79%	61%	68%	63%
	2013	70%	70%	76%	52%	68%	55%
Math	2018	84%	85%	88%	54%	83%	87%
	2017	81%	82%	86%	38%	79%	80%
	2016	80%	82%	81%	62%	79%	83%
	2015	/	/	/	/	/	/
	2014	71%	74%	70%	56%	70%	71%
	2013	66%	69%	65%	43%	64%	60%
Writing	2018	54%	55%	57%	0%	49%	53%
	2017	63%	66%	53%		63%	58%
	2016	62%	65%	62%	50%	61%	62%
	2015	68%	68%	75%	/	69%	64%
	2014	78%	76%	84%	/	77%	68%
	2013	69%	71%	64%		68%	68%
Science	2018	81%	81%	86%	56%	79%	79%
	2017	67%	67%	83%		63%	52%
	2016	72%	73%	83%	36%	71%	55%
	2015	63%	59%	83%	33%	55%	39%
	2014	60%	54	74%	/	56%	42%
	2013	44%	41%	50%		41%	21%

	2017-2018	2016-2017	2015-2016 Demographic	2014-2015 Demographic	2013-2014 Demographic
Campus Total # of Students	661	697	711	723	720
Total of students tested	347	344	363	334	372
	<b>All Subjects</b>				
All students	75%	73%	75%	71%	71%
Hispanic	75%	74%	77%	70%	70%
Special Ed	40%	30%	49%	56%	48%
Econ Disadv	72%	70%	74%	69%	81%
ELL	75%	66%	73%	61%	50%

### Student Achievement Strengths

Math: 3% increase as a campus. Hispanic (85%) increased 3%, Econ Dis increased 4% (83%), SPED (54%) increased 16%, and ELL (87%) increased 7%.

Science: 14% increased as a campus, and every demographic we increased at least 5%. Our biggest gain was with our ELL population, they increased 27% (from 52% to 79%).

Reading: ELL (68%) increased 10%

As a campus there has been a steady increase and improvement in ELs.

There is strong teacher/student collaboration opportunities through PLC's, grade level data talks, and campus decision making. As a campus there are multiple opportunities for intervention, mentoring, and support for students and teachers. The campus is data driven in modifying and adjusting instruction, PLC's, assessment, and programming. The campus utilizes formal/informal, and teacher created assessments and assessments are both formative and summative. The campus provides instructional coaches to help guide and support teachers in identifying and addressing student needs.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Elliott's reading scores average to 70% as measured by STAAR. **Root Cause:** All teachers need professional development on strategies that will support closing literacy gaps.

**Problem Statement 2:** Elliott's reading scores are below average as measured by MAP/STAAR and DCAs. **Root Cause:** All teachers need to plan and implement high quality Tier 1 instruction.



## School Culture and Climate

### School Culture and Climate Strengths

Parents -

Overall our parents and community feel that their children are safe and that we communicate appropriately with them.

As a campus we possess a strong work ethic working in teacher teams.

Our staff is student focused, and culturally responsive, with high expectations and standards for all students, teachers, and staff. As a campus we have supported open communication between students, teachers, staff, and administration. Teachers and staff do whatever it takes to make students feel accomplished and successful. The staff is highly qualified and dedicated to the students. The staff themselves, serve as professional colleagues and mentors, to one another, and potential teacher candidates through university partnerships and internships. The staff participates in monthly team building activities through our FISH committee.

Administration is organized and structured in all areas of campus planning; master schedules, Eagle Power schedule, duty schedules, rosters, lunch, PE, and various schedule needs (i.e. Early Release, special programming, performance, etc.). New teachers have mentor teachers or professional colleagues through our SOS mentor program. Administrators, grade level charis, teachers, students, parents, Interventionist, academic specialists, and paraprofessionals work collaboratively to identify, discuss, plan, and address student/teacher/campus academic needs.

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

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

All staff are HQ, except one 4th grade bilingual teacher. Ms. Sandoval is in the process of getting bilingual certified.

Recruitment - interview process consists of 3 stages. #1 face to face, #2 candidate teaches a mini lesson to a group of potential students #3 they meet/interview by the team

SOS mentor program implemented to retain new teachers

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

#### Philosophy

The Starting Out Smart (SOS) Mentor Program seeks to make each new faculty member's transition to Elliott Elementary as smooth and positive as possible and to provide him or her with the support and resources needed to be successful. While knowledge and acclimation to the Elliott culture and ways is a large part of the program's focus, the SOS Mentor Program is also focused on fostering productive conversations about excellent teaching. Each new faculty member will be paired with a mentor, and the mentor-mentee relationship is at the heart of this program.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

IISD curriculum will be the curriculum guide used for all subject areas.

### Assessments

#### 1st six weeks

- DRA/EDL (1-5)
- MAP/CPAA/MPG (1-5)
- 6 Weeks Common Formative Assessment (Essential Standards) (1-5)
- Appropriately paced Quick Quizzes (1-5)

#### 2nd Six Weeks

- 6 Weeks Common Formative Assessments (Essential Standards) (1-5)
- CPAA testing (Kindergarten)

#### 3rd Six Weeks

- MAP/CPAA/MPG (1-5)
- DRA/EDL testing (K-5)

#### 4th Six Weeks

- STAAR Benchmark - February 5-9 (4th Writing, 5 Reading/Math)
- Common Assessment #1 - February 26-28 (K - 3)
- CPAA testing - Kinder

#### 5th Six Weeks

- STAAR Benchmark - March 26 (3rd Reading/Math)
- STAAR - April 10 - 11 (4th Writing, 5th Reading/Math)
- 6 Weeks Common Formative Assessment (Essential Standards) (K-2)

## 6th Six Weeks

- STAAR - May 14-16 (3rd and 4th Reading/Math 5th Reading/Math Retest 5th Science)
- MAP/CPAA/MPG - (K-5)
- DRA/EDL (K-5)

## **Curriculum, Instruction, and Assessment Strengths**

Common Assessments in grades K-2

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

A full time parent liaison will reach out to several community business and will establish a line of communication with the school. Ms. Abrego will offer health wellness classes, technology and ESL classes and opportunities to volunteer and help our teachers.

Donations for students and teachers like food, school supplies, and other gifts will be provided by business partners.

### **Parent and Community Engagement Strengths**

Parent Liaison is bilingual and full time. She has established great rapport with parents and community members.

# Technology

## Technology Summary

Grade Level	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Login	District username and password	District username and password	District username and password	District username and password	District username and password	District username and password
<a href="#">Keyboarding</a>	Keyboarding included in ELAR stations and reinforced in other subjects. Shift (for capital letters-do not use caps lock key), Space bar, Delete/Backspace, Enter, Two hands not crossing, posture/ ctrl + alt + del	Keyboarding included in ELAR stations and reinforced in other subjects. Shift, Space bar, Delete/Backspace, Enter;Two hands not crossing, posture; ctrl + alt + del; punctuation	Keyboarding included in ELAR stations and reinforced in other subjects. Shift, Space bar, Delete/Backspace, Enter;Two hands not crossing, posture; ctrl + alt + del; punctuation; quotation marks	Keyboarding included in ELAR stations and reinforced in other subjects. Shift, Space bar, Delete/Backspace, Enter;Two hands not crossing, posture; ctrl + alt + del; punctuation; quotation marks & apostrophe; tab for paragraph indentations	Keyboarding included in ELAR stations and reinforced in other subjects. Shift, Space bar, Delete/Backspace, Enter; Two hands not crossing, posture, ergonomics; ctrl + alt + del; punctuation, quotation marks & apostrophe; tab for paragraph indentations; Typing Club Chrome App: Typing Jungle Level 135+ works with Shift key;	Keyboarding included in ELAR stations and reinforced in other subjects. Shift, Space bar, Delete/Backspace, Enter Two hands not crossing, posture, ergonomics ctrl + alt + del punctuation, quotation marks & apostrophe tab for paragraph indentations Typing Club Chrome App: Typing Jungle Level 135+ works with Shift key;

<p><a href="#">Digital Citizenship</a></p>	<p>Teacher will model use of appropriate free to use resources on the Irving ISD website for use in all tools and expectations. . Teachers will use age appropriate resources to teach about appropriate use of tools, staying safe online and digital footprint.</p>	<p>Teacher will model use of appropriate free-to-use resources on the Irving ISD website for use in all tools and expectations. Teachers will use age appropriate resources to teach about appropriate use of tools, staying safe online and digital footprint.</p>	<p>Teacher will model use of appropriate free-to-use resources on the Irving ISD website for use in all tools and expectations. Teacher model and assist students in citing sources. Teachers will use age appropriate resources to teach about appropriate use of tools, staying safe online and digital footprint.</p>	<p>Teacher will model use of appropriate free-to-use resources on the Irving ISD website for use in all tools and expectations. Students cite sources created documents and videos. Teachers will use age appropriate resources to teach about appropriate use of tools, staying safe online and digital footprint.</p>	<p>Teacher will model use of appropriate free-to-use resources on the Irving ISD website for use in all tools and expectations. Students cite sources created documents and videos. Teachers will use age appropriate resources to teach about appropriate use of tools, staying safe online and digital footprint.</p>	<p>Teacher will model use of appropriate free-to-use resources on the Irving ISD website for use in all tools and expectations. Students cite sources created documents and videos. Teachers will use age appropriate resources to teach about appropriate use of tools, staying safe online and digital footprint.</p>
	<p>Teachers will introduce Google Classroom beginning 2nd semester.</p>	<p>Google Apps expectations for 1st Grade should be assigned via Google Classroom.</p> <p>Teachers can link videos for students for small group instruction or remediation after small group.</p> <p>Teachers should begin to use the poll feature(Multiple</p>	<p>Google Apps expectations for 2nd Grade should be assigned via Google Classroom.</p> <p>Teachers can create videos for flipped instruction &amp; link here. Teachers can link videos for students for small group instruction or remediation after small group.</p> <p>Poll feature (Multiple Choice Ask Question) should be used</p>	<p>Google Apps expectations for 3rd Grade should be assigned via Google Classroom.</p> <p>Teachers can create videos for flipped instruction &amp; link here. Teachers can link videos for students for small group instruction or remediation after small group.</p> <p>Poll feature (Multiple Choice Ask Question) should be used regularly to generate data. Students should assist teacher with formulating questions</p>	<p>Google Apps expectations for 5th Grade should be assigned via Google Classroom.</p> <p>Teachers can create videos for flipped instruction &amp; link here. Teachers can link videos for students for small group instruction or remediation after small group.</p> <p>Poll feature (Multiple Choice Ask Question) should be used regularly to generate data for classroom use. Students should assist teacher with</p>	<p>Google Apps expectations for 5th Grade should be assigned via Google Classroom.</p> <p>Teachers can create videos for flipped instruction &amp; link here. Teachers can link videos for students for small group instruction or remediation after small group.</p> <p>Poll feature (Multiple Choice Ask Question) should be used regularly to generate data for classroom use. Students should assist teacher</p>

[Google Classroom](#)

<p>Google Apps expectations for Kinder should be assigned via Google Classroom.</p>	<p>Choice Ask Question) to gather real data for math/science. 2nd Semester: Teachers should begin to implement the Google Classroom features, Ask a Question, and to allow students to respond to each other. This begins modeling digital citizenship, digital footprint, authenticity, purpose for writing, audience</p>	<p>regularly to generate data. 2nd semester, students should begin formulating questions with teachers for the poll. Google Classroom feature, Ask a Question, should be used on a regular basis with students responding to each other. Students need to the opportunity to write for authentic audiences, with a purpose demonstrating digital citizenship and digital footprint</p>	<p>for poll. Google Classroom feature, Ask a Question, should be used on a regular basis with students responding to each other. Students need to the opportunity to write for authentic audiences, with a purpose demonstrating digital citizenship and digital footprint. Students should be creating documents, sharing &amp; working collaboratively on a regular basis a minimum of one project per semester.</p>	<p>formulating questions for poll. Google Classroom feature, Ask a Question, should be used on a regular basis with students responding to each other. Students need to the opportunity to write for authentic audiences, with a purpose demonstrating digital citizenship and digital footprint. Students should be creating documents, sharing &amp; working collaboratively on a regular basis a minimum of one project per semester.</p>	<p>with formulating questions for poll. Google Classroom feature, Ask a Question, should be used on a regular basis with students responding to each other. Students need to the opportunity to write for authentic audiences, with a purpose demonstrating digital citizenship and digital footprint. Students should be creating documents, sharing &amp; working collaboratively on a regular basis a minimum of one project per semester.</p>
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<p><a href="#">Google Apps</a></p>	<p>Draw &amp; Docs</p> <p>Type, Manipulate objects such as drag/drop to sort.</p> <p>Begin Exploration with shapes &amp; lines</p>	<p>Draw, Docs, Slides</p> <p>Type, Manipulate objects such as drag/drop to sort</p> <p>Teach Bold, Font Size, Color (text features)</p> <p>Explore shapes and lines, insert pictures</p>	<p>Drive, Draw, Docs, Slides, My Maps</p> <p>Type, Manipulate objects such as drag/drop to sort</p> <p>Insert picture, charts, tables</p> <p>Share files; Work collaboratively with peers</p> <p>GAFE folder organization; color coding</p> <p>Continue Bold, Font Size, Color (text features), add italicize</p> <p>Alignment (center &amp; left)</p> <p>Use Research &amp; Spelling Tool; cite sources</p> <p>Use Shape tools to create original drawings</p>	<p>Drive, Draw, Docs, Slides, My Maps, Sheets</p> <p>Type, Manipulate objects such as drag/drop to sort</p> <p>Insert picture, charts, tables</p> <p>Share files; Work collaboratively with peers</p> <p>GAFE folder organization; color coding</p> <p>Continue Bold, Font Size, Color (text features), italicize</p> <p>Alignment (center &amp; left)</p> <p>Use Research &amp; Spelling Tool; cite sources</p> <p>Insert hyperlinks, Use shape tools to create original drawings</p>	<p>Drive, Draw, Docs, Slides, My Maps, Sheets, Forms</p> <p>Type, Manipulate objects such as drag/drop to sort</p> <p>Insert picture, charts, tables</p> <p>Share files; Work collaboratively with peers</p> <p>GAFE folder organization; color coding</p> <p>Continue Bold, Font Size, Color (text features), italicize</p> <p>Alignment (center &amp; left)</p> <p>Use Research &amp; Spelling Tool; cite sources</p> <p>Insert hyperlinks, Use shape tools to create original drawings</p> <p>Use interactive branching in Slides</p> <p>Use data from forms to create graphs in sheets</p> <p>Create forms, original questions, &amp; use data to solve problems</p>	<p>Drive, Draw, Docs, Slides, My Maps, Sheets, Forms</p> <p>Type, Manipulate objects such as drag/drop to sort</p> <p>Insert picture, charts, tables</p> <p>Create &amp; Share files; Work collaboratively with peers</p> <p>GAFE folder organization; color coding</p> <p>Continue Bold, Font Size, Color (text features), italicize</p> <p>Alignment (center &amp; left)</p> <p>Use Research &amp; Spelling Tool; cite sources</p> <p>Insert hyperlinks (create linear &amp; non-linear multimedia presentations)</p> <p>Use shape tools to create original drawings</p> <p>Create forms, original questions, &amp; use data to solve problems</p>
<p><a href="#">Chrome Apps</a></p>	<p>Screencastify, Storybird</p>	<p>Screencastify, Storybird</p>	<p>Screencastify, Storybird</p>	<p>Screencastify, Storybird, Exit Ticket, Lucidchart, Today's Moon</p>	<p>Screencastify. Storybird, Exit Ticket, Lucidchart, Today's Moon, Loupe Collage</p>	<p>Screencastify. Storybird. Exit Ticket. Lucidchart. Today's Moon, Loupe Collage</p>

<a href="#">Web Tools</a>	Vocaroo, Autodraw	Vocaroo, Autodraw	Vocaroo, Autodraw, Padlet	Vocaroo, Autodraw, Padlet	Vocaroo, Autodraw, Padlet, Make Beliefs Comix, Newsela	Vocaroo, Autodraw, Padlet, Make Beliefs Comix, Newsela
<a href="#">iPad Apps</a>	Camera, Notes, Doceri, Chatterpix Kids, Pic Kids, Shadow PuppetEDU, TeleStory, Toontastic, QR Code Reader	Camera, Notes, Doceri, Chatterpix Kids, Pic Kids, Shadow PuppetEDU, TeleStory, Toontastic, QR Code Reader	Camera, Notes, Doceri, Chatterpix Kids, Pic Kids, Shadow PuppetEDU, TeleStory, Toontastic, QR Code Reader, Yakitkid, Sock Puppets, iMovie, Skitch	Camera, Doceri, Chatterpix Kids, Pic Kids, Shadow PuppetEDU, TeleStory, Toontastic, QR Code Reader, Yakitkid, Sock Puppets, iMovie, Skitch	Camera, Doceri, Chatterpix Kids, Pic Kids, Shadow PuppetEDU, TeleStory, Toontastic, QR Code Reader, Yakitkid, Sock Puppets, iMovie, Skitch, Popplet Lite, Stop Motion Studio	Camera, Doceri, Chatterpix Kids, Pic Kids, Shadow PuppetEDU, TeleStory, Toontastic, QR Code Reader, Yakitkid, Sock Puppets, iMovie, Skitch, Popplet Lite, Stop Motion Studio

<p><a href="#">SeeSaw</a></p>	<p>Students can document work in stations, by submitting a photo, video, or drawing via SeeSaw. Students are able to upload any files saved to camera roll from other apps.</p>	<p>Students can document work in stations, by submitting a photo, video, or drawing via SeeSaw. Students are able to upload any files saved to camera roll from other apps.</p>	<p>Students develop digital portfolio. Students &amp; Teachers work together to decide on a minimum of one published piece of work to be uploaded to SeeSaw, per semester. Students are able to upload any files saved to camera roll from other apps as well as links from other files. Students can document work in stations, by submitting a photo, video, or drawing via SeeSaw. Students are able to upload any files saved to camera roll from other apps. Students begin developing digital portfolios by submitting one published piece per semester.</p>	<p>Students can document work in stations, by submitting a photo, video, or drawing via SeeSaw. Students are able to upload any files saved to camera roll from other apps. Students develop digital portfolios by submitting one published piece per semester.</p>	<p>Students can document work in stations, by submitting a photo, video, or drawing via SeeSaw. Students are able to upload any files saved to camera roll from other apps. Students begin developing digital portfolios by submitting one published piece per semester.</p>	<p>Students can document work in stations, by submitting a photo, video, or drawing via SeeSaw. Students are able to upload any files saved to camera roll from other apps. Students begin developing digital portfolios by submitting one published piece per semester.</p>
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## Technology Strengths

Technology Strengths – [Technology Expectations](#)

### 1. Technology Strengths –

Devices we have per teacher:

- 10 to 15 Chromebooks per every teacher in grades 3 - 5
- 5 Chromebooks per teacher in grade 1<sup>st</sup>
- 5 Chromeboxes per teacher in grade kinder
- 5 iPads per teacher in grades 2 - 5
- 10 iPads in grades kinder - 1
- 2 computer labs

iCreate award: two feature projects at iCreate Showcase

Administration support

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

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

- Parent surveys and/or other feedback

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

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.**

**Performance Objective 1:** Increase ALL student performance on campus, district, and state assessments in core subject areas.

**Evaluation Data Source(s) 1:** Approaches

1. Reading growth of at least 3% as measured by STAAR
2. Math growth of at least 3% as measured by STAAR
3. Science growth of at least 2% as measured by STAAR
4. Writing growth of at least 5% as measured by STAAR


Meets






1. Reading growth of at least 5% as measured by STAAR
2. Math growth of at least 5% as measured by STAAR
3. Science growth of at least 5% as measured by STAAR
4. Writing growth of at least 5% as measured by STAAR

Masters










1. Reading growth of at least 5% as measured by STAAR
2. Math growth of at least 5% as measured by STAAR
3. Science growth of at least 5% as measured by STAAR
4. Writing growth of at least 3% as measured by STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Staff development in the continued implementation of Balanced Literacy (including but limited to Close Reading and Vocabulary strategies).</p>	2.4, 2.5, 2.6	Leadership team, AS, district personnel	At least 90% of the teachers will participate in staff development that will occur at least 2 times per month. Daily implementation of Balanced Literacy during ELAR instructional block. Balanced Literacy noted in weekly lesson plans. Noted on walk throughs when LA block observed.				
Funding Sources: 211 - Title I-A - 0.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Staff will conduct at least three walk throughs during the school year on staff members in other grade levels during the Language Arts block.</p>	2.4, 2.5, 2.6	Reading Interventionist, AS, Administration	100% completion of two walk throughs during the school year				
Funding Sources: 211 - Title I-A - 0.00							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Students will read books to earn various college degrees. Bachelors Degree = 40 books (K-5); Masters Degree = 60 books (K-5); PH.D. = 80 books (K-5) School will purchase books for classroom libraries to give students an opportunity to have access to diverse genres.</p>	2.4, 2.5, 2.6	Teachers	80% of the students in each grade level earn a degree.				
Funding Sources: 199 - General Funds - 0.00							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) Staff will participate with 4th grade students as a Writing Buddy. Prior to meeting with writing buddies, staff will be trained in scoring narrative and expository writing, using the district rubric and kid friendly rubric that correlates. (PBMAS writing)</p>	2.4, 2.5, 2.6	All staff	100% of classroom teachers will attend training in the use of writing rubrics in January, 2019. Writing Buddies will begin in February, 2019. Students show at least one level of growth according to the district rubric in both narrative and expository writing samples.				
Funding Sources: 199 - General Funds - 0.00							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) After school tutoring will be provided to students who are not meeting standard on various district assessments (K-5).</p>	2.4, 2.5, 2.6	Classroom teachers, interventionist and administrators.	Tutoring occurs from October - May. Student progress increases by at least 5% on future assessments.				
Problem Statements: Student Achievement 1							
Funding Sources: 211 - Title I-A - 0.00							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Targeted Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Saturday school tutoring will be provided to students who are not meeting standard on various district assessments (3-5).</p>	2.4, 2.5, 2.6	3-5 classroom teachers, interventionist, and administrators	Saturday school occurs from January - May - Student progress will increase by at least 5% as measured by ongoing assessments.				
Funding Sources: 211 - Title I-A - 0.00							



<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  7) After the BOY & EOY MAP results are reviewed and analyzed by K - 5th grade level teams, a push-in support model will be implemented to address students who did not meet standard in reading.	2.4, 2.5, 2.6	Interventionist, and administrators	Ongoing weekly assessments will occur during the push-in support model and an increase of at least 5% will be seen with each student.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I-A - 0.00						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  8) Instructional support specific to K-2 Phonics and 2-5 Purposeful use of reading notebooks, color paper, card stock, chart paper, butcher paper, and red pencils will be purchased to provide students with additional support.	2.4, 2.5, 2.6	Interventionist, administrators	Academic progress for all K-5 students will increase by at least 5% as measured by student trackers and MAP/DRA/EDL data.				
	Funding Sources: 211 - Title I-A - 0.00						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  9) High quality and ongoing professional development, including conferences, summits, etc., will be provided to teachers and administrators to help all students reach proficient and advanced levels of achievement on all state mandated assessments.	2.6	Principal	5% increase in student performance as measured by MAP and STAAR tests results.				
	Problem Statements: Student Achievement 2 Funding Sources: 199 - General Funds: SCE - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Elliott's reading scores average to 70% as measured by STAAR. <b>Root Cause 1:</b> All teachers need professional development on strategies that will support closing literacy gaps.
<b>Problem Statement 2:</b> Elliott's reading scores are below average as measured by MAP/STAAR and DCAs. <b>Root Cause 2:</b> All teachers need to plan and implement high quality Tier 1 instruction.

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 2:** A minimum of 50% of gifted and talented students will achieve masters level as measured by the STAAR exam in Reading, Writing, Math and Science.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**









**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 3:** Increase student attendance to 98% by the end of the school year.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Every 3 weeks, the class with the highest attendance will receive a popcorn party during lunch (students will sit on the stage). Every 6 weeks, the classes with the highest attendance will receive an ice cream party during lunch (students will sit on the stage).</p>	2.5	Administrators and teachers.	97.1% overall attendance at the end of the school year.				
Funding Sources: 199 - General Funds - 0.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) When our daily goal of 98% is met, we will have a live broadcast the following morning where Ms. Peragine, Mrs. Maye or Mr. Delgado will get pied in the face by a student.</p>	2.5	Administrators	97.1% overall attendance at the end of the school year.				
Funding Sources: 199 - General Funds - 0.00							

<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>3) Administrators or counselors will go to different classrooms and choose a student who is present and celebrate that they are here. The students will get to choose a prize from the treasure box.</p>	2.5	Administrators and counselors	97.1% overall attendance at the end of the school year.				
Funding Sources: 199 - General Funds - 0.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Every 6 weeks, students with perfect attendance will participate in an "Attendance Party" from 7:30am-8:00 am. We will provide music, small snacks, and raffle bicycles, and other items. An invitation will be sent to each student. K-2 - Attendance Party will be held on the 1st Thursday of every six weeks. 3-5 - Attendance Party will be held the 1st Friday of every six weeks.</p>	2.4, 2.5	Administrators	97.1% overall attendance at the end of the school year.				
Funding Sources: 199 - General Funds - 0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** In Irving ISD, each student will reach their highest potential and be college and career ready.

**Performance Objective 4:** African American and American Indian sub groups will meet the 13% target in reading, math, writing and science.

**Evaluation Data Source(s) 4:**



**Summative Evaluation 4:**









**Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.**

**Performance Objective 1:** Develop an effective and collaborative PLC to assist in developing the craft of teaching and improving student achievement in reading, writing, math and science.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7  1) Professional development provided to address specific strategies to implement Academic Conversations, guided reading groups, close reading, science note-booking, writers notebook and district wide initiatives in the classroom.	2.4	Administrators, AS/ITS & interventionists.	Daily use of strategies in the classroom - noted in walk throughs.				
Problem Statements: Student Achievement 1 Funding Sources: 199 - General Funds: SCE - 0.00							
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 7  2) Teachers and instructional leaders will participate and lead professional development showcasing specific content areas and strategies.	2.4	All teachers, interventionist, administrators	100% of all the teachers will be using new strategies - noted in walk throughs.				
Funding Sources: 199 - General Funds: SCE - 0.00							

<b>Critical Success Factors</b> CSF 4  3) Every teacher will submit at least 1 technology project for iCreate showcase.	2.5	DLC and administrators.	Once per month DLC offers tech course on campus. DLC presents information about access to past projects for teachers to view and use - occurs once a month at staff meeting and/or PLCs. 100% of staff entries.				
	Funding Sources: 199 - General Funds - 0.00						
<b>Critical Success Factors</b> CSF 3 CSF 7  4) Staff members will complete online training through eCourse on cyberbullying and Internet Safety.	2.5	Administrators	100% of staff members will complete the eCourse. Monitored through campus training documentation.				
	Funding Sources: 199 - General Funds - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Elliott's reading scores average to 70% as measured by STAAR. <b>Root Cause 1:</b> All teachers need professional development on strategies that will support closing literacy gaps.

**Goal 2:** Irving ISD will attract, develop and retain life-changing educators committed to each student.

**Performance Objective 2:** Develop an effective and collaborative PLC to assist and provide teachers with strategies to improve student behavior and emotional disorders.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**








**Goal 3: Irving ISD will provide a safe and nurturing learning environment.**

**Performance Objective 1:** Decrease office referrals by 5% by educating students about drug prevention, personal health, safety and reinforcing our positive behavior intervention systems (PBIS).

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) PBIS Staff development - What is a legitimate office referral, classroom management strategies, school-wide implementation of hall, and cafeteria behavior incentives (celebrations, parent phone calls)</p>	2.6	Teachers, and administrators	As compared to 2016-2017 semester data, discipline referrals will decrease by 5% per semester.				
Funding Sources: 199 - General Funds - 0.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) SRO officer speaks with 3-5 students about drug prevention and safety.</p>	2.6	SRO, teachers	Classes occur to create awareness and provide a safe environment for students and staff. "				
Funding Sources: 199 - General Funds - 0.00							
<p><b>Critical Success Factors</b> CSF 4</p> <p>3) PBIS through Region X will be implemented in common areas (hall ways and cafeteria). CHAMPS will be implemented in the classrooms. Class Dojo will be a form of classroom management/parent communication in all classrooms.</p>	2.6	All staff	As compared to 2016-2017 semester data, discipline referrals will decrease by 5% per semester.				
Funding Sources: 199 - General Funds - 0.00							

<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Develop and implement drug/alcohol &amp; bullying education, support, and intervention programs for students through guidance lessons.</p>	2.6	Counselors & administrators	100% of guidance lessons will be completed.				
Funding Sources: 199 - General Funds - 0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** Irving ISD will provide a safe and nurturing learning environment.

**Performance Objective 2:** Promote health and wellness initiatives through out the school year.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Evening activities promoting physical fitness.	3.2	Administrators	Increase parent participation by 10%.				
Funding Sources: 199 - General Funds - 0.00							
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							











**Goal 3:** Irving ISD will provide a safe and nurturing learning environment.

**Performance Objective 3:** Increase parent participation in the Parent Resource Center and the school by 5%.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Provide various classes for parents at least twice per month (ie: ESL, GED, computer, book study, kinder expectations, etc).</p>	3.2	Parent liaison, counselor	Increase parent participation by 10%				
Funding Sources: 211 - Title I-A - 0.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Career Days for parents and students (exposure to colleges, scholarships, careers)</p>	3.2	All staff - Career Day committee	Career days occur.				
Funding Sources: 211 - Title I-A - 0.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Visit homes during the school year to welcome families to Elliott</p>	3.2	All staff	Increase of parent volunteers by 5%				
Funding Sources: 211 - Title I-A - 0.00							
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>4) Provide parent volunteers and support staff with year round incentives, including conferences and professional development opportunities to increase the number of parents that participate in the center.</p>	3.2	Teachers, and admin	Increase of parent volunteers by 5%				
Funding Sources: 211 - Title I-A - 0.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Provide parents resources (office supplies, etc) to support the teachers and increase parent volunteers.</p>	3.2	Parent Liaison, Administrators	Increase parent participation by 10%.				
Funding Sources: 211 - Title I-A - 0.00							

<b>Critical Success Factors</b> CSF 5 6) Sports with mom and Crafts with dad activities will be provided in November and February to encourage female/male figure involvement.	3.2	Ms. Peragine, Mrs. Abrego and other staff members.	Increase parent participation and volunteer hours by 10%.				
	Funding Sources: 199 - General Funds - 0.00						
<b>Critical Success Factors</b> CSF 5 7) Present Bullying, Internet Safety and cyber-bullying sessions to parents.	3.1	Principal, counselors and DLC	Training will be provided 2 times per year.				
	Funding Sources: 199 - General Funds - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Staff development in the continued implementation of Balanced Literacy (including but limited to Close Reading and Vocabulary strategies).
1	1	3	Students will read books to earn various college degrees. Bachelors Degree = 40 books (K-5); Masters Degree = 60 books (K-5); PH.D. = 80 books (K-5) School will purchase books for classroom libraries to give students an opportunity to have access to diverse genres.
1	1	4	Staff will participate with 4th grade students as a Writing Buddy. Prior to meeting with writing buddies, staff will be trained in scoring narrative and expository writing, using the district rubric and kid friendly rubric that correlates. (PBMAS writing)
1	1	5	After school tutoring will be provided to students who are not meeting standard on various district assessments (K-5).
1	1	6	Saturday school tutoring will be provided to students who are not meeting standard on various district assessments (3-5).
1	1	7	After the BOY & EOY MAP results are reviewed and analyzed by K - 5th grade level teams, a push-in support model will be implemented to address students who did not meet standard in reading.
1	1	8	Instructional support specific to K-2 Phonics and 2-5 Purposeful use of reading notebooks, color paper, card stock, chart paper, butcher paper, and red pencils will be purchased to provide students with additional support.
1	1	9	High quality and ongoing professional development, including conferences, summits, etc., will be provided to teachers and administrators to help all students reach proficient and advanced levels of achievement on all state mandated assessments.
2	1	1	Professional development provided to address specific strategies to implement Academic Conversations, guided reading groups, close reading, science note-booking, writers notebook and district wide initiatives in the classroom.
2	1	2	Teachers and instructional leaders will participate and lead professional development showcasing specific content areas and strategies.

# State Compensatory

## Budget for Elliott Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Supplies and Services</b>		
6300	6390 Supplies and Materials - General	\$15,000.00
<b>6300 Subtotal:</b>		<b>\$15,000.00</b>
<b>6400 Other Operating Costs</b>		
6399	6499 Miscellaneous Operating Costs	\$7,906.00
<b>6400 Subtotal:</b>		<b>\$7,906.00</b>

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Villegas	Literacy Specialist		
Debra McClung	part time instructional para		
Guadalupe Abrego	Parent Liaison		
Sarah Overton	Instructional Para		

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Sheila Peragine	Administrator
Administrator	Donald Delgado	Administrator
Classroom Teacher	Reina Jaramillo	Teacher
Classroom Teacher	Taylor Carbajal	Teacher
Classroom Teacher	Melissa Young	Teacher
Classroom Teacher	Judy McGibboney	Teacher
Classroom Teacher	Rebekah Knowles	Teacher
Paraprofessional	Rachel Carranza	Paraprofessional
District-level Professional	Delia Shrewbury	District-level Professional
Parent	Sandra Hall	Parent
Parent	Brittany Watson	Parent
Community Representative	Billy J	Business Representative

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	3	6			\$0.00
3	3	7			\$0.00
<b>Sub-Total</b>					\$0.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00