

Goose Creek Consolidated Independent School District

Mirabeau B. Lamar Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:

Academic Achievement in Mathematics

Postsecondary Readiness

Mission Statement

Our mission at Lamar Elementary School is to educate and nurture our children to become successful learners and productive citizens.

Vision

Lamar Elementary has PRIDE!

Professional Respectful Interdependent & Dedicated to Excellence!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lamar Elementary serves

- 219 English Language Learner students
- 35 students in the Gifted and Talented program
- 58 students identified for 504 services
- 111 students receiving Tier II or III interventions
- 40 students receiving Dyslexia Services
- 72 students receiving Special Education services (Resource/inclusion, Life Skills and BIP)
- 89% economically disadvantaged

According to the report received from Moak, Casey and Associates, 6 out of 7 demographic risk areas at Lamar are higher than the state and district average.

Demographics Strengths

- ELL scores are improving
- Achievement gaps are closing between groups of students

Student Academic Achievement

Student Academic Achievement Summary

In order to continue to increase student achievement in each of the four indices of the state accountability system, teachers and staff at Lamar Elementary school will continue to use Kagan Structures to actively engage our students, provide time and resources for long range planning interdependently, analyze student data, and understand the specificity of the TEKS during PLC discussions in order to provide rigorous/relevant lessons that increase student engagement and success. In addition, teachers will work closely with our Campus Instructional Specialists to ensure a viable writing curriculum is intentionally planned for and consistently implemented in grades PK-5. RTI meetings will be held at least once per six weeks for every child being served in Tier II and III. While maintaining the structures we have in place for clearly focused, intentional active student engagement, we will begin to shift our focus to increasing our students' ability to think critically. Our teachers and staff will participate in monthly training sessions and PLCs focused on increasing critical thinking skills through teacher questioning and student talk. This will be monitored and encouraged through our participation in instructional rounds.

Student Academic Achievement Strengths

- Increase in commended scores
- Strong math scores
- ELs are performing above the state and district on STAAR
- DRA score improvements across the board
- CFA's give us more accurate information

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students are struggling with critical thinking skills. **Root Cause:** Teacher questioning students in a way to intentionally facilitate students' critical thinking as well as allow for higher levels of student talk.

Problem Statement 2: LEP students are struggling to exit the bilingual program. **Root Cause:** Students have not had enough opportunities to increase their speaking skills.

School Processes & Programs

School Processes & Programs Summary

We will continue to maximize instructional time by having as few as possible transitions in the master schedule and ensuring that large blocks of time are available. Time will be provided for teachers and CISs to meet regularly (once per six weeks for long-range planning & weekly for day-by-day planning) to plan lessons that actively engage students in the learning process. Student instructional needs will be discussed during regularly scheduled PLC meetings, Long Range Planning, Weekly Planning, RTI meetings, PBIS meetings, and ILT Meetings. Our SST will meet weekly to discuss and assist families with social issues, family issues, student needs, attendance issues, etc. Campus leadership begins searching for and interviewing HQ bilingual and ESL candidates as early as possible. In addition, professional development is provided as well as time for long range planning.

School Processes & Programs Strengths

Master schedule ensures very little lost instructional time.

Routines and school structure-arrival and dismissal.

Implementation of Campus Wide PBAS strategies in order to maintain a well organized and positive climate (3Rs, PAWs cards, 6 week celebrations, etc.)

Perceptions

Perceptions Summary

We will continue to work closely with our families and community. We are working to increase parent participation in our PTO. We will continue to increase the number of face-to-face parent conferences. We plan to better "market" our school via the campus website, office portal, bulletin boards, revised campus newsletters including positive things we are doing on campus, and a campus Face Book page. Campus leadership team members will intentionally meet with various students to discuss their academic progress. Students will maintain their own data folders, set goals for improvement and be able to discuss their progress at any given time.

Perceptions Strengths

- Family Nights and Programs
- PBAS activities and incentives

- Parents in PE & Fine Arts Day
- Neighborhood Walks
- Home Visits
- Christmas Caroling for CRCU
- Lee Pals
- PTO Involvement
- Parent Volunteers have increased
- Backpack Buddies
- Campus Newsletters to Parents
- Teacher Newsletters each six weeks
- Partners in Education Program with CRCU

Priority Problem Statements

Problem Statement 1: Students are struggling with critical thinking skills.

Root Cause 1: Teacher questioning students in a way to intentionally facilitate students' critical thinking as well as allow for higher levels of student talk.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: LEP students are struggling to exit the bilingual program.

Root Cause 2: Students have not had enough opportunities to increase their speaking skills.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: October 07, 2019

Goal 1: Lamar Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

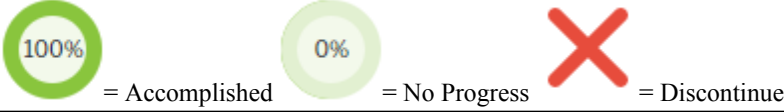
Performance Objective 1: All students will master 70% or more of the TEKS and meet or exceed the state average on STAAR.

Evaluation Data Source(s) 1: STAAR Reports, Grade Level CBAs/BMKs/CFAs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teachers, Curriculum Specialists, and Principals will work collaboratively during PLC and common planning times to understand the specificity of the TEKS and target essential grade level standards in order to provide rigorous and relevant lessons/ strategies that will increase student achievement. We will focus on intentional planning for higher level questioning techniques that will better facilitate students' critical thinking skills.	2.5	Teachers Leadership Team Members ILT Campus Administrators	Increase the percentage of students scoring in the Meets and Masters expectations category on STAAR.			
	Funding Sources: Local Funds - 2000.00					
2) Increase active student engagement and provide multiple opportunities for students to respond and practice.		Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the school year			
3) Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among English Language Learner, African American and SPED scores in math, reading and writing.	2.5	Teachers Principal Assistant Principal	Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the 2019-2020 school year			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Utilize effective and research based methods and instructional strategies (e.g., ESL strategies, guided reading, literacy stations, PLC at Works Institute, Kagan structures, Instructional Rounds, differentiated instruction) to meet the needs of all students (including ESL, Migrant and at risk students).	2.5	Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the 2019-2020 school year			
5) Provide appropriate identification of needs & interventions for students (including ESL, migrant and/or at risk, Special Education) performing below expectations in the core subjects and provide specific interventions for each tier within the RtI process.	2.4	Teachers Principal Assistant Principal Counselor	Increase student achievement on STAAR by 5% or more by the end of the school year			
6) Utilize campus/district instructional specialists, bilingual specialist, migrant tutors and campus master teachers to help build capacity in all staff members through proper planning, modeling lessons, coaching and co-teaching in classrooms.		Teachers Principal	Increase student achievement on STAAR by 5% or more by the end of the school year			
7) Utilize Professional Learning Communities as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students at Lamar Elementary.		Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the school year			
8) Utilize the inclusion co-teaching model to help ensure all special education students are taught in the least restrictive environment.		Teachers Principal	Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year.			
9) Provide individual/prescriptive assistance and remediation for students who are unsuccessful in the classroom (including ESL, Migrant and/or at risk students) and provide ongoing (each 6 weeks) review of the prescribed remediation tools.	2.4, 2.6	Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% or more by the end of the school year			
Funding Sources: Coordination of Local and State Funds - 10000.00						
10) Provide instructional resources, activities, and technology needed to achieve academic success.		Principal	Increase student achievement on STAAR by 5% or more by the end of the school year			

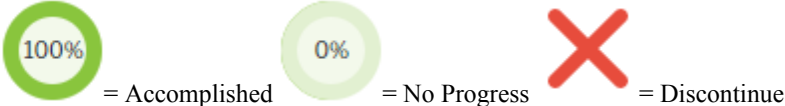
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
11) Teachers will plan weekly with CISs to ensure vertically and horizontally aligned, higher level intentional instruction is provided in order to increase students' critical thinking skills.		Teachers Principal Assistant Principal Instructional Rounds Team	Increase student achievement on STAAR, District Benchmarks and Campus Common Assessments by 5% or more by the end of the school year.			
						

Goal 2: Lamar Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Lamar Elementary will plan and implement a well-balanced instructional program to ensure academic success for each child.

Evaluation Data Source(s) 1: Lesson plans, Common Formative Assessments, Benchmark Scores, CBA scores, PLC Notes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue to use Professional Learning Communities for vertical planning, data disaggregation, and staff development to help all students become more successful and to better facilitate students' critical thinking skills.		Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year			
2) Ensure that all staff members are trained to understand and interpret the TEKS correctly, implement Kagan structures to actively engage students, and implement the components of balanced literacy to insure higher performance on STAAR and to increase level III achievement	2.5	Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year			
Funding Sources: Local Funds - 6000.00						
3) Utilize a variety of reading materials to teach and reinforce the rigor of STAAR, (Science leveled readers, Balanced Literacy, TEKS Target, Reading A to Z, Leveled Literacy Intervention, ESL Reading Smart, Imagine Learning, Book Clubs, etc.)	2.5	Teachers Principal Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the 2019-2020 school year			
Funding Sources: Local Funds - 10000.00						
4) Hire highly effective tutors to provide interventions for at-risk students that need additional instruction in order to be successful.	2.6	Principal	Decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year			
Funding Sources: Coordination of Local and State Funds - 15000.00						
						

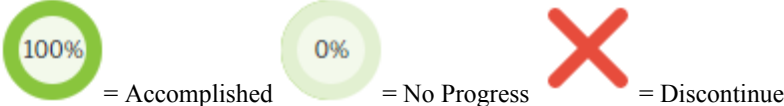
Goal 3: Lamar Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: All students at Lamar will be presented with opportunities to explore different college and career options with a focus on the importance of attendance, participation, and academic success.

Evaluation Data Source(s) 1: Counseling Logs and College/Career Week Activity Logs, EOY Daily Attendance Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement a counseling program that utilizes guidance lessons to promote college and career awareness as well as positive behavior.		Counselor Librarian Campus Administrators Teachers	Decrease the number of office referrals each six weeks period			
	Funding Sources: Local Funds - 500.00					
2) Encourage excellent attendance (98% or higher) by charting attendance in each classroom.		Campus Administrators Teachers Attendance Clerk	Increase end of year average daily student attendance			
3) Monitor attendance and develop attendance contracts with students that have excessive absences. The contract will set goals for improvement attendance with students and parents.		Campus Administrators Teachers CSSS CYS worker	Increase end of year average daily student attendance Rate to 97% or higher by the end of the school year			
4) Recognize and reward individual students for accomplishing 100% attendance for the school year as well as student s that have improved their attendance. Incentives are provided by the campus, our PTO, and our Partner in Education, CRCU.		Campus Administrators Teachers CSSS Attendance Clerk CYS worker	Increase end of year average daily student attendance Rate to 97% or higher by the end of the school year			
	Funding Sources: Local Funds - 3000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Encourage students to set goals to complete high school and make college and career decisions. This includes participation in GCCISD College Week and having college shirt day on the last Friday of each month. The last Friday of every month will be emphasized with shared college information and competitions for the most students participating in each classroom.		Counselor Teachers Campus Administrators	Increase in student awareness of college and career opportunities			
	Funding Sources: Local Funds - 500.00					
						

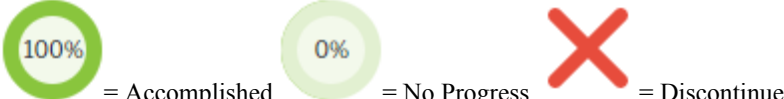
Goal 4: Lamar Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Maintain high expectations toward a safe and structured environment including positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Source(s) 1: 360 Discipline Reports, EOY Attendance Reports, Family Night Sign-in sheets,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.		Principal Assistant Principal Counselor CS3 Teachers	Decrease the number of office referrals each six weeks period			
2) Provide school-wide programs aimed at decreasing discipline issues by providing recognition, encouragement, and incentives to students for perfect attendance, academic achievement, and exemplary behavior.		Principal Assistant Principal Counselor Teachers CS3	Decrease the number of office referrals each six weeks period			
Funding Sources: Local Funds - 3000.00						
3) Implement school-wide programs aimed at increasing the average daily attendance to 98%.		Counselor Teachers CS3 Principal Assistant Principal	Increase the average daily attendance to 98% for the school year			
4) Provide programs aimed at character education, drug/violence prevention, and college and career awareness.		Counselor Principal Assistant Principal CS3 Teachers	Increase student awareness of college and career opportunities			
Funding Sources: Local Funds - 1000.00						

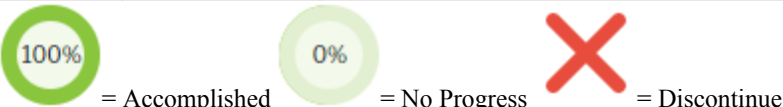
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Provide training opportunities for all staff members focused on increasing student engagement, facilitating critical thinking skills and best instructional practices.		Principal Assistant Principal Teachers Counselor	Decrease the number of office referrals each six weeks period			
	Funding Sources: Local Funds - 5000.00					
6) Promote positive staff morale with a variety of incentives.		Principal Assistant Principal Counselor CS3	Increase positive staff morale and teacher retention			
	Funding Sources: Local Funds - 1500.00					
 100% = Accomplished 0% = No Progress X = Discontinue						

Goal 5: Lamar Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: All students will be taught by a teacher who has met the requirement as highly effective.

Evaluation Data Source(s) 1: Highly Effective Audit Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Hire only highly effective staff members to fill all vacant positions.		Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year			
2) Encourage all teachers to obtain ESL and GT certification.		Principal Teachers	Increase the number of students receiving instruction from a teacher with specialized training			
3) Assess the staff development needs and develop staff development growth plans (part of highly effective intervention plan) for all teachers not meeting the standards for highly effective teachers.		Principal Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year			
Funding Sources: Local Funds - 2500.00						
4) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Principal Assistant Principal	Decrease the teacher turn over rate			
						

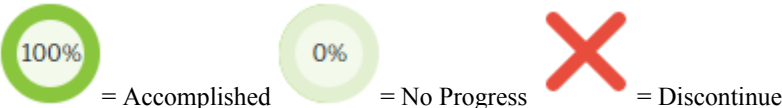
Goal 6: Lamar Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Facilitate communication between home, school, and community, foster an active Parent Teacher Organization, and provide family education sessions.

Evaluation Data Source(s) 1: Parent communication logs in Eduphoria, Sign-in sheets and agendas from Parent Classes and Family Nights, Monthly Newsletters and calendars

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	Principal CSSS	Increase in parent participation			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	CSSS	Increase in parent participation			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						
3) Foster communication between home and school with activities, such as: phone calls, notes to parents, newsletters, calendar of events, emails, conferences, etc.		Principal Teachers Assistant Principal CS3 Counselor	Increase parent awareness and involvement in the success of their children			
Funding Sources: Local Funds - 2500.00						

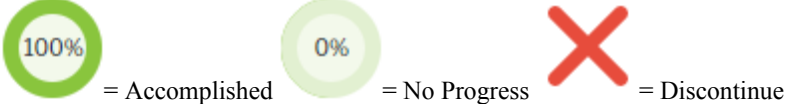
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Foster an active Parent Teacher Organization with a focus on recruiting active parent and teacher members.		Principal Assistant Principal Counselor Teachers CS3	Increase the number of active parents and teachers involved in the school PTO			
	Funding Sources: Local Funds - 1000.00					
5) Collaborate with community members and organizations, including Community Resource Credit Union (Partners in Education) to strengthen partnerships that support student achievement.		Principal, CS3 Assistant Principal Counselor Teachers	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year			
						

Goal 7: Lamar Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Lamar Elementary will integrate available technology (e.g., Promethean boards, document cameras, projectors, e-instruction units, et.al.) and software (e.g., Edusmart, Imagine Learning English, Accelerated Reader, Type-to-Learn) into daily practices to introduce, practice, and reinforce TEKS.

Evaluation Data Source(s) 1: Program Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teachers and paraprofessionals will utilize and monitor available software intervention programs for students to practice and reinforce the taught & tested TEKS in the areas of math and reading.		Teachers Intervention Teacher CISs Principal Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year			
2) Teachers will utilize available technology (promethean boards, document cameras, projectors, Clickers, IPAD carts, Laptop Carts) to introduce and review skills within the classroom setting.		Teachers CISs Principal Assistant Principal	Increase student achievement on STAAR by 5% and decrease achievement gaps between ELs, African Americans, and Special Education students to no more than 10 percent by the end of the school year			
3) Teachers will meet each six weeks with district technology specialists to plan for technology based lessons that are appropriately aligned to the TEKS.	2.5	Teachers District Technology Specialists Principal Assistant Principal	Increase the percent of students at the Masters level on STAAR by 5%.			
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among English Language Learner, African American and SPED scores in math, reading and writing.
1	1	4	Utilize effective and research based methods and instructional strategies (e.g., ESL strategies, guided reading, literacy stations, PLC at Works Institute, Kagan structures, Instructional Rounds, differentiated instruction) to meet the needs of all students (including ESL, Migrant and at risk students).
1	1	5	Provide appropriate identification of needs & interventions for students (including ESL, migrant and/or at risk, Special Education) performing below expectations in the core subjects and provide specific interventions for each tier within the RtI process.
1	1	6	Utilize campus/district instructional specialists, bilingual specialist, migrant tutors and campus master teachers to help build capacity in all staff members through proper planning, modeling lessons, coaching and co-teaching in classrooms.
1	1	8	Utilize the inclusion co-teaching model to help ensure all special education students are taught in the least restrictive environment.
1	1	9	Provide individual/prescriptive assistance and remediation for students who are unsuccessful in the classroom (including ESL, Migrant and/or at risk students) and provide ongoing (each 6 weeks) review of the prescribed remediation tools.
1	1	11	Teachers will plan weekly with CISs to ensure vertically and horizontally aligned, higher level intentional instruction is provided in order to increase students' critical thinking skills.

2019-2020 Needs Assessment Team

Committee Role	Name	Position
Administrator	Maria Rosas-Gonzalez	Principal
Classroom Teacher	Norma Garcia	Kindergarten Teacher
Classroom Teacher	Patty Barahona	1st grade teacher
Classroom Teacher	Aurelia Yznaga	2nd grade teacher
Classroom Teacher	Patty Santoyo	3rd grade teacher
Classroom Teacher	Brittnee Duncan	4th grade teacher
Classroom Teacher	Chanel Blackledge	5th grade teacher
Non-classroom Professional	Abby Davis	Campus Instructional Specialist
Classroom Teacher	Stacy Romeo	Dyslexia Teacher
Parent	Maria Pulido	parent
Community Representative	Yvonne Silva	Community Representative
Administrator	Tailis Oniwon	Assistant Principal
District-level Professional	Becky Robins	Director of Curriculum and Instruction
Business Representative	Britney Samperi	Business Representative
Business Representative	Tina Martinez	Business Representative

District Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Resources for intentional planning		\$2,000.00
2	1	2	Professional Development		\$6,000.00
2	1	3	Reading Materials		\$10,000.00
3	1	1	Resources and Materials		\$500.00
3	1	4	Incentives		\$3,000.00
3	1	5	College/Career resources and incentives for students, field trip to UT for students		\$500.00
4	1	2	Student incentives		\$3,000.00
4	1	4	Incentives, Character Education Presenters		\$1,000.00
4	1	5	Professional Development		\$2,500.00
4	1	5	Training Resources		\$2,500.00
4	1	6	Incentives, Food, supplies		\$1,500.00
5	1	3	Professional Development and resources		\$2,500.00
6	1	3	Student planners		\$2,500.00
6	1	4	Meetings		\$1,000.00
Sub-Total					\$38,500.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent training sessions	Title I Part A Funds	\$1,000.00
Sub-Total					\$1,000.00

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Costs for tutorial intervention	SCE Funds	\$10,000.00
2	1	4	Payroll costs for tutoring	SCE Funds	\$15,000.00
Sub-Total					\$25,000.00
Grand Total					\$64,500.00