

Lytle Elementary

Campus Improvement Plan



2017~2018

Lytle Elementary

CAMPUS EDUCATION IMPROVEMENT COMMITTEE

- Jana Beth Parker—Teaching Professional
- Teresa Lessare—Teaching Professional
 - Barbara DeLaFuente—Central Office
 - Deborah Chapa—Community Member
- Josh/ Mari Aguinaga—Community Member
 - Lori Myrick—Business Member
- Melissa Faz-Pacheco—Business Member
 - Christina Ytuarte—Parent
 - Adrianna Alcorta—Parent
- Lorena Hernandez-Zuvia—Counselor

Principal

Wendy Carroll-Conover

LYTLE Elementary

Our Beliefs

In Lytle ISD, we believe that

- ✓ It is necessary to foster student self-discovery through innovative teaching efforts.
- ✓ Learning occurs in an environment built on respectful, trusting relationships.
- ✓ Education is not one size fits all.
- ✓ Learning happens every day.
- ✓ It is important to establish a culture that fosters the joy of learning.
- ✓ Work designed for learners promotes an engaging, challenging, and satisfying learning environment.

Our Call to Action

Lytle ISD will....

Empower today; Inspire tomorrow.

Learner Outcomes:

- ❖ **Learners will gain skills and values to be college and career ready.**
- ❖ **Learners will achieve individual goals within a personal success plan.**
- ❖ **Learners will demonstrate self-confidence through creative expression and persistence in achieving his/her goals.**
- ❖ **Learners will effectively use oral, written, and technological communication skills.**
- ❖ **Learners will develop the ability to adapt to the challenges they may encounter beyond our community.**
- ❖ **Learners will demonstrate the ability to handle life changes and challenges.**
- ❖ **Learners will become productive citizens within his/her chosen community.**
- ❖ **Learners will apply critical thinking and creative skills in order to solve problems in everyday life.**

ESSA Components

COMPONENTS of a Title I, Part A Schoolwide Program from Every Student Succeeds Act [P.L. 114-95 (§1114)]:

In general, a schoolwide program shall include the following components:

ESSA 1. Conduct a comprehensive needs assessment

ESSA 2. Prepare a comprehensive schoolwide plan

ESSA 3. Annually evaluate the schoolwide plan

Lytle ISD Board Goals

Goal 1: We will evolve organizational structures to be more supportive of holistic learning to meet the needs of a

new generation of learners.

Goal 2: We will develop instructional systems to assist all stakeholders in creating rigorous learning experiences that provide opportunities to excel.

Goal 3: We will offer multiple types of assessments to monitor, measure, and evaluate learner progress.

Goal 4: We will build relationships with families, civic and business partners and advocate policy to our state government in order to advocate educational transformation.

Goal 5: We will provide open channels of communication that provides all stakeholders accurate information.

Goal 6: We will remain committed to an ever-changing digital learning environment that supports technological skills for all stakeholders.

Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and district goals.

Lytle Learning Model

At the forefront of designing work for students of Lytle ISD, teachers will be cognizant of the quality of work they are designing for students and the relationships they form with them. Lessons will be designed based on student need and preference for learning with a focus on Schlechty's Ten Design Qualities. Design qualities will be documented in planning.

Hard to teach, hard to learn concepts, derived from prior data, will be taken through the design process and taught through Real World Learning. Real World Learning will follow the Lytle Learning Model protocols as appropriate.

Cross curricular bundles of TEKS will be used in project planning to ensure that every student has multiple opportunities to master all. TEKS relating to hard to teach, hard to learn concepts will be the focus and chosen to derive mastery through projects. A standards based rubric will be created as a goal for students and teacher knowledge of student progress. Soft skills will be embedded in all projects, and assessed with the Lytle Soft Skills Rubric. This rubric will be shared with students at the outset of each project.

Lytle ISD standards, those outside of the cross curricular bundles, will be addressed in the Year at a Glance document and taught individually. Design for these lessons will be collaborative between grade levels and/or content areas.

The philosophy for developing meaningful relationships with students will follow the teachings of Capturing Kid's Hearts. Leadership skills will be taught following the model of Stephen Covey's Seven Habits.

Comprehensive Needs Assessment Summary Results

Area Reviewed	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district and campuses, including how federal and state program funds will be used?
1. Demographics	Increased student enrollment from	<ul style="list-style-type: none"> -To ensure that teacher-student ratios remain compliant. - To evaluate the teacher-student ratio at grade 5 to ensure effective instruction
2. Student Achievement	<ul style="list-style-type: none"> -Focus on writing and science as two priority core areas -Close achievement gaps with special education, Low Socio Economic and the ESL student groups -Challenge GT students - Use the RTI model to identify, support and track student progress 	<ul style="list-style-type: none"> -Ensure that staff is trained to support higher-level students -Identify special education and ESL students and establish processes to ensure proper programming, delivery, and monitoring, including a focus on using TIF structures to address special program needs -Ensure that staff is trained and certified to work with GT students -Use the DMAC Rtl module to systemically identify services, track students, and document student academic and behavior progress (ESPED)
3. School Culture and Climate	<ul style="list-style-type: none"> -Continue use of Capturing Kids Hearts - Focus on 21st Century Skills integration -Create Student Leaders 	<ul style="list-style-type: none"> -Continue with Process Champion Committee -Continue Capturing Kids Hearts, including professional development for existing and new staff -Implement 7 Habits of Happy Kids -Clubs for students
4. Staff Quality/ Professional Development	<ul style="list-style-type: none"> -Additional professional development for short-throw projectors, VTC, Mobi View -Training required for teacher blogs - TIF professional development is needed and will be continued via principal meetings, Design meetings, CLLS and CLFs meetings, and others -TEKS RESOURCE SYSTEM and curriculum and instruction training - DMAC training for use of the software for data analysis with state and local data in 2nd through 5th grade is needed -Stay current with the STAAR 3-5 test -MAP 	<ul style="list-style-type: none"> -21st Century and Technology: Integrate technology and 21st Century Skills with curriculum, instruction and assessment -Professional development on how to create and maintain teacher blogs - Identify and implement TIF instructional program extensions -TEKS RESOURCE SYSTEM Summer Conference, Summer professional development by Core Area, TEKS RESOURCE SYSTEM 101 Session, Rollout Sessions are needed to further support TEKS RESOURCE SYSTEM implementation -Participate in Summer Academies for Core Areas and ELPS -Professional development on how to incorporate the 21st century skills in all classrooms and project based learning is an integrated priority -Continue DMAC professional development, including an emphasis on data analysis, MAP
5. Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> - Strengthen the vertical alignment processes -Focus on rigor and relevance in lessons and delivery of instruction, including the integration of 21st century skills -Additional support with STAAR is needed including focusing on Readiness and Supporting Standards -Strengthen CLLs and grade level teams' focus on assessments to ensure alignment and rigor -Increase student engagement - grow students to achieve 	<ul style="list-style-type: none"> - Continue developing and implementing processes to strengthen the vertical alignment teams -Use TIF meetings to address rigor, technology, and 21st century skills -Use the TIF grade level and vertical teams to identify how readiness and supporting skills are embedded in C,I,&A -Disaggregate the assessments to determine the status of students/campuses and make decisions about modifications in curriculum, delivery of instruction and intervention needs for students

6. Family and Community Involvement	<ul style="list-style-type: none"> -Increase parent involvement and communication - Each Teacher will utilize the Remind Application - Each teacher will communicate with parents thru Facebook - Phone calls home weekly combine with paper notices. 	<ul style="list-style-type: none"> -Host 2-3 APTT meetings and campus-level training and support such as open house events, training, meetings, and others -Introduce school staff to the community via various programs and forums - communicate with parents via phone, email and text messaging.
7. School Context and Organization	<ul style="list-style-type: none"> -Additional personnel are needed for counseling, 2nd grade and for intervention 	<ul style="list-style-type: none"> -Add an additional counselor/full time assistant to support counselor -Add an additional 2nd grade teacher/aide to help support students -Add an additional intervention teacher to support students in need of Rtl
8. Technology	<ul style="list-style-type: none"> -Focus on increasing and upgrading technology integration and inventory of hardware and software 	<ul style="list-style-type: none"> -Increase technology access for students and staff, including tools, training, and techniques for integrating with C&I - Obsolescence Cycle for Technology will be used to streamline the purchase and assignment of technology

Goal 1: We will evolve organizational structures to be more supportive of holistic learning to meet the needs of a new generation of learners.

(“Environment”)

Specific Results: Provide resources (human, physical, and financial) to support the design of relevant, real life learning.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Seek financial assistance beyond campus funding	Donors Choose, LEF Grants, Box Tops for Education, Labels for Education, Scholastic Book Fair Pizza Hut Book It Six Flags Read to Succeed	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Families Media Specialist	# of Teachers who applied for LEF Grants # of Teachers who applied for Donors Choose # of teachers who have been funded through outside sources	# of Teachers who applied for Donors Choose # of teachers who have been funded through outside sources Funds raised through Box Tops & Labels Pizza Hut Book It Six Flags Read to Succeed Funds raised HEB Night HEB Mother’s Day Cakes
Community Leaders/Members to speak to students	Chamber of Commerce, City Council, City Office, Fire & Police Dept., Parents & Family members Local businesses Campus leaders, Community Leaders, Junior/High School students, District Staff County/State Agencies ,	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Elementary students High School Students	List of guest speakers & method of communication (i.e. in person, Skype, etc.) Career Day, Parent Day, and projects RWL resources/guest speakers Fire Safety Week Student Gardens Community Reader VFW-Mr. Vaughan Vivian Neal-Garden, Nueces River Authority-Water Collection, Jeannie Simmons-Polar Express, Food Bank, Animal Shelter, Snake Guy, Worm guy, Dairy Cow, Naegelin Farms-Vegetables Susan Pick, Boy Scouts	List of guest speakers & method of communication (i.e. in person, Skype, etc.) RWL resources/guest speakers Rodeo Day and projects Student Gardens Community Readers Cinco de Mayo

Provide opportunities for Real World Learning (RWL)	Lytle Learning Model, Student Mentors from High School, TCMPC, Community volunteers, Science Ag Day, Field trips	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Students engaged in RWL, student products to be used at Student Showcase, students engaged in learning, student-led clubs, Field Trips, extend activities to flexible learning areas outside the physical classroom Each grade level will have 2 RWL (1 per nine weeks) Science Days Virtual Field Trips Skype (careers, job descriptions,) Career Day	Pre-assessments given and then grouped students to learn various skills rotating through each teacher, flexible grouping for interventions, Field Trips Each grade level will have 2 RWL (1 per nine weeks) Reinforce Soft Skills Science Days Virtual Field Trips Skype (careers, job descriptions,) Jump Rope for Heart Career Day
Purposefully design lessons/ learning experiences to be cross-curricular	Design Time, WOW, SEED, PD, YAG, Curriculum Map	Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	PD at the beginning of the year to support RWL Content, WOW Design Qualities, Unpacking the TEKS	Time to support RWL/content based teaching, WOW Design Qualities Unpacking the TEKS
Give students opportunities to develop Financial Literacy	Local Donations, Operations Dept., LEF, Community Volunteers, Local Bank(s), Local businesses	Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Classroom jobs Visits to local businesses Farmer's Market Coin War "Job Fair"	Farmer's Market Jump Rope for Heart Classroom Jobs Pasta for Pennies "Job Fair"
Utilize green room to record & broadcast student announcements & other activities	Smart Lab, Media Center, Media Specialist, Smart Lab Teacher, HS AV Teacher & HS AV students	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Students	iMac & cameras installed and students broadcasting morning announcements RWL resource Clubs Santa Pictures Facebook information	PSA's RWL resource Clubs Facebook PSA's

1.2 Specific Results: Develop a plan to affirm teachers for innovative instruction.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Highlight innovative teacher work online	School Facebook District Website Twitter	Teacher Collaborative Learning Facilitator Collaborative Learning Leaders Administrators District staff	Highlight minimum 3 teachers Offer option to facilitate SEED/Design Monthly appreciation Use frames in hallway for teachers Grant winners Years of Service pins	Highlight minimum 3 teachers Offer option to facilitate SEED/Design Monthly appreciation Use frames in hallway for teachers
Personal Affirmations	Note cards	District Staff Administrators Collaborative Learning Leader Collaborative Learning Facilitator	Observe instructional practices that align with district goals Monthly Recognition/Treats Pay It Forward Games	Observe instructional practices that align with district goals Monthly Recognition/Treats Pay It Forward Games

1.3 Specific Results: Allow a flexible environment that provides opportunity for cross-curricular and collaborative learning.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Provide time/ Unpacking the TEKS	Title I, Part A SCE funds Local Funds	Administrators Collaborative Learning Leaders Teachers	Design time & SEED time for bundling Evidenced in Lesson plans & YAGs, Curriculum Maps	Design time & SEED time for bundling scheduled in May SEED and Design Evidenced in Lesson plans & YAGs, Curriculum Maps
Increase vertical alignment between grade levels	Title I, Part A SCE funds Local Funds	Administrators Collaborative Learning Leaders	**Discovery Science used in all grade levels Being a Writer used K-5 Reading Horizons K-3 Vertical Alignment K-3; 3-5 Math and Reading ST Math MAP, myON, F & P	**Discovery Science (online) Being a Writer used in all grade levels Reading Horizons K-3 Vertical Alignment K-3; 3-5 Math and Reading ST Math, MAP, myON, F & P

Provide ongoing professional development through SEED to address best practices, data, and identified student-specific needs	TIF Staff, TIF Funding Title I, Part A SCE funds Local Funds	Administrators Collaborative Learning Leaders Collaborative Learning Facilitator Tech Support	Observe the use of strategies in the classroom Analyze student work Utilize data from iStation, Benchmark assessments, Performance assessments, MAP, myON, and ST Math Cross Campus Vertical Training (K-5) Collaborative learning modeled through professional development	Observe the use of strategies in the classroom Analyze student work Utilize data from iStation, Benchmark assessments, and Performance assessments MAP, myON, and ST Math Collaborative learning modeled through professional development
Build leadership capacity through multiple career paths, and differentiated compensation, including critical need areas; address teacher quality and certifications, including facilitator teacher assignments and provide performance pay	TIF Staff, TIF Funding Title I, Part A SCE funds Local Funds SKR Evaluation	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Optional EdCamps	Offer teachers opportunities to lead campus events, committees, SEED/Design, Optional EdCamps, etc.	Offer teachers opportunities to lead campus events, committees, SEED/Design, Optional EdCamps etc. Offer best practices through SEED to enhance teacher performance
Utilize the Danielson Framework rubric as a model for effective instruction, coaching and feedback for meeting the TIF expectations, Knowledge and Responsibility (SKR) Standards	TIF Staff, Title I, Part A Local Funds SKR Evaluation	Administrators Collaborative Learning Leaders	Analyze SKR Results and Value-Added Reports Utilize information from evaluation reports to determine areas needed for instructional growth	SEED Professional development Observe adjustments to instruction based on initial evaluation feedback from evaluators
Implement a system to collect, analyze, apply, and disseminate formative and summative data to inform and focus instructional decisions	TIF Staff, TIF Funding TPTR Funding Title I, Part A Local Funds DMAC System Benchmark Tests Benchmark Assessment System iStation	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Utilize DMAC to gather information on checkpoints, performance assessments and benchmarks (Data Digs) Utilize iStation reports to monitor student growth Utilize Benchmark Assessment System to determine flexible grouping and monitor reading levels, including fluency and comprehension	Utilize DMAC to gather information on checkpoints, performance assessments and benchmarks (Data Digs) Utilize iStation reports to monitor student growth Utilize Benchmark Assessment System to determine flexible grouping and monitor reading levels, including fluency and comprehension
Implement Smart Lab lessons/activities to support students in Math/Science	Title I, Part A	Collaborative Learning Leaders Smart Lab Teacher	Data results indicate that strategies are impacting performance Utilize student and teacher feedback to guide instruction	Connected SMART lab to Science SLOs to assist with student learning Utilize student and teacher feedback
Allow flexibility in teacher and student schedules	Teachers	Administrators Collaborative Learning	Allow for a fluid master schedule Buddy Reading	Students move fluidly to meet their academic needs, not set to a rigid schedule

		Leaders Collaborative Learning Facilitators Teachers	Flex Grouping	Buddy Reading Flex Grouping
TEKS RESOURCE SYSTEM: Utilize the TIF process to implement TEKS RESOURCE SYSTEM; utilize the Year-at-a-Glance (YAG), Vertical Alignment Document (VAD), and Instructional Focus Document (IFD) in each grade level and core subject area	TEKS RESOURCE SYSTEM ESC-20 Local Funds Technology	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	TCMPC resources used in lesson planning lesson plan monitoring by CLLs Collaborative Learning Leaders use data results indicate that strategies are impacting performance YAGs aligned with Curriculum Map	TCMPC resources used in lesson planning lesson plan monitoring by CLLs Collaborative Learning Leaders use data results indicate that strategies are impacting performance Use TEKS Resource System to plan grade level Curriculum Maps Use the VAD to make sure we are teaching the correct TEKS for our content

1.4 Specific Results: Create a timeline for the sustainable growth of our organizational structure

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Continually refine ongoing use of Flexible Learning		Collaborative Learning Facilitators Teachers	Analyze student data to determine student strengths/weaknesses and needs Collaborate to design a flexible environment Utilize common areas Assign teachers based on their strengths based on data Utilize the reports on MAP testing to determine what they are ready to learn	Reflect on student data to assess effectiveness of student learning Collaborate to redesign a flexible environment to ensure continued student growth Utilize common areas Assign teachers based on their strengths based on data Utilize the reports on MAP testing to determine what they are ready to learn

1.5 Specific Results: Use multiple avenues to acquire student input on curriculum, student work, environment and safety.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Offer students different ways to provide input	Interest questionnaire/surveys conversations with students (focus groups) Local funds incident reports	Administrators Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Parents Students	questionnaire/survey results (Google Forms), student/teacher feedback form, Office visits Incident reports reviewed for next steps Involve students in the planning of lessons Club survey – choosing clubs based on what students would like to see offered as a club Spec sheets Reflective conversations (daily) with students	Utilize feedback to increase student voice in learning Reflective conversations (daily) with students Spec sheet revisited Student teacher leaders helping with flexible learning groups/classroom Panorama survey
Have “Student Showcase” to give students an opportunity to share their learning.	Student work/products, local funds, school facilities, technology 7 Habits	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers District Staff	Design layout and plans to highlight student work Plan for student (live stream) showcase for those who don’t come to the event Real World Learning products collected	Student share learning at showcase Reflection survey for students after showcase and their learning
Safety Operations: 5 th grade patrols assist with safety monitoring and procedures to enhance a safe learning environment	Local Funds Tx School Safety Center Community volunteers, student volunteers to train incoming patrols	Administrators Teacher (<i>in lieu of club leader</i>) Staff Patrol Leader	Student applications Safety test for the patrol leaders Selection process Patrol presentation to introduce them and explain their responsibilities Train 5 th graders on patrol responsibilities and duties (vest, belts, cones, carts, flags) Safety tip of the week on announcements brought to you by (Patrol’s name) School tours	5th graders serve as drop off, pick up and school safety patrols Community volunteers, student volunteers to train incoming patrols School tours Incentives/recognition/award/highlight on morning announcements (Patrol of the Week)
Continue Student-led clubs	Local funds	Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Published info of clubs -website, FaceBook Student feedback adjusts type and number of students in clubs based on survey Selling club products at Farmers Market	Participation in Student Showcase (news crew) Student feedback adjusts type and number of students in clubs based on survey

		Students		Selling club products at Farmers Market
Implement Jr. Seven Habits committee	Local funds	Lighthouse Committee	Nomination by teachers Implement Jr. Seven Habits committee Seven Habits included quarterly in SEED Sell spirit sticks	Sell spirit sticks Seven Habits included quarterly in SEED Steps to attain Lighthouse status
Positive Behavior Support: Attend professional development through the counselor Co-op with ESC 20	Title I, Part A Local funds	Campus Counselor	All grade level students will be provided guidance lessons Classroom Observations Student Behavior Data on incident report, behavior referrals, and office visits Decreased number of counselor referrals Red Ribbon Week Bullying Awareness Presentation Kindness Week Dot Day Unity Day Principal's Awards Recognition ceremony/awards by grade level for positive behavior	All grade level students will be provided guidance lessons Classroom Observations Student Behavior Data on incident report, behavior referrals, and office visits Decreased number of counselor referrals Principal's Awards Recognition ceremony/awards by grade level for positive behavior
Provide Counselor the supplies needed to assist with the behavioral needs of students Kimochis Program and kit supplies	Title I, Part A Local funds IDEA B	Administrator Campus Counselor	Brochures/Reading materials (i.e. guidance materials, picture books, manuals) Social media software to view students who are in need	
Violence Prevention: Follow district policies/procedures regarding bullying, internet safety, dating violence, and other violence/safety topics.	Local Funds, Texas School Safety Center, ESC 20, EduHero	District Administration Administrators Campus counselor Computer Lab Instructional Aide Media Specialist Teachers	Teachers watch training videos Students viewed Bullying Prevention video (A.P.) Orange Out Day Staff and students model expected positive behaviors Zero tolerance for criminal and violent incidences Digital Citizenship taught in grades 2 – 4 computer rotation Computer rotation to focus on Digital Citizenship with 5 th Grade students	Faculty Meetings Staff and students model expected positive behaviors Zero tolerance for criminal and violent incidences Human trafficking Presentation
Promote Drug Free/ Red Ribbon Week	Local Funds Tx School Safety Center ESC 20	Campus counselor Teachers	Student/Staff participation in Red Ribbon Week	Budget for upcoming events and activities

Update and replenish Crisis backpacks, Patrols items and Lock Down supplies	Local Funds Tx School Safety Center ESC 20	Administrators	Inspection of backpacks and tubs Training/Explanation of use of crisis bags/supplies Supplies made available to teachers/students in the event of an emergency	Supplies made available to teachers/students in the event of an emergency
Emergency Operations: Update and implement the Emergency Operations Plan, conduct drills and Safety Audits	Local Funds Tx School Safety Center ESC 20	Administrators	Drill Log Training provided to faculty/students EOP procedures posted by door Use of Raptor system for all campus visitors	School Safety Audits Drill Log Training provided to faculty/students EOP procedures posted by door Use of Raptor system for all campus visitors

1.6 Specific Results: *Develop a tiered support system that encourages teachers to be innovative.*

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Continue implementation of Design Time Back to School Reflection by teachers to drive PD for design time	Title I, Part A Local Funds	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Feedback from teachers to better serve each grade level's needs Scheduling to include required minutes for teacher conference/planning Design PD based on data digs Watch suggested webinars/teacher blogs/youtube and discuss teaching strategies/innovation, Ed Camps	Feedback from teachers to meet their needs Design PD based on data digs Watch suggested webinars/teacher blogs/youtube and discuss teaching strategies/innovation, Ed Camps
Implement Blended Learning to meet the needs of each child	Title I, Part A Local Funds	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	IPSI to provide professional development on using blended learning Design lessons that require use of technology to enhance instruction (not use as a supplement) Discuss and use techniques that were presented during the Literacy academies hosted by ESC 20	Continue to find resources to assist with blended learning IPSI to provide professional development and modeling on using blended learning
Apple Teacher Badges (intro to ATB)	Apple teacher website	Classroom teachers, CLL, CLF	Design lessons integrating Apple devices and Apple software when applicable	Design lessons integrating Apple devices and Apple software when applicable

Goal 2: Develop instructional systems to assist all stakeholders in creating rigorous learning experiences that provide opportunities to excel. (“Engaging Experiences”)

2.1 Specific Results: To sustain and evolve the “Lytle Learning Model” to deliver rigorous learning experiences.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Continue Implementation of District Initiatives (Seven Habits, WOW, and Capturing Kids Hearts)	Title I, Part A Local Funds Schlechty Organization Flip Flippin The Leader in Me	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Provide training for all staff on district initiatives Review in SEED & ALF Evidence of district initiatives in classrooms (i.e. Social Contract posted, <i>Seven Habits workbooks used</i> ; Student, Teacher and grade level data notebooks used, welcoming students, etc.) Improved student behavior Take on the responsibility of being self-monitoring Design time used for designing engaging lessons	Club leaders Teacher PD logs Evidence of district initiatives in the classroom APTT Nights Student Led Conferences
Utilize TEKS Resource System as a tool to increase student growth	Local Funds Region 20 Technology	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Performance assessments TEKS Clarification Document referenced for lesson planning (Benchmark Checkpoint YAGs Curriculum Map utilized Vertical Alignment	Performance assessments TEKS Clarification Document referenced for lesson planning Benchmark Checkpoint YAGs Curriculum Map utilized Vertical Alignment
Create rubrics for Standards Based Report Cards and Soft Skills	Local Funds New Grade Book System	Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	CLL created, posted on p-drive & website, shared with teachers Google Drive Parents notified how to access rubric on website Evaluating students with Lytle Soft Skills Rubric	Rubrics located on our website for parents to view Rubrics shared with teachers to use with Progress Monitoring
WOW: Continue to use the WOW framework to design engaging student work	Local funds WOW representatives	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Updated Curriculum Maps Reflection on Curriculum Maps Student Assessment Data Analysis Data results indicate that strategies are impacting performance, including GT, SpEd, and ESL students	Updated Curriculum Maps Reflection on Curriculum Maps Student Assessment Data Analysis Data results indicate that strategies are impacting performance, including GT, SpEd, and ESL students

<p>At-Risk: Include student academic profiles in the PRC to identify at-risk status, SST, LEP/LPAC, 504 information in PRC/espced to identify at-risk status Include student academic profiles in academic folders updates will be ongoing, and students will be exited based on criteria</p>	<p>Title I, Part A Local funds SCE funds</p>	<p>Administrators Campus counselor Intervention Teacher Dyslexia Teacher Teachers</p>	<p>Completion of Forms for Tier 2/3 and Annual Updates</p>	<p>Completion of Forms for Tier 2/3 and Annual Updates</p>
<p>Supplement remediation with: Fast-forward, iStation, ST Math, myON and high interest materials MAP</p>	<p>Title I, Part A Local funds SCE funds</p>	<p>Administrators Intervention Teacher Teachers Media Center Aide</p>	<p>Software usage Intervention times within school day include supplemental remediation, students have access to ST Math, myON, and iStation for home use Allow access on campus before school Provide high interest reading materials in the Media Center WiFi in the parking lot for parent access Students will be MAP assessed 3 times per year</p>	<p>Intervention times within school day include supplemental remediation, students have access to ST Math, myON, and iStation for home use Allow access on campus before school Collect data in circulation of books for at-risk students WiFi in the parking lot for parent access Students will be MAP assessed 3 times per year</p>
<p>Identify struggling students and provide intervention services in Writing/Reading/Dyslexia and Math</p>	<p>Title I, Part A Local funds</p>	<p>Administrators Collaborative Learning Leaders Intervention Teacher Teachers Student Success Team Paraprofessionals</p>	<p>Rtl documentation Number of students referred for Special Education and Dyslexia Testing F&P (2nd and 3rd graders) SST Meetings, Staffings Documented intervention provided Lesson Plans MAP and MyON</p>	<p>Rtl documentation Number of students referred for Special Education and Dyslexia Testing F&P (2nd and 3rd graders) SST Meetings, Staffings Documented intervention provided Lesson Plans MAP and MyON</p>
<p>Special Education: Meet all timelines and expectations for Full and Individual Evaluations (FIE), Admission Review and Dismissals (ARD), Individual Education Programs (IEP), and review of special education program and services</p>	<p>IDEA B funds</p>	<p>Special Education Department Administrators Special Education Teachers and Paraprofessionals Teachers Campus Counselor</p>	<p>Train teachers for students with special needs Completion Dates of FIE, ARDs and IEP meet times. Students receive appropriate services and placement as indicated in their IEP Teacher Checklists</p>	<p>Completion Dates of FIE, ARDs and IEP meet times. Students receive appropriate services and placement as indicated in their IEP Teacher Checklists</p>
<p>Provide training for teachers with students with special needs</p>	<p>IDEA B funds</p>	<p>Special Education Administrators Special Education Teachers Campus Counselor</p>	<p>Ensure teachers have been trained to meet the needs of their student(s)</p>	<p>Teacher PD Log</p>
<p>Title I: Use instructional supplies to assist with the intervention needs of students</p>	<p>Title I funds Local funds</p>	<p>Administrators Intervention Teacher Teachers</p>	<p>Improved scores/growth on state/district/campus/classroom assessments Administer benchmark exams to determine</p>	<p>Improved scores/growth on state/district/campus/classroom assessments Administer benchmark exams to determine</p>

		Paraprofessionals	students' strengths and weaknesses SLOs MAP F&P	students' strengths and weaknesses SLOs MAP F&P
ESL: Conduct all ESL and Title III, Part A activities as required and within expected timelines: SAS, Compliance Reports, PEIMS, and others	Title III Local funds	Administrators Campus counselor Teachers	AEIS, AYP, AMAO, TELPAS, state and campus reports, STAAR Value added reports Attend staff development to keep current with ESL strategies Use iPads to assist in servicing ESL students	Teachers are ESL certified, meet the needs of the students through observation and staffing's TELPAS results STAAR results IOWA Assessment results (2 nd graders)
Use instructional supplies to assist with the intervention needs of ESL students	Title III Local funds	English as a Second Language teachers Campus Counselor	Improved scores/growth on state/district/campus/classroom assessments Use technology to assist in servicing ESL students	ESL ipads TELPAS results STAAR results IOWA Assessment results (2 nd graders)
Pay stipends to ESL certified teachers servicing ESL students	SCE funds	Administrators	Teachers schedule practice ESL exams	Teachers are ESL certified
GT, 504, Dyslexia: Refine processes and procedures and provide training for all campuses staff	Local funds SCE funds	Campus Counselor GT teachers Dyslexia teacher	GT program evaluation and parent surveys	
Ensure that identification and services for students meet/exceed GT expected program guidelines	Local funds SCE funds	GT teachers Campus Counselor	GT program evaluation and parent surveys Pull out once or twice/week GT students placed together in classes	pull out once/twice a week GT students placed together in classes
Provide additional training to assist Dyslexia & Gifted & Talented Teacher in meeting student needs	SCE funds Local Funds	Gifted & Talented teachers Dyslexia teacher	Teacher certificates of completion Students who qualify for Dyslexia/GT programs will receive certified assistance	Attended workshops PD Logs Region 20 Trainings
Purchase Instructional supplies and testing materials to assist in the identification and instruction of Dyslexia & Gifted & Talented students	Local Funds SCE funds	Counselor Gifted & Talented teachers Dyslexia teacher	Improved scores/growth on state/district/campus/classroom assessments Additional support in Reading instruction GT PBL	Purchase additional levels of Barton Reading and Spelling system
Administer annual student, parent and teacher survey to measure perceptions of classroom work and relationships	Title I, Part A	Administrators	Using data to make connections with our "Who"	We Teach, We Learn survey

2.2 Specific Results: Utilize a campus specific focus group to gather input on major instructional developments.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Meet bi-weekly to evaluate initiatives		Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	ALF meeting notes	ALF meeting notes
Continue committee meetings (i.e. Attendance, Climate, Lighthouse, A.R., Special Events, & Site-base)	TEKS, Curriculum	Administrators Administrators Parents Counselor Teachers	Committee team meeting minutes Meetings scheduled monthly Site-based committee meets as needed	Committee meeting minutes Meetings scheduled monthly Site-based committee meets as needed
Utilize content specific vertical alignment teams	TIF TEKS Resource System Local funds	Administration Collaborative Learning Leaders Teachers	Meet once per semester (at a minimum) Team members responsible for sharing information with campus team	Meet once per semester (at a minimum) Team members responsible for sharing information with campus team

2.3 Specific Results: Create a current online resource for parents and students to support instruction

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Have accessible resources for our community, parents, students	District website Campus and Class Facebook Class Remind	Public Relations Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Provide login information for Istation, ST Math, MyON Parents have access to Remind and Classroom/Campus Facebook	Provide login information for Istation, ST Math, myON Parents have access to Remind and Classroom/Campus Facebook

Goal 3: We will offer multiple types of assessments to monitor, measure, and evaluate learner progress. (“Assessments”)

3.1 Specific Results: *Implement a system of multiple measures for academic progress and soft skill development*

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Implementation of Lytle Soft Skills Rubric	Local Funds	Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Evaluate students with Lytle Soft Skills Rubric Rubrics located on our website for parents to view Teachers use Soft Skills Rubric with Performance Assessments	Attach Soft Skills Rubric to Progress Reports and/or Report Cards
Progress monitored for all students	Local Funds	Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Using checkpoints, MAP, Benchmarks, F&P, iStation, ST Math, and Performance Assessments, MyON	Continue using assessment tools to monitor student progress throughout the academic school year

3.2 Specific Results: *Design a system where students can effectively self-assess and set individual goals*

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Leadership Data Notebooks will be produced and maintained by students	Local Funds	Collaborative Learning Facilitators Teachers	Data will be reviewed during APTTs and student-led conferences. MyON included, student reflect and set goals	Progress toward student goals will be monitored and as goals are attained, new goals will be set and shared during APTTs and student-led conferences

Goal 4: We will build relationships with families, civic and business partners and advocate policy to our state government in order to advocate educational transformation. ("Relationships")

4.1 Specific Results: To build relationships with state representatives to forward the district's educational goals

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Actively invite the state representatives into our school to highlight innovative learning	Local funds	Administrators District Staff Collaborative Learning Leaders Teachers	Open invitation to visit the campus: * Farmers Markets * Showcase * Tx Revolution * Rodeo Day *Cinco De Mayo	Open invitation to visit the campus: * Farmers Markets * Showcase * Tx Revolution * Rodeo Day *Cinco De Mayo
Attend functions at the state level that advocate educational transformation	Local funds	Administrators District Staff Collaborative Learning Leaders Teachers	SBOE- State Board of Education	Curriculum Standards Adopting instructional materials

4.2 Specific Results: Increase and build new partnerships with local businesses and community organizations to forward district's educational goals

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Actively invite the board, city officials, and business leaders into our school to highlight innovative learning	Local funds	Administrators District Staff Collaborative Learning Leaders Teachers	Communicate school events *Facebook/Email/Flyers/Twitter/LytleBuzz *Visiting local businesses Student written thank you letters *Kindness Challenge Week	Communicate school events *Facebook/Email/Flyers/Twitter/LytleBuzz *Visiting local businesses Student written thank you notes *Kindness Challenge Week
Include more businesses in career day themes (medical, military, community services, agriculture) to increase in community careers	Local funds	District Staff Campus Counselor Collaborative Learning Leaders	Host themed career day Vets Presentation Kindness Challenge Week	Vivian Neal visits campus Humane Society Presentation Kindness Challenge Week

Host Winter and Spring Farmer's Market	Local funds	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Winter Market	Spring Market
Participate in various community events to support local charities		Administrators District Staff Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Develop a new incentive plan to encourage teachers and students to participate in community events Recognize student and teacher participation in community events on district and campus social media VFW Art Contest Freedom Walk VA Hospital Holiday Cards Animal Shelter Food Drive Blue Santa Minimum of 1 event	Don't Mess with Texas Art Contest VA Hospital Valentines Cards Minimum of 1 event Food Pantry with local Church/backpack meals Jeans for Troops

4.3 Specific Results: Create relationships with families to forward district's educational goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Provide opportunities for parents/families to build relationships with faculty & staff.	Campus funds	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Book Fair, Student Showcase, Public School Week picnic, Meetings, Meet the Teacher, Community events, lunch with Principal, McTeacher Night, PTO Carnival, 7 Habits Night, Christmas Program, Veterans Program, Freedom Walk, Parent Training For 7 Habits, Health and Wellness Fair, Teacher Facebook, Campus Facebook/Twitter, Winter Market, APTT, Breakfast, Field Trips	Book Fair, Student Showcase, Public School Week Picnic, Meetings, PTO, Community Events, Lunch With Principal, McTeacher Night, Variety Show, Farmers (Spring)Market, and Cinco de Mayo, Talk with Principal, Teacher Facebook, APTT, Campus Facebook/Twitter, Breakfast, Field Trips
Promote volunteering of parents, family & community members.	Remind, Notes home, District/Campus websites, Twitter, Teacher Facebook	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Ensure teacher Facebook is updated weekly, Parent volunteer recognition on FB, include parents, family and community members as authentic audience as well as for their expertise (Projects, Career Day, Small Group, Readers)	Ensure teacher Facebook pages are updated weekly, Parent volunteer recognition on FB, include parents, family and community members as authentic audience as well as for their expertise (Rodeo Day, Projects, Field Day, AR Rewards, Teacher Appreciation Week, Cinco de Mayo)

Questioning the Soft Skills Rubric –we did not add to report cards

Book Fair volunteers were family and community members.

Charities?? Jump Rope for Heart, Pennies for Pasta and Blood Drive

Change dates for next school year

Share guidelines for Principal’s awards in the handbook

Goal 5: We will provide open channels of communication that provides all stakeholders accurate information. (“Communication”)

5.1 Specific Results: Establish guidelines to promote school events to improve student, parent, teacher and community communication.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Share campus, classroom & student events with parents & community members	District website, Facebook, Remind, Twitter, Marquee, Wall Talker Messages, Notes	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Public Relations Students	Guidelines in the campus employee handbook Periodic checks of media sources utilized by district/campus staff & students Live Streaming Bilingual Flyers Remind for students	Guidelines in the campus employee handbook Periodic checks of media sources utilized by district/campus staff & students Live Streaming Bilingual Flyers Remind for students
Share campus/student events with other campuses	District website, Facebook, Twitter, Marquee, district-wide emails, District News Calendar, Public Relations	Administrators District Staff Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Public Relations	Inform Public Relations of any school events Guidelines in the campus employee handbook Periodic checks of media sources utilized by district/campus staff & students Collaborate with Primary for yearly calendar Share campus events on district calendar	Inform Public Relations of any school events Guidelines in the campus employee handbook Periodic checks of media sources utilized by district/campus staff & students Collaborate with Primary for yearly calendar Share campus events on district calendar
Parent and Community Involvement: Provide training and opportunities to be involved and informed about campus activities and student education through various avenues	Title I, Part A IDEA-B Local funds Remind, Campus marquee, Facebook, Twitter, You Tube videos and campus website	Administrators Campus secretary Campus counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Annual Parent Involvement Survey, Participation data, invite community into school to participate in Real World Learning, School Programs, Academic parent-teacher meetings, student-led parent conferences parent sign in sheet, student data notebooks, signed compact and turned in to campus secretary, PTO monthly meetings, Conduct academic parent meetings (Meet	Picnic Day, Facebook, send out reminds, 7 Habits Parent Night, RWL presentations, Monthly PTO meetings, Conduct Academic parent meetings (Curriculum assistance-iStation, Discovery-, Family Event, Career day, Cinco de Mayo, Farmers’ Market, Rodeo Day, Reenactment of Texas Revolution, Grandparents and

	LiveStream		the Teacher, Title I, Family Events, Career Day, Veteran's Day, Christmas Program, Farmers' Market,)	parents' breakfast, Student Showcase)
Wellness: Meet all expectations for Nutrition Programs, School Health Advisory Committee (SHAC), Jump Rope for Heart and Fitness Gram	Title I, part A, School Health Advisory Committee (SHAC), Jump Rope for Heart and Fitness Gram Pasta for Pennies, Fitness Club	Administrators District Nurse Nurse's Aide P.E. Teacher Cafeteria Coordinator District Staff	Providing more choices for student lunches PEIMS attendance reports indicating high attendance Attendance Rates Health Forms Completed Hearing/ Vision Screenings District Wellness Fairs Flu shots, Fitness Club, SHAC	Providing more choices for student lunches PEIMS attendance reports indicating high attendance Attendance Rates Health Forms Completed Hearing/ Vision Screenings District Wellness Fairs Fitness Club, Pasta for Pennies, SHAC, Jump Rope for Heart

5.2 Specific Results: Establishing guidelines to improve communication between student, parent, and teacher.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Offer parents different ways to receive school information	Survey Local funds Remind, email, paper, Social Media, etc.	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers District Staff	Meet the Teacher night parent sign-up for preferred method of contact, AL signed up to all teachers reminds to monitor usage, Parent Contact Logs located in grade level workrooms, Domain 4 on PD log, Remind, Facebook	Notebooks in the Workrooms to document contacts, AL signed up to all teachers reminds to monitor usage, make memos in paper, on website, and sent through remind Communication logs located in all Workrooms, teachers send information through and remind, Facebook
Develop an effective system for collecting/updating parent contact information and feedback	Local funds	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Media Specialist Teachers	At the beginning of school update registration Online form for parents/guardians to update contact information developed by Media Specialist Collect information from parents/community regarding campus events/activities (Meet the Teacher night, field trip permission slip info.)	Mid-year request for updated contact info attached to 2 nd 9 Weeks report card <i>(Should we add this comment to our second 9 weeks report card?)</i> Online form for parents/guardians to update contact information

Communicate student achievement with both students & parents	Phone calls, emails, face to face communication, Report Cards, Progress Reports, Media Specialist, Facebook, Twitter	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Data Notebook, positive classroom recognition, Parent Contact Logs located in grade level workrooms, Domain 4 on PD log, Remind, Facebook, School Reach calls, Principal's Award, Attendance Scooters, Spirit Sticks, MyON Student Incentives, UIL awards assembly, Leader In Me bucket, Prodigy, Istation, STmath	Data Notebook, positive classroom recognition, Parent Contact Logs located in grade level workrooms, Domain 4 on PD log, Remind, Facebook, School Reach calls, Principal's Award, Attendance Scooters, Spirit Sticks, MyON Student Incentives, Leader In Me bucket, Prodigy, Istation, STmath
Wellness: Maintain communication with parents regarding health information	Local funds Phone calls Confidential Letters Facebook District Website SHAC	District Nurse Administrators Nurse's Aide District Staff	Menu and Nutrition Programs online Monthly menus sent home Nurse's parent contact logs Communication regarding campus illness SHAC family night and newsletter	Menu and Nutrition Programs online Monthly menus sent home Nurse's parent contact logs Communication regarding campus illness SHAC family night and newsletter

Goal 6: We will remain committed to an ever-changing digital learning environment that supports technological skills for all stakeholders. ("Technology")

6.1 Specific Results: Implement 1 to 1 access for digital devices for the high school with future implementation plan for all campuses.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Continue campus obsolescence cycle	State, Federal & local funds	Administrators		
Technology/21st Century: Promote technology integration and 21 st Century Skill development through Infrastructure, hardware and software	Local Funds Title I, Part A funds SCE funds, LEF, Donor's Choose IT Personnel eRate Campus Website	Administrators IT Collaborative Learning Leaders Media Specialist Collaborative Learning Facilitators	Visible staff and student increased use of technology Maintain the Apple Initiative by purchasing iPads and covers to continue the focus on tech integration with integrated lessons & interventions Increase technology access for students and staff, including tools, training, and techniques for integrating with C&I Media Specialist reviews all available classroom software Classroom tech assigned & inventoried to room and grade level	Per classroom software & hardware: interactive projector, teacher desktop, teacher laptop, student desktop(s), student laptop(s), teacher ipad & stand, Apple TV, online access to instructional materials (Disc. Science TechBook, Pearson Math, etc.) ActivInspire, Epson Brightlink Tools, MS Office, GAFE, various iOS apps, student Ipad Per grade level software & hardware, iPad cart, touch TV's, various iOS & Windows 8 apps Per campus software & hardware: Wired & wireless internet access, Smart Lab,

			<p>Purchase additional laptop computers and iPads to increase student to tech ratio</p> <p>Incorporate current and emerging technology tools and resources, including curriculum resources, digital tools, and communication</p> <p>Lesson plans on Google Drive</p> <p>Incorporate digital data from MyON, MAP, F&P, STMath, Istation</p> <p>Integrate tech PD during SEED</p>	<p>Computer lab, Media Center lab, netbook cart, SpEd/Specials iPad cart, online access to age appropriate resources (ST Math, BrainPop Istation, TexQuest, Discovery Streaming Plus, Prodigy, Teach Your Monster to Read, MyON, MAP, F&P, Tumble Books, EPIC, etc.)</p> <p>Integrate tech PD during SEED</p> <p>Lesson Plans on Google Drive</p>
Technology/21st Century: Instructional Aide will teach students Technology Applications TEKS	Title I, Part A Common Sense Media Digital Citizenship	Instructional Assistant	<p>Ongoing use of technology systems</p> <p>Positive responses from all stakeholders regarding technology systems, Digital Citizenship certificates</p>	<p>Ongoing use of technology systems</p> <p>Positive responses from all stakeholders regarding technology systems, Digital Citizenship Certificates, Keyboarding</p>
Employ Media Specialist	Title 1, Part A SCE Funds	Administrators	<p>Support instruction at a campus level</p> <p>Provide PD as needed during SEED</p>	<p>Campus inventory</p> <p>Provide PD during SEED</p> <p>Assist in developing/updating obsolescence cycle</p>
Employ Smart Lab Teacher	Title 1, Part A SCE Funds	Administrators	<p>Provides opportunities for RWL</p>	<p>Provides opportunities for RWL</p>

Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and district goals. (“Accountability”)

7.1 Specific Results: Develop system to collect data for analyzing results in curriculum and instruction, programs, and district goals. (What and How)

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Evaluate curriculum used by staff and students	Local funds University of Texas Program evaluation process	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Media Specialist	Implementation of curriculum with fidelity from Being a Writer, CommonSense.org, Discovery Education, Pearson EnVision Math, Balanced Literacy Data from Performance Assessments/Checkpoints, iStation, ST Math, MyON, F&P, Barton, MAP testing Record evidence of progress Instructional rounds in grade levels to observe colleagues Use parent events to demonstrate how to use curriculum at home (APTT Night, letters for ST Math, MyON, and iStation)	Focus Groups to include students, parents and teachers Use data (Performance Assessments, Checkpoints, Benchmarks, student work, iStation, ST Math, F&P, Barton, MyON, MAP testing) Instructional rounds in grade levels to observe colleagues Use parent events to demonstrate how to use curriculum at home (APTT Night?, letters for ST Math, MyON, and iStation)
Analyze software and apps used by students and staff	Local funds	Administrators Campus Counselor Collaborative Learning Leaders Media Specialist Collaborative Learning Facilitators Teachers	Information from software and apps used by students and staff Record evidence of progress CommonSense.org Campus Technology Rubric Learning.com-tech apps, keyboarding, Student Feedback	Kathy Schrock Guide to Everything http://www.schrockguide.net/critical-evaluation.html The Journal of Information Technology Education: http://www.jite.org/documents/Vol14/JIT_EV14ResearchP021-053Yuan0700.pdf
Evaluate the effectiveness of campus implementation of District Initiatives	Local funds University of Texas Program evaluation process	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Record evidence of progress from CKHs, Seven Habits, WOW CKHs –Social Contracts and 4 Questions being used, fewer discipline referrals 7 Habits-Data notebooks, using website, activity guides, clubs-fewer tardies, habit cards WOW-Walk-throughs and Design time show implementation of 10 Design Qualities	Record evidence of progress from CKHs, Seven Habits, WOW CKHs –Social Contracts and 4 Questions being used 7 Habits-Data notebooks, using website, activity guides, clubs-fewer tardies, habit cards WOW-Walk-throughs and Design time show implementation of 10 Design Qualities, Student Showcase Parent

			APTT Parent Survey	Survey Leaders visit our school from WOW to give feedback to teachers APTT/Panorama Parent/Student/Staff Survey
Report campus implementation of district goals	Local funds University of Texas Program evaluation process	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Media Specialist	Analyze and evaluate how implementation of district goals are met-HB 5, CIP, DEIC-campus site-based committee Record evidence of progress	Focus Groups with parents, teachers, students and district level

7.2 Specific Results: Share results with all stakeholders to promote transparency				
Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Provide opportunities to promote transparency	Local funds Facebook Remind Campus/District Website Twitter YouTube Live Stream	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers District Staff Media Specialist	Student-led conferences Family Night-Meet the Teacher You Tube Channels Promote highlights from parent surveys Academic parent-teacher team meetings Farmer's Market Music Programs DEIC-Site-based committee Grade Level Presentations Parent Volunteers	Student Showcase Family Event TEA accountability report Academic parent-teacher team meetings Farmer's Market Talent Show Grade Level Presentations DEIC-Site-based committee Texas Public Schools Week Parent Volunteers

7.3 Specific Results: Create a baseline for effectiveness and set yearly goals for growth

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018(Descriptive Evidence)
Develop a tool to evaluate the effectiveness of all online programs	University of Texas Program evaluation process	Media Specialist Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Campus Administrator	Create a tool to use for evaluation Collect data for the following programs: (iStation, ST Math, MyON, Prodigy, Tumblebooks, Barton)	Implement the tool to evaluate effectiveness of programs Collect data
Evaluate implementation of Balanced Literacy	ESC 20-Literacy Academy Kelly Harmon Training ISPI Training	Campus Administrators Media Specialist Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Monitor student growth through Benchmark Assessment System Monitor implementation and growth of LLI system used by reading interventionist Classroom observations for components of Balanced Literacy F&P iStation MyON	Monitor student growth through Benchmark Assessment System Monitor implementation and growth of LLI system used by reading interventionist Classroom observations for components of Balanced Literacy Evaluate student reports for growth (ie. STAAR, iStation, reading levels (F&P), MyON, etc)