



# **Nancy Smith Elementary Campus Improvement Plan**

*2015-2016*



# **Nancy Smith Elementary School Campus Goals**

- Goal 1. Exemplary Performance on STAAR Assessments according to NCLB Standards
- Goal 2. Emphasize success in core subjects at all grade levels
- Goal 3. Students taught by highly qualified teachers and highly qualified staff maintained
- Goal 4. Increased parent involvement
- Goal 5. High standards in reading, math, and science for all Limited English Proficient Students
- Goal 6. Response to Intervention (RtI)
- Goal 7. Enhanced and equitable access and training in technology
- Goal 8. All student populations of NSES will have access to G/T assessment
- Goal 9. Students educated in safe, drug free learning environment that is conducive to learning
- Goal 10. High Attendance Rate
- Goal 11. Head Start/Pre-Kindergarten Transition Activities for students
- Goal 12: Provide a quality Head Start Program
- Goal 13: Writing Success for all grades
- Goal 14: Increase student performance for all economically disadvantaged students in mathematics in grades 3-6.

## **AISD Mission Statement**

The Albany Independent School District  
will provide a quality education for all learners  
enabling them to function  
effectively, successfully, and productively  
in our democratic society.

### **ALBANY ISD BELIEVES THAT...**

#### **ALL CHILDREN...**

- need to be treated fairly and with respect
- need to feel ownership for their learning
- learn differently and at different rates
- should feel safe at school
- need to have their basic needs met (educational, physiological and psychological)
- need knowledge applied to real life situations
- are affected by self-esteem, and self-esteem affects learning
- learn more if they respect their teacher
- respond to caring and positive attention
- will be held accountable for their responsibilities, action and successes
- benefit and learn from success and failure
- need support from home
- have equal worth and value
- best succeed in an open, inviting climate of continuous courtesy and mutual respect

#### **EFFECTIVE INSTRUCTION SHOULD. ...**

- be built on previous learning and knowledge
- change to meet societal and student needs
- have purpose
- be flexible to meet needs of different children

- include a variety of instructional and learning activities provide gains in knowledge and skills
- have an intervention plan for failures; teach students to grow from failure
- be geared for student success
- be modified for learning styles
- provide problem solving and critical thinking skills
- be enjoyable
- honor all levels of success
- provide students opportunities to exceed and reach beyond their grasp
- prepare students to develop positive attitudes
- be continually reinforced
- be clear, concise and focused

### **SCHOOLS MUST. ...**

- provide a safe, healthy, secure and nurturing environment
- be a meaningful work-place
- promote self-responsibility and respect for others
- be a cooperative and collaborative system between family, schools, community and business
- prepare students to be successful in a real, changing world
- be a place to be successful
- serve diverse cultures

### **TEACHERS AND ADMINISTRATORS SHOULD. ....**

- feel ownership for students' learning
- use every opportunity to build each student's self-esteem
- hold high, accurate and flexible expectations for all students
- provide a majority of class time devoted to actively engaging students in learning activities
- monitor guided practice as it is being completed
- communicate frequently with students' parents regarding student work and behavior
- recognize that inappropriate student behavior is reinforced by an adult's caustic, derogatory, emotional and/or angry response
- avoid using homework or extra work as a discipline technique
- continue professional education in instructional techniques and programs through workshops, seminars and/or college classes
- utilize and adapt to technological advancements

## **PARENTS SHOULD....**

- cooperate with school administrators and teachers
- encourage and lead the child to develop proper study habits at home
- teach the child to pay attention and obey the rules
- make every effort to provide for the physical needs of the child
- be sure their child attends school regularly and promptly report and explain absences and tardies to the school
- participate in meaningful parent-teacher conferences
- keep informed of school policies and academic requirement
- bring to the attention of school authorities any learning problem or condition that may relate to their child's education
- maintain up-to-date home, work and emergency telephone numbers and other pertinent information at the school
- discuss report cards and assignments with child
- be sure their child is appropriately dressed for school and activities

## **NSES supports the ESEA/NCLB Goals and Performance Indicators**

- All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2015-2016
  - 1.1 The percentage of students in the aggregate and for each subgroup who are at or above the proficient level in reading on the State's assessment
  - 1.2 The percentage of students in the aggregate and in each subgroup who are at or above the proficient level in mathematics on the State's assessment
  - 1.3 The percentage of Title I schools that make adequate yearly progress
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics
  - 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year
  - 2.2 The percentage of LEP students who are at or above the proficient level in reading on the State's assessment, as reported for performance indicator 1.1
  - 2.3 The percentage of LEP students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.1
- All students will be taught by high qualified teachers
  - 3.1 The percentage of classes being taught by highly qualified teachers, in the aggregate in "high-poverty" schools
  - 3.2 The percentage of teachers receiving high-quality professional development
  - 3.3 The percentage of paraprofessionals who are qualified
- All students will be educated in learning environments that are safe, drug free, and conducive to learning
  - 4.1 The number of persistently dangerous schools, as defined by the State
- All students will graduate from high school

- 5.1 The percentage of students who graduate from high school, with a regular diploma that reflects fulfillment of State academic standards and in the standard number of years, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged
- 5.2 The number of students who drop out of school after entering grades 5 through 12, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Jonathan Scott	Principal	
Christa McWhorter	Teacher	
Roxanne Raymond	Teacher	
Kasey Brown	Teacher	
Sunny Cleveland	Special Ed Teacher	
Jennifer Bowman	Educational Aide	
Brian Waggoner	Community	
Cari Heatly	Parent	
Kalico Leech	Parent	
Leigh Lowe	Counselor	



# SWC 1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee in January 2016.

Participants in Attendance	Data Sources Examined
Jonathan Scott	<div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>School Report Card</li> <li>Federal Accountability Data</li> <li>STAAR Data--disaggregated</li> <li>Campus PEIMS reports</li> <li>Campus retention data</li> <li>District discipline referral data</li> <li>Parent, Community, Teacher, and /or Student surveys</li> <li>Student attendance data</li> <li>Percentage of students in Special Education</li> <li>TPRI data</li> <li>AIMSWEB Screening</li> <li>Campus parent participation records</li> <li>Truancy data</li> <li>Homeless population analysis</li> <li>Teacher retention data</li> <li>Evaluation of Programs</li> <li>Parent Involvement Minutes</li> <li>Sub Group Data through Eduphoria Aware</li> <li>Title I Survey Information</li> <li>Parent Involvement Meeting input</li> <li>STAR Chart Data</li> </ul> </div>
Jennifer Bowman	
Roxanne Raymond	
Cari Heatly	
Christa McWhorter	
Brian Waggoner	
Leigh Lowe	

**Cross reference: 10 Components of a Schoolwide Program**

### SSWC 1: CNA Summary of Findings

Areas of Concern	
Areas of Concern	Data Source
3 <sup>rd</sup> Grade STAAR Reading – 85%; Eco. Dis. 79%	STAAR Data
3 <sup>rd</sup> Grade STAAR Math – 83%; Eco. Dis. 83%	STAAR Data
4 <sup>th</sup> Grade STAAR Math – 80%, Eco. Dis. 46%	STAAR Data
4 <sup>th</sup> Grade STAAR Writing – 90%, Eco. Dis. 78%	STAAR Data
5 <sup>th</sup> Grade STAAR Science - 61%, Eco. Dis. 57%	STAAR Data
6 <sup>th</sup> Grade STAAR Math – 73%, Eco. Dis. 85%	STAAR Data
6 <sup>th</sup> Grade STAAR Reading – 88%; Eco. Dis. 73%	STAAR Data
Distinctions Earned in Academic Achievement	Accountability Summary
Retention Rate – Kindergarten – 35.9% vs. State – 2.0%	Texas Academic Performance Report
Campus Attendance less than 97% (2014- 96%)	PEIMS Data

## Campus Strengths

Areas of Strength	Data Source
4 <sup>th</sup> Grade STAAR Writing Performance – 90% - All Students	STAAR Data
5 <sup>th</sup> Grade STAAR Math – 97% - All Students, 100% Eco. Dis.	STAAR Data
5 <sup>th</sup> Grade STAAR Reading – 100% - All Students, 100% Eco. Dis.	STAAR Data
Class size below State Avg.	Texas Academic Performance Report
Good communication between school and parents	Title I Parent Surveys/ Parent Meeting
Distinction Earned for Academic Achievement Postsecondary Readiness	Texas Academic Performance Report
Discipline violations less than 50 for the 2014-2015 Year	PEIMS Reports
Parent support and involvement	Parent Sign-in Forms
Collaborative planning between grade levels	Lesson Plans

**State Compensatory Education Program  
 Program Evaluation/Needs Assessment Grades K-2  
 Data from E1522 Early Reading Indicator Code Report**

**2014-2015 TPRI Screening Results**

	<b>BOY</b>	<b>BOY</b>	<b>BOY</b>	<b>EOY</b>	<b>EOY</b>	<b>EOY</b>
	<b>Total # of St</b>	<b># Tier 1</b>	<b># Tier 2</b>	<b>Total # of St</b>	<b># Tier 1</b>	<b># Tier 2</b>
<b>Kinder</b>	48	31	17	52	41	11
<b>1<sup>st</sup></b>	28	20	8	29	18	11
<b>2<sup>nd</sup></b>	38	29	9	38	18	20

- **Tier 1 – Grade appropriate performance**
- **Tier 2 – In need of Intervention**
- **BOY – Beginning of the Year**
- **EOY – End of the Year**

## 2015 STAAR Data Table

### Avg. % Met Standard verse % of Economic Disadvantage Met Standard

	Reading	Mathematics	Writing	Science
<b>Grade</b>	<b>3rd / 4th / 5th / 6<sup>th</sup></b>	<b>3rd / 4th / 5th / 6<sup>th</sup></b>	<b>4th</b>	<b>5th</b>
<b>Campus - All</b>	<b>85 / 87 / 100 / 88</b>	<b>83 / 80 / 97 / 84</b>	<b>90</b>	<b>61</b>
<b>Eco. Disadvantage</b>	<b>79 / 89 / 100 / 73</b>	<b>83 / 46 / 100 / 73</b>	<b>78</b>	<b>57</b>

## NSES 2013 STAAR Comparison Data

Grade	State					Region 14					District				
	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies	Reading	Math	Writing	Science	Social Studies
3	77	77				79	76				<b>85</b>	<b>79</b>			
4	74	73	70			74	70	67			<b>87</b>	<b>89</b>	<b>90</b>		
5	87			67		78	73				<b>100</b>	<b>100</b>		61	
6	77	75				77	75				<b>88</b>	<b>73</b>			

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## State Compensatory Education

State Compensatory Education program at this campus consists of school tutorials for students who are experience difficulty. A portion of each teacher's day is utilized to for accelerated instruction. In addition, the campus has a reading intervention specialist who serves struggling students and students who have been diagnosed with dyslexia.

Total SCE funds allotted to this campus:     **\$ 177,580**

Total FTEs funded through SCE at NSES:     **5.8**

Students are exited from the State Compensatory Education program when their status changes and they are no longer At Risk for Dropping out of School.

Nancy Smith Elementary School is a Title I, Part A Schoolwide Campus with a 47% low socio-economic population.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

<b>Program/Funding Source</b>	
<b>Federal Programs</b>	
Title 1, Part A	\$ 74,173
Title II, Part A	\$ 18,307
IDEA-B Preschool	\$ 13,232
IDEA-B Formula	\$ 11,774
Head Start	\$ 93,107
<b>State Programs/Funding Source *</b>	
State Compensatory Education	\$117,580
Bilingual/ESL	\$5,117
Gifted/Talented	\$4,075
Special Education	\$121,330
Pre-Kindergarten	\$ 66,033
* State Program figures include Unallocated General Operating Budgeted Expenditures as calculated during Fall PEIMS	



**Goal 1: Exemplary Performance on STAAR Assessments according to Student Success Standards.**

**Objective 1: 95% of all students and each student group, including Special Education will meet passing standards on all portions of the state assessment. The Campus will meet all local, state and federal accountability. Advanced Performance Areas will be greater than 25%.**

**Summative Evaluation: 95% of all students pass all portions of the state assessments and the Campus/District will meet all local, state and federal accountability. Increase shown in Advanced Performance in each tested area.**

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Evaluation Timeline</b>	<b>Implementation Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>1.</b> Teachers will utilize Eduphoria Aware to focus on group and individual needs	2, 8, 9	Teachers	Fall 2015, Spring 2016	Ongoing	Title I	Test Results
<b>2.</b> Students will participate in intensive instruction in all core classes	3, 8, 9	Teachers, ESC 14 Personnel	Each 6 Weeks	Ongoing	Classroom materials	Lesson Plans
<b>3.</b> Teachers will participate in professional development related to STAAR reading, math and science, and utilize curriculum management tools.	4	Principal, ESC 14 Personnel, Teachers	Each 6 Weeks	Ongoing	Title I	Certificates, Lesson Plans
<b>4.</b> STAR, TPRI, STAAR, Think Through Math, teacher observation, AIMSweb & Eduphoria AWARE results will be utilized to determine students' needs	2, 3	Principal, Counselor, GIST, Intervention Teacher	Fall 2015, Spring 2016	Ongoing	STAAR Materials and Programs	Master Schedule
<b>5.</b> Extended year programs will be provided for reading and math as needed	2, 3, 8	Principal, Counselor, Teachers	Ongoing	Summer Program	Local Budget	Summer School Schedule
<b>6.</b> Parent Involvement meetings will include STAAR transition training for parents	6, 10	Teachers, Parents	Ongoing	Ongoing	Local Budget	Sign-in Sheets Newsletters
<b>7.</b> Teachers will use researched based instruction to address students' needs	3, 8, 9	Faculty	Ongoing	Ongoing	Local, Title I Funds	Lesson Plans

Title I Schoolwide Components: 1) Comprehensive Needs Assessment; 2) Schoolwide Reform Strategies; 3) Highly Qualified Professional Staff; 4) Professional Development; 5) Recruit Highly Qualified Teachers; 6) Parental Involvement; 7) Transition from Early Childhood Programs; 8) Include Teachers in Decisions about Assessments; 9) Effective, Timely Additional Assistance to Students having Difficulties; 10) Coordination of Services and Programs

**Goal 1: Be on track for 100% student proficiency on state assessments by 2014 (NCLB).**

**Objective 1: 95% of all students and each student group, including Special Education will meet passing standards on all portions of the state assessment. The Campus will meet all local, state, and federal accountability in every area measured. Advanced Performance Areas will be greater than 25%.**

**Summative Evaluation: 95% of all students pass all portions of the state assessments and the Campus/District will meet all local, state and federal accountability.**

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Evaluation Timeline</b>	<b>Implementation Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
8. Teachers will provide tutoring to all student groups.	2, 8, 9	Teachers	Fall 2015, Spring 2016	Ongoing	Local Budget	Test Results
9. NSES will provide all day kindergarten, pre-kindergarten and Head Start	3,5,7,10	Principal	Ongoing	2015-16 School Year	Local, Title I Funds, Federal Head Start funds	Documentation of Full Day Programs
10. Students will be challenged to enhance learning at all levels	2,8,9	Teachers	Spring 2016	Ongoing	Local, Title I Funds	STAAR Results
11. Campus will utilize the TEKS Resource System and the Margaret Kilgo Research Method.	2,8,9	Principal, Teachers	Ongoing	Fall 2015 Spring 2016	Title I Funds	Assessment Reports, Student Grades
12. Teachers will utilize technology tools in the classroom	2,8,9	Principal, Instructional Technology Teacher	Fall 2015, Spring 2016	Ongoing	Local Funds	Lesson Plans
13. Students will be provided quality resources through the NSES Library.	2,8,9	Librarian, Library Aide	Ongoing	Ongoing	Local Budget	Library Records, Check out information
14. Teachers will provide materials to enhance learning for students in all student groups and programs	2,8,9	Teachers, Principal	Ongoing	Ongoing	Local Budget, Federal Funds	Purchase Orders and Receipts
15. Students will have access to IXL Math and Language and Think Through Math Online	2,8,9	Principal, Teachers	Ongoing	Ongoing	Local Budget	Purchase Order, Print-outs

Title I Schoolwide Components: 1) Comprehensive Needs Assessment; 2) Schoolwide Reform Strategies; 3) Highly Qualified Professional Staff; 4) Professional Development; 5) Recruit Highly Qualified Teachers; 6) Parental Involvement; 7) Transition from Early Childhood Programs; 8) Include Teachers in Decisions about Assessments; 9) Effective, Timely Additional Assistance to Students having Difficulties; 10) Coordination of Services and Programs

**Goal 2: Emphasize success in core classes at all grade levels.**

**Objective 1: Nancy Smith Elementary students will pass all core classes by the third grade and maintain proficiency throughout the 6<sup>th</sup> grade through effective instructional strategies based on scientifically based research.**

**Summative Evaluation: 95% of all students and student subgroups will pass all portions of the state assessments and the Campus/District will meet all local, state and federal accountability. Advanced Performance will be greater than 25%.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Teachers in grades k-6 will use the TPRI & AIMSweb, STAR, and participate in professional development designed to determine student needs	1,2,8,9	K-2 Teachers, Principal	October, January, May	9/2015 12/2015, 5/2016	TPRI Kits, iPads	Assessment results, Annual Report
2. Students will be rewarded for points on Accelerated Reader	2	Reading teachers, Principal, and Library Paraprofessional	Each 6 weeks	8/2015-5/2016	Boxtops for Education Funds	A.R. print outs, Awards Assembly Agenda, Cub Mart Schedule
3. Intervention teacher will provide screening for dyslexia and other reading barriers & services as needed	1,2,8,9	Counselor, GIST Team, Dyslexic Specialist	Ongoing	School Year	Title I	Assessment results
4. Teachers of Kindergarten, 1 <sup>st</sup> & 2 <sup>nd</sup> grades will utilize 3:00-3:30 for intervention	1,2,8,9	Principal, Teachers	Weekly	School Year	Title I Funds	Records of student attendance
5. NSES will offer full day kindergarten and full-day Head Start services to eligible students	1,2,8,9	Principal, Teachers	October 2015	May 2016	Title I	Teacher schedules, Time and Effort, Job descriptions
6. Struggling students will be referred to the GIST team for intervention strategies and/or testing	1,2,8,9	Teachers	Each 6 Weeks	Ongoing	State Comp	Teacher's schedule and GIST Records
7. Parents will be regularly informed regarding reading, writing, math, and science skills through assessments	6	Faculty, Principal	Ongoing	School Year	Local Budget	Letters, agendas, sign-in sheets,

Title I Schoolwide Components: 1) Comprehensive Needs Assessment; 2) Schoolwide Reform Strategies; 3) Highly Qualified Professional Staff; 4) Professional Development; 5) Recruit Highly Qualified Teachers; 6) Parental Involvement; 7) Transition from Early Childhood Programs; 8) Include Teachers in Decisions about Assessments; 9) Effective, Timely Additional Assistance to Students having Difficulties; 10) Coordination of Services and Programs

**Goal 2: Emphasize success in core subjects at all grade levels.**

**Objective 1: Nancy Smith Elementary students will pass all core classes by the third grade and maintain proficiency throughout the 6<sup>th</sup> grade through effective instructional strategies based on scientifically based research.**

**Summative Evaluation: 95% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet all local, state and federal accountability. Advanced Performance will be greater than 25%.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
8. Teachers and administrators will participate in vertical alignment meetings	4	Principal, Faculty	Ongoing	School Year	Local Budget	Minutes and agendas from meetings
9. The Dyslexic Program, will be addressed through teacher training in the Take Flight Program	1,2,8	Faculty, Dyslexia Coordinator	Spring 2016	School year	Local Budget	Program Review
10. The Dyslexia teacher will attend the annual Dyslexia Conference for staff development	2,4	Dyslexia Teacher	School Year	School Year	Local Budget	Certificates
11. 5 <sup>th</sup> Grade Students will attend the Texas Tech Outdoor School at Junction to increase knowledge and rigor in science	1,2,9	Principal, 5 <sup>th</sup> Grade Teachers	November 2015	School Year	Title I	Student success in science and on STAAR
12. NSES will utilize resources from ESC 14 to enhance core subject area concepts	1,2,9	Teachers, Principal	Ongoing	Ongoing	Title I	Sign-in Sheets and Agendas
13. NSES will provide "hands-on" science and math activities to enhance learning	1,2,9	Teachers	Ongoing	Ongoing	Local Budget	Lesson Plans
14. NSES will appropriately provide special education and related services, including early intervention services and training	3,4,10	Teachers, GIST Principal, Counselor, Tri-County Coop Staff	Ongoing	Ongoing	Z99	Grade Reports Year End ARD Reports, Testing Results

Title I Schoolwide Components: 1) Comprehensive Needs Assessment; 2) Schoolwide Reform Strategies; 3) Highly Qualified Professional Staff; 4) Professional Development; 5) Recruit Highly Qualified Teachers; 6) Parental Involvement; 7) Transition from Early Childhood Programs; 8) Include Teachers in Decisions about Assessments; 9) Effective, Timely Additional Assistance to Students having Difficulties; 10) Coordination of Services and Programs

**Goal 2: Emphasize success in core subjects at all grade levels.**

**Objective 1: Nancy Smith Elementary students will pass all core classes by the third grade and maintain proficiency throughout the 6<sup>th</sup> grade through effective instructional strategies based on scientifically based research.**

**Summative Evaluation: 95% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet all local, state, and federal accountability. Advanced Performance will be greater than 25%.**

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Evaluation Timeline</b>	<b>Implementation Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>15.</b> Teachers will utilize Eduphoria Aware to determine areas of strength and weaknesses and to analyze benchmarks	2,4,9	Teachers, Principal	Ongoing	Ongoing	Title I	Printed reports
<b>16.</b> Teachers will use Brain Pop for additional activities in all core subjects	2,4,9	Teachers	Ongoing	Ongoing	Local Budget	Computer history
<b>17.</b> Students will be provided a quality music and art programs to enhance learning across all subject areas	2,4,9	Music & Band Teacher, Art Teacher	Ongoing	Ongoing	Local Budget	Lesson Plans
<b>18.</b> Each grade level will provide appropriate field trips to enhance learning and academic achievement	2	Principal, Teachers	Ongoing	Ongoing	Local Budget	Letters to parents, Calendar of events
<b>19.</b> Students will be provided information in the guidance and counseling program to enhance learning for all grade levels	2,7,9	School Counselor	Ongoing	Ongoing	Local Budget	Guidance Schedule
<b>20.</b> Each classroom will have access to a Smart Board for excellence in teaching	2,9,10	District Tech Coordinator	Ongoing	Ongoing	Local Budget	Lesson Plans

**Goal 2: Emphasize success in core subjects at all grade levels.**

**Objective 1: Nancy Smith Elementary students will pass all core classes by the third grade and maintain proficiency throughout the 6<sup>th</sup> grade through effective instructional strategies based on scientifically based research.**

**Summative Evaluation: 95% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet local, state, and federal accountability. Advanced Performance will be greater than 25%.**

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Evaluation Timeline</b>	<b>Implementation Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
<b>21.</b> NSES will provide resources and supplies to enhance learning in PK through 6 <sup>th</sup> Grade	1,2,7,8,9,10	Teachers, Principal	Ongoing	Ongoing	Local and Federal Budget	Purchase Orders and Receipts
<b>22.</b> Students will be encouraged to participate in UIL activities to enhance learning in all subjects	2,4,9	Teachers, UIL Coordinator, & Principal	November – December 2015	December 2015	Local Budget	UIL Entries
<b>23.</b> Supplies will be provided for At-Risk students and those served under McKinney Vento to achieve adequate progress	2,4,9	Principal, School Counselor	Ongoing	School Year	Local Budget, School Comp and McKinney Vento	Budget items and purchase orders
<b>24.</b> Language Therapist will provide dyslexic services through Take Flight Program	2,4,9	Principal, Language therapist	Ongoing	School Year	SCE	Language Therapist Schedule
<b>25.</b> Information for the Early Reading Codes will be determined through TPRI and entered in PEIMS	2,4,9	Principal, Campus PEIMS Coordinator	Prior to fall & summer submissions	October, June	Local Budget	PEIMS Submission print-outs
<b>26.</b> Students in grades 2 through 6 will have the opportunity to participate in UIL Contests	2,4,9	UIL Coordinator, Campus Principal	December	Ongoing	Local Budget	UIL Contest results and entries.

**Goal 3: Students taught by highly qualified teachers and highly qualified staff maintained.**

**Objective 1: Highly qualified teachers will teach 100% of all classes, 100% of paraprofessionals assisting with student instruction will be qualified, and 100% of teachers will receive high quality professional development.**

Data 2014-2015	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals	% Attending Highly Qualified Professional Development
	100%	100%	100%	100%

**Summative Evaluation: 100% of the classes will be taught by Highly Qualified teachers and paraprofessionals at NSES**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Certified highly qualified teachers will be retained	3,4,5	Campus administrators and CIC	Fall 2015	Ongoing	Above base pay from local budget	Principal Attestation and faculty files
2. Qualified paraprofessionals will be retained	3,4,5	Campus administrators	Ongoing	Ongoing	Yearly salary increase	Principal Attestation
3. Highly qualified teachers and staff will be attracted through web postings, job fairs, and brochures	3,4,5	Campus and district administration	Ongoing	Ongoing	Above base pay from local budget	Website, Brochures, Job Fair Brochures
4. Highly Qualified Teacher Report will be filed with TEA by District and Campus and reported through the website, local newspaper, and newsletter	3,4,5	Principal	11/2015	11/2015	Local Budget	Newspaper, website postings, and newsletters
5. Testing coordinator, principal, school counselor, and school nurse will participate in professional development and Professional organizations to stay abreast of state requirements for students and staff	2, 3, 4	Campus administrator and staff	5/16	Ongoing	Local Budget	Membership Cards and Brochure information

Title I Schoolwide Components: 1) Comprehensive Needs Assessment; 2) Schoolwide Reform Strategies; 3) Highly Qualified Professional Staff; 4) Professional Development; 5) Recruit Highly Qualified Teachers; 6) Parental Involvement; 7) Transition from Early Childhood Programs; 8) Include Teachers in Decisions about Assessments; 9) Effective, Timely Additional Assistance to Students having Difficulties; 10) Coordination of Services and Programs

**Goal 4: Increased parent involvement.**

**Objective 1: Nancy Smith Elementary School will provide opportunities for parents to become full partners that are positively engaged in the academic progress of their children, as well as foster open communication between the school and students' families.**

**Summative Evaluation: Quantity and quality of parental involvement with the school and in student activities.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Parents and teachers will meet at "Meet the Teacher Night/Parent Forum"	6	Principal, Faculty	Ongoing	Ongoing	Local budget	Sign in sheets, agenda, meeting notes
2. Teachers will hold an Individual Parent/Teacher Conference with each family and communicate regarding student progress	6	Faculty	11/2015	9/2015	Local budget	Sign in sheets, GIST Stage 1 Paperwork, telephone logs
3. Teachers and community members are encouraged to participate in Awards Assembly/Special Events	6	Principal, Volunteer Coordinator	Ongoing	Each 6 weeks	Local budget	Visitor sign in sheets
4. Parents and teacher will support an active PTO Volunteers through parent involvement meetings and volunteering	6	Parent Volunteers, Faculty	Ongoing	Ongoing	PTO Budget	Sign in sheets, agenda, minutes
5. Weekly newsletter, newspaper articles, calendar activities and campus website, SchoolWay & Blackboard will inform parents of opportunities	6	Principal, Office Personnel, Faculty	Weekly	Ongoing	Local Budget	Copies of newsletter, website postings



**Goal 4: Increased parent involvement.**

**Objective 1: Nancy Smith Elementary School will provide opportunities for parents to become full partners that are positively engaged in the academic progress of their children, as well as foster open communication between the school and students' families.**

**Summative Evaluation: Quantity and quality of parental involvement with the school and in student activities.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
6. Head Start, Early Childhood and elementary grade Parent Training will be held to involve parents	7	Faculty/Staff, ESC 14	End of school year 2016	Monthly	Local budget	Agenda, sign in sheets, newsletters
7. Parents will become partners in education through participation in Box Tops for Education Program	6	Principal, Faculty	Ongoing	Ongoing	Boxtops' Revenue	Check from General Mills
8. Parents will participate in Campbell's Soup Labels Rebate & Cartridge Recycling.	6	Principal, Teachers	Ongoing	Ongoing	Revenue from Rebates	Check from companies
9. Parent meetings will be held to inform parents of comprehensive needs assessment and necessary parent involvement and professional development	1,6	Principal, PTO, & Teachers	Ongoing	Ongoing	Local budget	Sing-in Sheets/Agendas
10. Parents participate in class parties, field trips, and PTO Fall Fest	6	Teachers, Parents, Community	Ongoing	As events are scheduled	Local budget	Sign-in sheets, work schedules
11. 13. Parents will be encouraged to attend music programs and band concerts	6	Music, Band Teacher	December 2015, May 2016	May 2016	Local budget	Sign-in Sheets from events
12. Parents will have access to child's grades through TxConnect	6	Principal, Faculty	Ongoing	Ongoing	Local budget	Internet usage

**Goal 4: Increased parent involvement.**

**Objective 1: Nancy Smith Elementary School will provide opportunities for parents to become full partners that are positively engaged in the academic progress of their children, as well as foster open communication between the school and students' families.**

**Summative Evaluation: Quantity and quality of parental involvement with the school and in student activities.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
13.NSES will post reminders and updates on the town marquee, newspaper, school marquee, and through Alertnow, Schoolway and Blackboard Systems	6	Principal, Secretaries	Ongoing	Ongoing	Local Budget	Copies of Information and Logs,
14. Parent volunteers will assist with the annual Grandparent/Senior Adult Friend Week to assist with pictures, etc.	5	Principal, Volunteer Coordinator	November 2015	November 16-20	Local Budget	Copies of login and pictures on monitor

**Goal 5: High standards for Limited English Proficient students**

**Objective 1: Limited English Proficient students will increase their academic scores in science and have continued success in reading, math and writing.**

**Summative Evaluation: Comparison of mid-year benchmark scores to end-of-year scores.**

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component</b>	<b>Person(s) Responsible</b>	<b>Evaluation Timeline</b>	<b>Implementation Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. English Language Proficiency Standards (ELPS) and hand-on activities will be fully implemented into all K-6 grade levels	2,9	Teachers	Ongoing	Ongoing	Local Budget TEKS Resource System	Lesson Plans Teacher Documentation
2. Eduphoria AWARE reports will be utilized to determine specific needs for LEP Students	2, 9	NSES Faculty	Ongoing	Ongoing	Local Budget	Reports and documentation
3. Teachers will provide LEP students with enriched vocabulary activities	2,9	Teachers	Ongoing	Ongoing	Local Budget, Reading textbooks	Lesson Plans Teacher documentation

**Goal 6: Response to Intervention**

**Objective 1:** Nancy Smith Elementary School will maintain a 3-tier model that provides a framework for preventing difficulties in reading and math.

**Summative Evaluation:** Objective data from student grades, TPRI Progress Monitoring, STAR Reading, Early Literacy, achievement test results, AIMSWEB and STAAR Data.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1.The GIST (General Intervention Support Team) Team will be involved in training	1,2,9	Principal, Special Education, General Education, Counselor, Diagnostician	Fall 2015	Ongoing	*Region XIV *GIST Team Member's Guide	Training Certificates (24 Credit Hours)
2. Students K-6 will have access to IXL Math & Language and students 3-6 will have access to Think Through Math to improve student performance in reading and math.	1,2	Teachers	Spring 2016	Ongoing	Local Budget State Provided Think Through Math	Successful implementation and print-outs
3. Training will continue as needed for AIMSWEB so teachers will be familiar with and utilize the instruction planning tool	3,8	Intervention Teachers	Spring 2016	Ongoing	Local Budget	Training Certificates or Meeting Agendas
4. At-risk List will be prepared, reviewed and updated as needed	1,10	Principal, Counselor, PEIMS Coordinator	Ongoing	Ongoing	TX-EIS and Eduphoria Aware Title I	At-risk List
5. All K-3 students and any 4-6-intervention students will have Universal Screening 3 times per year with AIMSWEB.	1,9	Intervention Teachers	Fall, Winter, Spring	September, January, May	AIMSWEB documents	Test results and print-outs

**Goal 6: Response to Intervention**

**Objective 1:** Nancy Smith Elementary School will maintain a 3-tier model that provides a framework for preventing difficulties in reading and math.

**Summative Evaluation:** Objective data from student grades, TPRI Progress Monitoring, STAR Reading, Early Literacy, achievement test results, AIMSWEB and STAAR Data.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
6. Targeted 30-45 minute small group instruction will be scheduled for struggling and/ or dyslexic students	9	Intervention Teachers, Principal	Spring 2016	Ongoing	Intervention materials, flexible schedules	Student documentation and monitoring results
7. General Intervention Support Team (GIST) will meet regularly to discuss student progress in Tier II	9	GIST Team, Classroom Teacher	Spring 2016	Ongoing	Documentation from progress monitoring	Minutes from GIST Team
8. Intensive Intervention or referrals for testing, counseling, 504, & Dyslexic Screening may be suggested by the GIST Team	1,9	GIST Team, Classroom Teacher	December, May	Ongoing	Strategies for struggling learners	GIST Minutes, Test results
9. Teachers will document students' past history through Eduphoria Aware for TPRI and STAAR testing to utilize for flexible grouping	1,9	Teachers Counselor	Fall	Ongoing	Student Files Tango Software, Title I	Copies of information given to counselor

**Goal 7: Enhanced and equitable access and training in technology.**

**Objective 1: Nancy Smith Elementary students will master basic grade-level technology as teachers integrate technology into instruction.**

**Summative Evaluation: Amount of instructional time with technology-assisted methodology and student mastery of basic grade-level technology proficiencies.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Educators and students will have equitable access and training on current technology, through ESC 14 and TCEA Conference.	2	Principal, Teachers	End of the year.	Ongoing	Local budget	Accessibility to technology, software, and training.
2. The campus will offer learning opportunities for student mastery of grade-level technology proficiencies and printing	4	Principal, Teachers	May 2016	Ongoing	Local budget	Lesson plans for courses offered
3. The campus schedule will provide accessibility to technology	8	Principal, Teachers	Beginning of year.	Ongoing	Local budget	Schedule, lab schedules, and computer generated products.
4. Continue updating network of computer labs and provide maintenance of software, website, and iPad applications	4	Technology Director	End of the year.	Ongoing	Local budget	Connection and operation of networks. Printed grades & attendance records.
5. Faculty, staff, and students will have printer availability for computer designs, lessons, word documents, and other software hard copies, including 3-D printers	4	Principal, Tech Director	Ongoing	Ongoing	Local Budget	Printed copies and PO invoices

Title I Schoolwide Components: 1) Comprehensive Needs Assessment; 2) Schoolwide Reform Strategies; 3) Highly Qualified Professional Staff; 4) Professional Development; 5) Recruit Highly Qualified Teachers; 6) Parental Involvement; 7) Transition from Early Childhood Programs; 8) Include Teachers in Decisions about Assessments; 9) Effective, Timely Additional Assistance to Students having Difficulties; 10) Coordination of Services and Programs

**Goal 8: All student populations of Nancy Smith Elementary School will have access to G/T assessment and, if identified, will receive services as part of the school program.**

**Objective 1: All G/T Students should think on a higher level while doing a variety of activities and projects.**

**Summative Evaluation: Students from all student groups will be nominated and assessed for the Gifted/Talented program.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Gifted and Talented Handbook will be reviewed and revised annually	1,3	G/T Coordinator, Principal	Fall 2015	Fall 2015	Local Budget	Copy of handbook and letters
2. Students from all groups within the student population will be nominated for G/T assessment	1	G/T Coordinator, G/T Annual Review Committee	Spring 2016	Ongoing	Charts, Review Criteria	Annual G/T Review Report
3. G/T Handbook will be provided to parents in their home language	1	G/T Task Force Facilitator	Fall 2015	Ongoing	District Funds	Documentation of receipt of handbooks
4. G/T Criteria and nomination will be disseminated through the newspaper, brochures, and letters	1,3	G/T Coordinator	Fall 2015, Spring 2016	Ongoing	District Funds	Letters, brochures, and newspapers
5. All classroom teachers will receive the 30 hours of G/T Training and 6 hours annual update	3	Principal, Faculty	Annually	School Year	Local Budget	Training Certificates

**Goal 9: Educate students in safe, drug free learning environment that is conducive to learning**

**Objective 1: Nancy Smith Elementary School will revise, maintain, and implement the current plan for crisis prevention and crisis management to be shared with all stakeholders for the safety of students, educators, staff, and the community.**

**Summative Evaluation: Revision and dissemination of the Nancy Smith Elementary School Crisis Prevention and Management Plan and safe and drug-free schools.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Teachers and administrators will review and update the crisis plan	10	Principal, CIC and Planning Team	Ongoing	Fall 2015	Local Budget	Documentation CIC Agenda CIC Minutes
2. The campus will regularly have crisis drills, fire drills, and tornado drills	10	Principal's Office	Monthly	Ongoing	Alarm System	Drill Log
3. The Crisis Team will attend National Safety Board training, review and update as needed	10	Administrators	Ongoing	As scheduled	Training Website	Certificate
4. Rod Pruitt will provide Parent and Student Training for campus and safety	10	Principal, Counselor	3 times during School Year	3 times during School Year	Rod Pruitt, Region 14 In-service	Evaluations, Record of Attendance
5. The campus will observe National Fire Prevention Week	10	Administrators, Teachers	Fall 2015	October 2015	Local Fire Department	Evaluations
6. The Noah group will provide lessons through "The Noah Project."	10	Principal, Counselor	Spring 2016	October, November 2015	Noah, Abilene	Schedules and evaluations
7. Classroom "go kits" will be provided for each classroom teacher	10	Principal, Planning Team	August 2014	Ongoing	Team Input Teacher Input	Kits placed in Each Classroom
8. Students, parents and community will receive preventative education on health issues	10	Nurse, Principal, Teachers	Ongoing	Ongoing	Training, Department of Health, ESC 14	Newsletters, newspaper article, and documentation

Title I Schoolwide Components: 1) Comprehensive Needs Assessment; 2) Schoolwide Reform Strategies; 3) Highly Qualified Professional Staff; 4) Professional Development; 5) Recruit Highly Qualified Teachers; 6) Parental Involvement; 7) Transition from Early Childhood Programs; 8) Include Teachers in Decisions about Assessments; 9) Effective, Timely Additional Assistance to Students having Difficulties; 10) Coordination of Services and Programs



**Goal 9: Educate students in safe, drug free learning environment that is conducive to learning**

**Objective 1: Nancy Smith Elementary School will revise, maintain, and implement the current plan for crisis prevention and crisis management to be shared with all stakeholders for the safety of students, educators, staff, and the community.**

**Summative Evaluation: Revision and dissemination of the Nancy Smith Elementary School Crisis Prevention and Management Plan and safe and drug-free schools.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
9. Faculty and administration will continue Partnership with Drug Task Force during Red Ribbon Week.	10	Principal, Counselor, & ESC 14	Ongoing	Ongoing	Region 14 ESC	Evaluations
10. Security and Safety Audit will be conducted every 3 years	10	Region 14 ESC	Fall 2015	Update as Required	ESC 14 Personnel	Report on File
11. Crisis Prevention and Management Plan will be reviewed and updated annually	10	Principal, Planning Team	Spring 2016	Ongoing	Local Budget	Plan on File
12. Campus nurse will provide appropriate school health care	10	Nurse	July 2013	Ongoing	Local Budget	Nurse reports
13. Campus will provide and update AEDs	10	Nurse	Ongoing	Ongoing	Local Budget	Nurse Reports
14. Classrooms and facilities will be appropriately cleaned, set up and maintained for student's safety and health.	10	Principal, Maintenance Dept.	Ongoing	Ongoing	Local Budget	Eduphoria Reports and Purchase Orders
15. Visitor Sign-in System (CCSS) will be used to record visitors on campus and require visitors to wear a visible name label.	10	Principal, Office Staff	Ongoing	August-May	Local Budget	Visitor Reports

**Goal 10: High Attendance Rate**

**Objective 1: Nancy Smith Elementary students will earn an attendance rate of at least 97% by campus and in all student groups.**

**Summative Evaluation: PEIMS and Report Card attendance rates by campus and in all student groups**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1.The principal will recognize and reward perfect attendance each 6 weeks, the semester, and the year	6	Principal, Teachers	Every 6 weeks	Every 6 weeks, Semester, End of Year	\$600	TXEIS List to teachers & Awards Assembly, Newspaper
2. The teacher and/or office will contact parents of students with absences and tardies as per records	6	Principal, Teachers, Nurse	January, May 2016	After second day of absences	\$100	Call log, conference documentation
3. Attendance policy will be communicated to students and parents at Meet the Teacher and throughout the year	6	Principal, Teachers	Fall 2015	Ongoing	Local Budget	Newsletters, memos, handbook Website & News
4. Pre-kindergarten and Head Start teachers will communicate with parents regarding attendance rules	6, 7	Principal, Pre-K & Head Start Staff	Ongoing	Weekly/Monthly Newsletters, Kindergarten Round-up	Local Budget	Orientation agenda, newsletters, attendance reports

**Goal 10: High Attendance Rate**

**Objective 1: Nancy Smith Elementary students will earn an attendance rate of at least 97% by campus and in all student groups.**

**Summative Evaluation: PEIMS and Report Card attendance rates by campus and in all student groups**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
5. The School Nurse will provide ongoing education on illness prevention and required immunizations	10	Principal, Teachers, Nurse,	Spring 2016	Ongoing	Local Budget	Newsletters, Nurse web site, Newspaper, Parent Meetings
6. Pursue legal recourse when needed to enhance school attendance	2	Principal	Spring 2016	As needed	Local Budget	Copies of Attendance Warning & Court Notices
7. The school, in conjunction with the Community Resource Center and Health Department will offer immunizations and flu vaccinations	9	Principal, School Nurse	Spring 2016	Ongoing	Local Budget, Grants	Documentation of clinics and immunizations
8. Students will return from an absence with a note from the parent or a doctor and obtain an admit slip for class	9	Secretary, PEIMS Coordinator	Spring 2016	Ongoing	Local Budget	Documentation from admit slips and PEIMS data

**Goal 11: Head Start/Pre-Kindergarten Transition Activities for Students**

**Objective 1: 100% of Nancy Smith Elementary students in Head Start and Early Childhood/Pre-Kindergarten will be provided activities to assist in transition to kindergarten.**

**Summative Evaluation: Students will have a smooth transition from Head Start, Early Childhood, and Pre-kindergarten to the elementary school grades.**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Teachers and administration will conduct parent orientations and training sessions for transition to kindergarten.	7	Principal, kindergarten teachers	Spring 2016	Ongoing	Local Budget	Handouts, forms, newspaper, sign-in sheets
2. Teachers and administration will communicate with parents regarding transition	7	Principal, Faculty	Ongoing	Ongoing	Local Budget	Copies of letters
3. Pre-registration will be held for parents enrolling new Kindergarten students	7	Principal, Faculty	May 2016	May 2016	Local Budget	Registration forms
4. Kindergarten Round-up will be provided each spring for incoming kindergarteners	7	Principal, Head Start and PK teachers	May 2016	May 2016	Local Budget	Sign-in sheets, Newsletters, Newspaper Articles
5. Parent-teacher Transition Conferences will be held to prepare for the kindergarten year	7	Principal, Faculty	Ongoing	Ongoing	Local Budget	Documentation of conferences and Sign-in sheets from Parent Forum
6. Pre-kindergarten will have a pre-registration meeting for parents of 4-year olds to work on kindergarten skills at home	7	Teacher	Spring 2016	Spring 2016	Local Budget	Sign-in Sheets and agenda from meeting

**Goal 12: Provide a quality Head Start Program**

**Objective 1: Nancy Smith Elementary School will provide a Head Start Program through the Head Start of Region XIV ESC**

**Summative Evaluation: The Head Start Program will be evaluated annually by the administration and ESC XIV**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. NSES will provide a quality Head Start Program for 3 and 4 year old students	9	Principal, ESC XIV Personnel, Family Service Worker	Ongoing	School Year	Head Start Budget	Class List
2. Classroom services and supplies will be furnished as needed to meet the Head Start Performance Standards	2,9,10	Principal	Ongoing	School Year	Head Start Budget	Expenditures
3. Head Start Parents will be provided with effective parent training	6,9	Principal, Teachers,	Ongoing	School Year	Head Start Budget	Training Agendas
4. The Head Start Program will strive to meet the nutritional, health, social, emotional, and mental needs of the students and their parents	2,3,6	ESC 14, Principal, Teachers, Aides	Ongoing	School Year	Head Start Budget	Folder documentation
5. The Head Start Staff will attend quality professional development activities as recommended by ESC 14	2,3,4	ESC 14, Principal	Ongoing	School Year	Head Start Budget	Workshop certificates
6. A Parent Language Facilitator will be hired and trained to work with the children in centers for language development.	2,6	ESC 14, Principal	Ongoing	School Year	Head Start Budget	Documentation of hours worked

**Goal 13: Writing Success for all grades**

**Objective 1: Teachers will provide a quality-writing program for all students.**

**Summative Evaluation: Writing portfolios for kindergarten through 6<sup>th</sup> grades**

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Teachers will be trained and familiar with STAAR writing objectives in order to improve student writing performance	2,4,9	Principal, ESC Personnel	Ongoing	School Year	Local Budget	Workshop certificates
2. All teachers will utilize the K-6 writing alignment to plan instruction	2,4,9	Principal, Counselor	Ongoing	School Year	Local Budget	Lesson plans, student samples
3. Teachers will utilize daily journal writing across the curriculum to improve writing performance	2,4,9	Principal, Teachers, ARD Committee	Ongoing	School Year	Local Budget	Writing samples
4. Teachers will document students' writing progress through the use of writing portfolios that will follow the students grades K-6.	2,4,9	Teachers	End of Year	School Year	Local Budget	Students' Portfolios

**Goal 14: Increase student performance for all economically disadvantaged students in mathematics in grades 3-6.**

**Objective: 95% of all economically disadvantaged students will meet passing standard on the STAAR Mathematics assessments in grades 3-6.**

**Summative Evaluation: 95% of economically disadvantaged students will meet passing standard on the STAAR Mathematics assessment in grades 3-6.**

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
1. Mathematics curriculum will be reviewed K-6 and aligned vertically and horizontally	2, 8, 10	Math teachers K-6, Principal	August 2015-May 2016	Ongoing	Local budget	Lesson plans, Meeting sign-in forms
2. Data analysis on previous years student performance data using Margaret Kilgo Research Model and Eduphoria	2, 8, 10	Math teachers 3-6, Principal	August 2015-May 2016	October 2015	Local budget	Meeting sign-in forms, Data analysis spreadsheet
3. Identify top five lowest areas of performance in 3-6 Math STAAR and redesign lesson plans and scope and sequence in those specific areas	2, 8, 10	Math teachers 3-6, Principal	October 2015	Ongoing	Local budget	Meeting sign-in forms, Lesson plans Data analysis spreadsheet
4. Math teachers in 3-6 will assist in developing a Region 14 developed math STAAR benchmark	2, 4, 8, 10	Math teachers 3-6, ESC 14	February 2016	February 9, 2016	Local budget	Math Spring Benchmark Assessment

**Goal 14: Increase student performance for all economically disadvantaged students in mathematics in grades 3-6.**

**Objective: 95% of all economically disadvantaged students will meet passing standard on the STAAR Mathematics assessments in grades 3-6.**

**Summative Evaluation: 95% of economically disadvantaged students will meet passing standard on the STAAR Mathematics assessment in grades 3-6.**

Activity/Strategy	Title I Schoolwide Component	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
5. Professional development will be provided to K-2 teachers in the area of geometry and 3-6 teachers in the area of math instruction	2, 4, 8, 10	Principal, ESC 14 – Kathy Hale	November 2015 and January 2016	November 2015 and January 2016	Local budget	Professional development certificates
6. Math teachers 3-6 will received Sheltered Instruction training	2, 4, 8, 10	Principal, ESC 14	August 2015- January 2016	August 2015	Local budget	Professional development certificates