

Manor Independent School District
Blake Manor Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Manor ISD will ensure the social, emotional, and academic development of every student through innovative opportunities.

District Strategic Plan Goals (5 year plan)

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

District Student Outcome Goals (2 year plan)

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

Core Beliefs

Our staff is dedicated to the belief that each child will be provided opportunities to reach their full academic and social potential. In support of that belief, our staff is committed to doing the following:

- having high expectations for all of our learners
- providing a safe, caring and positive class atmosphere for all students
- implementing a rigorous core curriculum
- communicating with you regularly regarding your child's progress

As a community focused on learning, we seek to develop the whole child and we believe children's emotional, social, academic and physical needs are equally great. We strive to create a culture where children are proud to be learners and understand the importance of review and reflection in the process of continual growth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blake Manor Elementary serves 565 students in grades PK-5. The campus is a school-wide Title 1 campus. The student population at Blake Manor Elementary is comprised of 85% economically-disadvantaged students, 56% English language learners (ELL), has an 18% mobility rate and 85% of our students are at-risk. The ethnic distribution of students is 14% African American, 75% Hispanic, 9% white, and 2% other. The 2017-2018 attendance rate was 96.6%.

Our enrollment for the 2017- 2018 school year has decreased due to the opening of Lagos Elementary school down the street and the re-zoning of students. Based on current enrollment and student transfers, it appears that enrollment will be increasing for the 2018-2019 school year.

Demographics Strengths

With the fluctuating enrollment, we have still been able to maintain the same number of teachers each year, which allows us to build teacher retention on our campus and keep class sizes small. We feel this retention contributes to our increasing sub-pop scores on STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1: BME's attendance rate is down 0.6%. **Root Cause:** There were many cases of strep throat, flu, and stomach viruses to hit our campus this school year. This affected BME staff and students.

Student Academic Achievement

Student Academic Achievement Summary

Blake Manor Elementary is rated “Met Standard” by the Texas Education Agency in 18-19. Students in grades 3, 4, and 5 are assessed annually on the State of Texas Assessments of Academic Readiness (STAAR) tests. Additionally, all students in grades kindergarten through 2nd grade are assessed in reading with TPRI, TejasLee, and DRA. All students in grades 3rd – 5th are assessed in reading with My Virtual Reading Coach and DRA. For math, all students in grades kindergarten through 5th grade are assessed using AIMSweb. PK students are assessed with the CPALLS screener. Universal screenings in math and reading are conducted at BOY, MOY, and EOY. Common Formative Assessments, Curriculum Based Assessments and Screener Progress monitoring are used regularly to track student progress. The progress of Limited English Proficient (LEP) students in acquiring language skills is assessed by the Texas English Language Proficiency Assessment Systems (TELPAS).

Reading

2015	2016	2017	2018
364	54	65	78
444	54	53	74
558	61	42	67

Math

2015	2016	2017	2018
374	60	77	72
428	59	56	85
565	67	63	76

Science

2015	2016	2017	2018
549	58	51	69

Writing

2015	2016	2017	2018
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Accountability Ratings 2018

Student Achievement - 72

School Progress (Part A)- 83

School Progress (Part B) - 80

Closing Gaps - 79

Overall - 82 - Met Standard

Distinction Earned- Comparative Academic Growth

Student Academic Achievement Strengths

- The campus earned a distinction in "comparative academic growth"
- For math, 4th and 5th grade made significant gains on STAAR from the previous year - 4th grade made a 28 point gain and 5th grade made a 13 point gain.
- For reading, all grade levels made significant gains on STAAR from the previous year - 3rd grade made a 13 point gain, 4th grade made a 21 point gain, and 5th grade made a 25 point gain.
- For science, an 18 point gain was made on STAAR from the previous year.
- For writing, a 13 point gain was made on STAAR from the previous year.
- Kindergarten & 1st grade performed above the district GPM (Goal Progress Measures) on the DRA assessment, and made gains from the beginning of the year to the end of the year.
- All PK-2 EOY screener data has met adequate progress from BOY to EOY.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 3rd grade math STAAR scores decreased from the previous year. **Root Cause:** Both monolingual and bilingual 3rd grade math teachers were new to the grade and required more time to fully grasp the content. Also, the universal math screener changed this year so teachers did not have proper tools available to consistently intervene based on students needs.

Problem Statement 2: 2nd grade DRA scores did not meet district GPM's (Goal Progress Measures) at the end of the year. **Root Cause:** Due to teacher

changes, student shifting, and behavior, instruction was compromised second semester. The decline of instructional rigor and fidelity to routines is illustrated in dropping scores after December.

School Processes & Programs

School Processes & Programs Summary

Major curriculum supports used at BME include: RSK, TPRI, TejasLEE, MVRC, DRA, AIMSweb, guided reading, guided math, Social Studies Weekly, Leveled Literacy Intervention (LLI), El Sistema de la Intervenecion de Lectura (SIL), Reading A-Z, RAZkids, MyON, and STEMscopes.

BME grade level teams participate in weekly PLCs with the instructional team. They meet 3x's per week to update instructional planning, implement the district's curricular documents found on Eduphoria with fidelity, increase the rigor of the planned activities, track and analyze data, plan and monitor interventions, follow-up with the RTI process, and provide necessary professional development.

BME was able to retain many teachers from the 17-18 school year; however, there were some vacancies this year that were difficult to fill due to lack of potential candidates. We are currently still missing two bilingual teachers; one in kindergarten and one in third grade.

BME continues to implement campus systems such as: arrival, lunch, and dismissal procedures, "all hands on deck" staff duty, teacher materials request procedures, PLCs and additional expected teacher collaboration, and a master schedule that maximizes instructional time and increased teacher planning. Additionally, the campus instructional playbook outlines all required expectations for the campus in regards to curriculum and instruction. The office team focuses on customer service to our students, parents and staff. The office team also began to develop processes for our day-to-day operations so they are clear, cross-trainable, and in compliance with federal, state, and district expectations. Information was shared with staff weekly through the campus e-meeting and included celebrations, dates of events, deadlines, and specific expectations. Clear expectations were also outlined in the MISD Curriculum Framework, BME Staff Handbook, and the BME instructional playbook.

School Processes & Programs Strengths

Curriculum/Instructional

- BME teachers will be adequately trained about the PLC expectations this year and the outline for the process was delivered to all staff at the beginning of the year, allowing for the PLC cycle to be implemented consistently each week.
- Quality CFA's will be created and analyzed weekly during PLCs giving teachers real time tier 1 intervention groups and strategies.
- Grade, class, and individual student data and goal setting for all 3rd -5th graders will be implemented
- PK-5th grade teachers practiced shared intervention amongst grade levels and across grade levels based on student needs and teacher instructional strengths.
- Data protocols were implemented in K-5th grade after each DRA assessment in K-2 and benchmark in 3rd – 5th grade

Personnel

- BME was able to retain a majority of the staff members the 17-18 school year, which will build consistency for our students.
- BME was able to promote two teachers to instructional support positions, which showed strengths in the campus' ability to build leaders within.

Organizational

- Campus systems and procedures continue to positively impact school traffic (outside and inside) and school culture, only adjusting minor needs learned from previous year.
- Staff professional and academic expectations from the campus level are clear
- The instructional playbook served as a tool to answer frequently asked questions throughout the school year regarding curriculum and instruction expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: BME recently became a New Tech campus this year and will be expanding PBL from 3rd grade to 4th grade as well. The campus will need further training and ongoing professional development, curriculum resources, student resources, and technology devices to support this innovative implementation. **Root Cause:** This is still a very new program for our campus and it is at the initial stage of development for administrators, staff, and students. More training needs to happen and universal expectations need to be set.

Problem Statement 2: Consistent and quality guided reading and guided math implementation and instruction across the campus. **Root Cause:** Different levels of training, content knowledge, and classroom management abilities.

Problem Statement 3: Teachers are still unclear about progress monitoring systems and resources for math in K-5 classrooms. **Root Cause:** AIMSweb progress monitoring is not only difficult to use, but there is not an intervention system that directly correlates to the progress monitoring system. Teachers also need more training on the progress monitoring system.

Problem Statement 4: We are constantly working to remain clear about professional, academic and instructional expectations. These expectations must stay aligned to district expectations, based on best practice and current data. **Root Cause:** The expectations consistently changing prevent the campus from remaining focused on the most important goals that will make the biggest impact. Also, the lack of leadership made it difficult to remain consistent in communicating and implementing the many expectations delivered by both the campus and district.

Problem Statement 5: Faculty and staff are unaware of explicit expectations, causing challenges with high turnover and low campus morale. While Spring 2018 Studer Survey shows slight improvement, there is still a lot of room for growth. **Root Cause:** Consistency with district and campus expectations due to lack of systematic protocol across the entire district and lack of clear and consistent timely communication from administration.

Problem Statement 6: Behavior referrals increased significantly second semester, causing instruction, particularly in K-2 classrooms, to be interrupted regularly. This resulted in decreased assessment scores at the end of the year. **Root Cause:** There was no behavior protocol in place and PBIS was not being

utilized as a campus. Teachers need more training explicitly on how to use CHAMPS and follow PBIS more universally.

Perceptions

Perceptions Summary

An Employee Engagement survey was given to all BME staff in the Winter of 2017. Our overall mean is 2.93 which is a significant drop from the previous year (4.11). It should be noted that this survey was given to staff during the time of a leadership transition; however, the results accurately portray the sentiments of the campus at that time.

BME conducted all of the required parental involvement events during the 2017-2018 school year. During the 2017-2018 school year, BME offered a Meet the Teacher Night, Fall Festival, Literacy Night, Fine Arts Night, STEM Night, Field Day, field trips and award assemblies for all grade levels. Each grade level performed at one of these events. BME is currently working on establishing a PTA for the 2018-2019 school year.

Perceptions Strengths

- According to the survey, the highest scored area was “my supervisor sets clear expectations for judging my performance.” The second highest scored area was “my supervisor recognizes good performance.”
- BME has very high attendance at the family events that provide food for the families and at the events that have a musical performance.
- BME consistently communicates verbally and in writing with parents in both English and Spanish through Tuesday folders, the school marquee, classroom and parent e-mails, and classdojo. Teachers also made positive phone calls home throughout the year and did one address verification call per semester.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: BME would like to create a system in which parents participate at campus events to learn more about their child’s academic needs, progress and challenges on a more consistent basis. We will work toward building in the active fun for students so parents have the opportunity to participate in sessions that inform them of their child’s academic needs, progress, and challenges. **Root Cause:** Parents and students are typically more interested in the “fun” and active campus events. Also, childcare is a challenge for some parents if it is not provided during the academic informational events.

Problem Statement 2: The lowest score on the BME survey was “my supervisor consults me on the decisions that affect my job” & the second lowest score was “my supervisor provides the support needed to accomplish my work objectives.” **Root Cause:** Due to the absence of leadership on the campus, staff did not have clear direction or understanding of who to go to for support and there was no clear communication for staff regarding who was making the decisions for the campus and why.

Problem Statement 3: The survey showed that many open-ended responses highlighted that communication was an area in which the school could be

improved. **Root Cause:** There is a lack of understanding about the “why” behind certain decisions. Also, there was no transparency and often times communication was one-way.

Problem Statement 4: The survey showed that many open-ended responses highlighted that discipline was an area in which the school could be improved.

Root Cause: The campus is missing a systematic protocol for handling students with behavior difficulties. While PBIS supports Tier 1 behavior management, the campus needs to establish a clear process for identifying and intervening with Tier 2 and Tier 3 behaviors.

Problem Statement 5: The survey showed that many open-ended responses highlighted that PBL was an area in which the school could be improved. **Root Cause:** There is no consistency in the amount of PBL training and understanding across the campus, at all levels, which makes it difficult to establish expectations and a plan for implementation.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 1: By EOY 2019, 95% of PK - 2nd grade students will be reading on or above grade level. All 3rd-5th grade state tested content areas will perform at a minimum of the state average.

Evaluation Data Source(s) 1: PK=RSK

K-2nd grade=DRA

3-5=2019 STAAR Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) BME teachers will implement and maintain the Balanced Literacy Framework in all LAR classrooms.		Literacy Coaches	Lesson Plans Walk Throughs Data Walks				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) BME teachers will implement and maintain daily guided reading and guided math instruction in Pk - 5th grade classrooms		Literacy Coaches Instructional Coach	Lesson Plans Walk Throughs Data Walks				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 3) BME will implement and maintain a campus wide reading and math fluency program.		Literacy Coaches Instructional Coach	Formative Loop Report				

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p>		Literacy Coaches	Writing PD Agendas Writing PD Sign Ins Lesson Plans				
4) BME will develop, implement and maintain a campus writing plan that includes strategic implementation of writers workshop.		Funding Sources: Title I, Part A - 0.00					
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p>		Instructional Coaches	Intervention Lesson Plans Tutoring Sign Ins				
5) BME will provide after school intervention for all 3rd-5th grade students who need accelerated instruction in reading, writing, math or science.		Funding Sources: Title I, Part A - 0.00					
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p>		Principal	Intervention Lesson Plans Sign Ins				
6) Temporary interventionists will provide school day and after school intervention/accelerated instruction to prepare at risk and LEP students 3rd-5th grade needing intensive intervention for STAAR.		Funding Sources: State Compensatory Education - 16000.00, Title III, Part A - 0.00					
7) BME will provide a 3rd-5th grade literacy coach to support classroom teachers and provide quality instruction.		Principal	Lesson Plan Comments				
		Funding Sources: Title I, Part A - 63543.00					
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p>		Principal	Universal Screening Data				
8) BME will provide an Early Reading Interventionist to work with our struggling readers identified through screeners and campus/district assessments.							
9) BME will utilize inquiry based approaches to scientific investigations and academic instruction.		Instructional Coach	Lesson Plans				
		Funding Sources: Title I, Part A - 0.00					
10) BME will incorporate Empowering Writers, a program designed to provide the instructional tools to teachers, to develop and refine writing proficiency for students in 3rd grade.	2.4	Instructional Coach	Lesson Plans will illustrate the use of this progress and CBA and STAAR scores will improve as a result of implementation.				
		Funding Sources: Manor Education Foundation - 1000.00					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 2: By BOY August 2019, BME will maintain at least one accountability distinction.

Evaluation Data Source(s) 2: 2019 STAAR Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) BME will use research-based best practice professional development and other resources and materials to support planning, and data analysis to improve student achievement</p>		Teachers	Unit Map Documentation Lesson Plans				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) BME will conduct curriculum planning and data analysis weekly through the BME PLC Cycle and Process to analyze data for all students as well as all sub populations.</p>		Teachers Instructional Coaches	Lesson Plans Data Protocol				
<p>3) A phonics-based program will be implemented in grades K, 1, and 2 to improve reading instruction.</p>		Literacy Coach Principal	TRRI Scores				
<p>4) Blake Manor Elementary will implement, with fidelity, MVRC, MyON, Reading A-Z, Formative Loop, and other supplemental resources to support reading and math achievement. All resources will increase fluency, vocabulary and comprehension.</p>		Classroom Teachers Instructional Coaches Assistant Principal Principal	Universal Screeners, monthly progress monitoring systems, CBAs and CFAs, campus walk-through data.				
Funding Sources: Title I, Part A - 2500.00							
<p>5) Learning walks and coaching cycles will be implemented to ensure that best practices are being used across contents and grade levels.</p>		Instructional Coach Assistant Principal Principal	Documentation of data collected from learning walks and coaching cycles will be reviewed regularly and compared to assessment data to measure lesson implementation effectiveness.				



Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 3: By EOY 2019, BME will aim for and work toward a student attendance average of 98% or higher for each 9-week grading period.

Evaluation Data Source(s) 3: 9-week Skyward Attendance Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) BME will communicate with staff, students and parents about attendance laws and expectations.		Assistant Principal Attendance Clerk	Flyers Website Posting Parent Contact Log Agenda and Sign In Attendance Reports				
2) BME office staff will develop processes to track and follow up on excessive tardy and absent attendance through weekly attendance committee meetings.		Assistant Principal Attendance Clerk	Written Process Attendance Meeting Minutes Attendance Reports Parent Contact Log in Skyward				
3) BME will reward positive attendance efforts through grade level and class level attendance competition and incentives.		Assistant Principal Grade Level Team Leaders	Written Competition and Incentives Log of winning grade level and class Attendance Reports				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Be a district of choice in this Texas Region based on student success

Performance Objective 4: Increase 3rd grade Math STARR performance from 72 to 77.

Evaluation Data Source(s) 4: Growth can be measured by students assessment results (BOY, MOY, JIT, and STAAR).

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) BME will implement strategic progress monitoring through consistent use of AIMSweb.		Instructional Coach	Students will show consistent growth on AIMSweb progress monitoring tool as a result of interventions provided with fidelity.				
2) BME will implement the use of the Pearson Envisions RTI Toolkit regularly for reteach and differentiated math instruction.		Instructional Coach	Students will show consistent growth through classroom teacher observations and CFAs.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 1: By BOY August 2019, BME will attain 90% retention of staff by providing educational and motivational experiences.

Evaluation Data Source(s) 1: BME Staffing Roster
Studer Staff Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide targeted professional development aligned with district expectations and based on the needs of BME data		Instructional Coaches Principal	PD Agendas and Sign Ins Student Data				
Funding Sources: Title I, Part A - 2000.00							
2) 100% of teachers will plan, collaborate, and reflect with ILT at least 1 day a week to discuss campus needs, student progress, and academic data during PLCs (professional learning communities). The other two PLC days will be utilized with fidelity to collaborate as grade level teams.		Principal Instructional Coaches	PLC Documentation				
3) BME instructional coaches will work along side teachers to continue to strengthen, improve, and align our RTI program and procedures with the PLC process.		Assistant Principal Instructional Coaches	Rtl Documentation				
4) Encourage staff to maintain and increase attendance by providing monthly recognition for perfect staff attendance.		Principal Assistant Principal	At least 90% of staff will be in attendance of 95% of the academic year.				
5) Provide monthly opportunities for team building and boosting staff morale that positively impact the school's culture.		Principal Assistant Principal	Review of the CNA would show an increase in morale as compared to the CNA in the previous year.				
6) Establish a consistent form of communication between administration and staff on a regular basis to establish universal processes, transparency, and effective dialogue between all members of the BME community.		Principal Assistant Principal	Clear understanding of expectations for all.				









Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 2: By BOY August 2019, BME will be staffed at 100% each academic year.

Evaluation Data Source(s) 2: MISD HR records will be used to evaluate this objective.

Summative Evaluation 2:



















Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Participate in the MISD, Region 13, and other partnering agencies job fairs and recruiting events.		Principal Assistant Principal	BME will be fully staffed prior to the first day of classes.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 1: BME will communicate with all stakeholders in a variety of ways to promote transparency as well as parent/community involvement.

Evaluation Data Source(s) 1: Communication Artifacts

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) BME will utilize a Campus Advisory Team as part of the campus decision making process.		Principal	CAT Member List CAT Meeting Agenda CAT Sign Ins				
2) BME will generate a calendar of events for all stakeholders to distribute each semester and post on the campus website.		Principal	Calendar of Events				
3) BME will generate a weekly e-mail (e-meeting) to communicate pertinent information with dates/events to staff.		Principal	Weekly E-Meeting sent through email				
4) BME will conduct at least 3 Family Event Nights for the 2018-2019 school year.		Principal	Flyer Sign In				
Funding Sources: Title I, Part A - 0.00							
Comprehensive Support Strategy 5) BME will host at least 1 Literacy Night and 1 STEM for families.		Principal	Flyer Sign In				
Funding Sources: Title I, Part A - 0.00							
6) Campus Leadership Team meetings will be scheduled monthly throughout the year to assess and discuss an ongoing cycle of improvement for targeted success at BME.		Principal	Leadership Meeting Minutes				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 2: BME will build capacity for parental involvement to improve community relations with the campus.

Evaluation Data Source(s) 2: Parent Participation & Studer Parent Survey Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) BME will implement parent involvement days such as "Grandparents Luncheon, Pastries with the Principal, Coffee with the Counselor, Donuts with dad, and Muffins with mom."		Principal Parent Liaison	Parents and school will better communicate and collaborate due to the open door policy. The relationship between school and home will positively impact the social emotional needs of all students.				
Funding Sources: Title I, Part A - 0.00							
2) BME will establish a PTA to foster more parental involvement, thus supporting community build amongst school and home.		Principal Parent Liaison Teacher Rep					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 1: By EOY 2019, BME will sustain technology application in the classroom to a minimum of 1:2 student/technology ratio in grades 3-5 in an effort to attain high student achievement through meaningful and motivational experiences for all students.

Evaluation Data Source(s) 1: Technology Inventory

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Continue to improve, replace, upgrade, and maintain quality hardware, software, computers, and laptops for teachers and students. Increase student technology ratio.		Principal	Technology Inventory				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 2: By EOY 2019, 100% of BME 3rd through 5th grade students will participate in the Physical Fitness Assessment Initiative TEC Â§ 38.101.

Evaluation Data Source(s) 2: Physical Fitness Assessment Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) All 3rd through 5th grade students will participate in a physical fitness assessment through FitnessGram. Results will be communicated to parents.		PE Teacher Principal	Physical Fitness Assessment Data				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 3: By EOY 2019, BME will utilize Echo as a learning management tool to support Project Based Learning in effort to attain high achievement through meaningful and practical learning experiences for all students.

Evaluation Data Source(s) 3: New Tech Surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) All teachers will access Echo Learning for every unit to plan and align instruction to the New Tech Model for all students.		Instructional Coach	Students will utilize a NTN PBL model for learning to address all learning standards.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 1: By EOY 2019, 100% of BME teachers will be GT certified to ensure all of our students are provided with differentiated learning opportunities.

Evaluation Data Source(s) 1: Lesson Plans
Eduphoria Professional Development Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Ensure all teachers are differentiating instruction as part of their daily core content curriculum to meet the various learning needs of all students.		Principal Assistant Principal Instructional Coach	Learning Objectives posted daily in all classrooms				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 2: 95% of Pre-K--2nd grade students will be reading at or above expected grade level by EOY 2019.

Evaluation Data Source(s) 2: Universal Screening Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide students with opportunity to reinforce reading skills through varied leveled reading resources.		Principal Instructional Coaches	Campus Inventory				
Funding Sources: Title I, Part A - 2400.00							
2) BME will provide students with the opportunity to reinforce writing skills by purchasing Handwriting No Tears for all kindergarten classrooms and writing notebooks for all 1st and 2nd grade classrooms.		Principal Instructional Coach	Improved writing based on writing portfolio submissions.				
3) BME will partner with Austin Literacy Partners to promote reading skills for 2nd grade students.		Counselor	Improved reading fluency and confidence for 2nd grade students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: (Objective #1 - Excellence Goal) BME will increase their literacy progress indicator by at least seven percentage points (from 45%-52%) at the end of the 2018-19 school year.

Performance Objective 1: All students will receive quality Tier 1 instruction throughout the 2018-2019 school year.

Evaluation Data Source(s) 1: STAAR, JIT, MOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) The Instructional Coach will develop and plan lessons after school hours to provide support to the 3rd grade long term Bilingual substitute until a full time teacher is hired.</p>	2.4, 2.5, 2.6	Instructional Coach, Principal, Assistant Principal	Students in the unfilled teacher's classroom will receive quality tier 1 instruction.				
<p>Funding Sources: Title I, Part A - 2600.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	BME teachers will implement and maintain the Balanced Literacy Framework in all LAR classrooms.
1	1	2	BME teachers will implement and maintain daily guided reading and guided math instruction in Pk -5th grade classrooms
1	1	3	BME will implement and maintain a campus wide reading and math fluency program.
1	1	4	BME will develop, implement and maintain a campus writing plan that includes strategic implementation of writers workshop.
1	1	5	BME will provide after school intervention for all 3rd-5th grade students who need accelerated instruction in reading, writing, math or science.
1	1	6	Temporary interventionists will provide school day and after school intervention/accelerated instruction to prepare at risk and LEP students 3rd-5th grade needing intensive intervention for STAAR.
1	1	8	BME will provide an Early Reading Interventionist to work with our struggling readers identified through screeners and campus/district assessments.
1	2	1	BME will use research-based best practice professional development and other resources and materials to support planning, and data analysis to improve student achievement
1	2	2	BME will conduct curriculum planning and data analysis weekly through the BME PLC Cycle and Process to analyze data for all students as well as all sub populations.
3	1	5	BME will host at least 1 Literacy Night and 1 STEM for families.

State Compensatory

Personnel for Blake Manor Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ethan Varela	Bilingual Academic Interventionists		1

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chandra Ridgeway	Instructional Coach	Title I	1

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Writing PD		\$0.00
1	1	5	Tutoring		\$0.00
1	1	7			\$63,543.00
1	1	9	Mobi Learning		\$0.00
1	2	4			\$2,500.00
2	1	1			\$2,000.00
3	1	4	Parent Involvement Resources		\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
5	2	1	RAZ Kids		\$2,400.00
6	1	1	Approved Extra Duty Pay		\$2,600.00
Sub-Total					\$73,043.00
Budgeted Fund Source Amount					\$80,633.00
+/- Difference					\$7,590.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Temporary Interventionist		\$16,000.00
Sub-Total					\$16,000.00
Budgeted Fund Source Amount					\$16,000.00
+/- Difference					\$0
Grand Total					\$89,043.00