

# Allen Independent School District

## Olson Elementary

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

We believe everyone entering Olson Elementary knows they are in a safe, student focused environment and all involved take pride in our learning community.

We believe all students have high expectations and respect for themselves and others, and feel loved and accepted which results in a lifetime of success.

We believe everyone learns and achieves success through relevant, engaging and differentiated experiences.

We believe the development of a positive climate enables our students, parents and staff to feel confident, open to a variety of powerful experiences and reach their potential (lifetime goals).

We believe a collaborative, motivated and respectful staff is essential to our success.

We believe communication and active community involvement builds an essential partnership for a successful school.

# Vision

The Olson community is committed to developing confident, focused learners who are exemplary in character and performance.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Olson Elementary is one of the largest elementary schools in Allen with 651 (2017-2018 data) students enrolled.

- 49.62% Female, 50.38% Male
- Ethnicity- Hispanic/Latino: 8.91%
- White-53.76%
- Asian- 16.44%
- Black/African- American- 14.13%
- Two or More Races- 5.22%
- American Indian- Alaskan Native- 1.08%
- Native Hawaiian- Pacific Islander- .46%
- Special Services
  - Top Primary Disabilities- Speech Impairment (25) 38%, OHI- (17)26%, Learning Disability- (9)13%, Autism- (6)9%
  - Two sections of Life Skills students comprised of 10 students.
- Programs
  - ESL- (43) 6.61%, Free Lunch (46) 7.07%, Reduced Lunch (12) 1.84%, Gifted and Talented (65 )9.98%, SPED (65) 9.98%, Dyslexia (33) 5.07%
  - At Risk (109) 16.74%, Eco Dis (58) 8.91%, Immigrant (10) 1.54%, LEP (44) 6.76%, Military Connected (7) 1.08%, Section 504 (51) 7.83%
  - Enrollment numbers are decreasing 690 to 651 as indicated over the past 3 years .
  - We are starting to see more students moving in from out of state and surrounding districts citing better academic opportunities for both Gen Ed and SPED and also because of parents' jobs.
- When analyzing special education referrals by student groups and race/ethnicity, the following data is evidenced from the 2017-18 school year:  
12 Initial Referrals this year - 2/12 White, 4/12 Black, 5/12 Two or more races, and 1/12 Asian; 50% (1/2) White qualified, 60% (3/5) 2 or more races qualified, 75% (3/4) Black qualified, Asian referral is still pending
- Olson Elementary attendance rates are consistently above state and district averages. For example, in 2014-2015, Olson's campus attendance rate was 97.4% compared to the district at 97.0% and the state at 95.7%. The trend over the past 3-5 years has remained steady and continued to fall above district and state percentages.
- The average class sizes by grade level are as follows:

Kindergarten 16.3

Grade 1- 19.4

Grade 2- 20

Grade 3- 19.5

Grade 4- 18.9

Grade 5- 21

Grade 6- 21.3

### **Demographics Strengths**

- Several safeguards and supports are in place to identify at risk students.
- SPED referrals: qualifying rates are very good indicating referrals made by teachers seem to be on target.
- High Attendance Rate compared to state. In order to promote high attendance rates, we emphasize the importance of arriving at school each day on time with students and parents. Campus procedures to track unexcused absences and tardies include daily and weekly reports. Documentation of teacher, administrator and counselor contact with students and parents is maintained. Student Attendance Behavior Intervention Plans are created as a truancy prevention measure based on the needs of individual students and collaborative recommendations of the student, parent and school personnel. Student-level data reveals attendance rates in proportion with performance data.
- ELL students are supported by both pull out and push in depending on TELPAS ratings and progress on other local and state measures.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Many new students to Olson who come from other states and cities have not been exposed to the rigor of curriculum provided by Allen ISD. **Root Cause:** Varying academic standards in other states and cities.

# Student Achievement

## Student Achievement Summary

Olson Elementary believes every educator is a leader and every student has potential to be a successful learner. Through quality engaging educational experiences, collaborative teamwork, and families as teaching partners, a positive learning environment is created and nurtured. All learners are challenged to achieve personal excellence daily on their life-long learning journeys.

The scores Olson received in the four state accountability areas resulted in a 2018 Texas Accountability **Met Standard** rating. In addition, Olson earned Distinction Designations in the areas of **Comparative Closing the Gaps and Comparative Academic Growth**.

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Olson Elementary met these targets:

Domain 1 - Student Achievement: Olson Elementary Score: 93 (state target score = 60)

Domain 2A - Student Progress: Olson Elementary Score: 90 (state target score = 32)

Domain 2B- Student Progress: Olson Elementary Score: 82

Domain 3 - Closing Performance Gaps: Olson Elementary Score: 90 (state target score = 28)

These scores resulted in Olson Elementary receiving a 2018 Texas Accountability Met Standard rating.

On the 2018 STAAR, the following scores for all grades show the percentage at Approaches or Above:

Reading- 92%- (District 91%)

Math- 94% (District 94%)

Writing- 85% (District 87%)

Science- 93% (District 93%)

By grade level:

<b>3rd Grade</b>		<b>Reading</b>			<b>Math</b>		
	Approaches	Meets	Masters		Approaches	Meets	Masters
2018							
Olson	94	71	42		92	74	41
District	90	63	41		92	70	45
2017	90	74	46		91	69	45
2016	91		50		95		36

<b>4th Grade</b>	<b>Reading</b>			<b>Math</b>			<b>Writing</b>				
	Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Meets	Masters
Olson	93	74	60		96	78	63		85	59	24
District	89	71	48		92	77	57		82	65	29
2017	89	71	34		90	66	44		84	58	20
2016	95		38						95		42

<b>5th Grade</b>	<b>Reading</b>			<b>Math</b>			<b>Science</b>				
	Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Meets	Masters
Olson	98	78	50		100	83	51		92	53	29
District	93	77	50		96	83	58		90	63	33
2017	95	79	47		98	87	57		93	71	39
2016	93		50		94		41		87		26

<b>6th Grade</b>	<b>Reading</b>			<b>Math</b>			
	Approaches	Meets	Masters		Approaches	Meets	Masters
Olson	94	72	44		99	93	63
District	89	68	45		94	83	57
2017	88	68	37		94	85	66
2016	93		50				

One focus for the campus is to look at the variance between the scores among student groups. Below are the 2018 STAAR scores listed by grade:

- 3rd Grade Reading: White 96%, Eco.Dis 91%, Special Ed.83%, African American 86%, Hispanic 89%, Asian 100%, LEP 100%
- 3rd Grade Math: White 95%, Eco. Dis 91%, African American 69%, Two or more races 100%, Special Ed. 83%, Asian 100%
- 4th Grade Reading: White 93%, African American 75%, Hispanic 100%, Eco. Dis 100%, LEP 67%, Asian 95%, Two or More Races 100%, SPED 58%
- 4th Grade Math: White 97%, LEP 86%, Eco. Dis 100%, Hispanic 100%, African American 88%, SPED 67%, Asian 95%, Two or More Races 100%
- 4th Grade Writing: White 85%, African American 63%, Eco. Dis 71%, Hispanic 100%, LEP 43%, Sped 42%, Asian 91%, Two or More Races 100%
- 5th Grade Reading: White 96%, Hispanic 83%, Eco. Dis 80%, African American 82%, Asian 100%, Two or More Races 100%, SPED 83%, LEP 100%
- 5th Grade Math: White 100%, Hispanic 100%, African American 100%, Eco. Dis 100%, LEP 100%, Asian 100%, Two or More Races 100%, SPED 100%
- 5th Grade Science: White 92%, Hispanic 83%, Eco. Dis 67%, African American 71%, Asian 95%, Two or More Races 100%, SPED 64%
- 6th grade Reading: White 94%, Eco. Dis 92%, Hispanic 100%, LEP 0%, African American 90%, Asian 95%, Two or More Races 100%, SPED 60%
- 6th grade Math: White 98%, Hispanic 100%, Eco. Dis 92%, LEP 100%, African American 100%, Sped 90%, Asian 100%, Two or More Races 100%

## Student Achievement Strengths

Narrowing achievement gaps in the following areas:

Earning a rating of A

Earning Distinction Designations:

- Closing the Gaps
- Academic Growth

Meeting all of the System Safeguards:

- Performance Rates- 20 out of 20
- Participation Rates- 16 out of 16

Olson Elementary has worked extensively in early identification of student academic needs and providing effective, systematic intervention opportunities which includes:



- School-wide Otter Time Intervention
- Regularly Scheduled Grade Level Collaboration
- Before and After School Intervention
- State Approved Intervention Resources
- Special Education Tutoring
- Focus on Early Intervention

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Achievement gaps still exist in various academic areas among learner groups. **Root Cause:** Need to identify learning styles and provide differentiation to students accordingly.

# School Culture and Climate

## School Culture and Climate Summary

The culture of Olson Elementary is built on a dynamic foundation of student success, parent involvement, invested teachers and strong community support. Each year, Olson students are tasked with a high standard of academic achievement as well as behavior expectations and meet or exceed these standards with positivity and enthusiasm.

## School Culture and Climate Strengths

The structured, warm and inviting climate of Olson Elementary is strengthened by teachers and staff committed to student achievement both academically and socially. A common language to support all students is used among administrators, teachers and staff to unite the school as a community. Students are praised and rewarded regularly for academic growth as well as positive behavior. Discipline referrals continue to decrease in frequency as the focus is on supervision, proactive discipline policies and positive reinforcement of success in all areas. The positive and warm climate of Olson is further enhanced by the active presence of our namesakes, Dr. and Mrs. David Olson. The Olsons are included in all school, family and community activities and have been described by some students as the "grandparents" of Olson Elementary, devoting their time to the school in special ways throughout each year.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

All staff members at Olson Elementary maintain highly qualified credentials. The strategies for managing staff quality, recruitment and retention are professional development, peer collaboration and teacher support. Supporting all teachers, with an emphasis on new teachers, is a priority.

## Staff Quality, Recruitment, and Retention Strengths

Staff quality, recruitment and retention are priorities at Olson Elementary. Professional development, peer collaboration and teacher support are the strengths of Olson elementary in this area. Professional development is sought out and offered to teachers who need assistance in improving instructional practices and improving student achievement. All teachers are offered a variety of training opportunities on campus, in district and out of the district depending on interests, goals, and needs. T-TESS goal setting helps teachers focus on specific areas of desired growth and administrators strive to meet those needs by affording time and funds as needed. Teachers are also encouraged to visit other classrooms on campus or at other campuses to observe instruction. Olson's most effective teachers are invited to collaborate and share new learning either on district staff development days or at faculty meetings. Instructional specialists are invited to work with teachers to analyze data and target areas in need of growth for the teacher. New teachers are invited to attend district check-ins for training throughout each semester and are consistently monitored throughout the year by administrators. In addition, new teachers are assigned a Bell Mentor on campus and teachers new to the district are assigned a buddy.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Olson Elementary teachers implement the curriculum; composed of the TEKS, district-created curriculum and pacing calendars; with fidelity. Teachers are required to submit weekly lesson plans to administration and share with all special areas. The instructional coaches regularly meet with teams. Lessons are planned collaboratively using the district curriculum. Lessons follow the pacing calendar. Benchmark results show that teachers are following the pacing calendars and district curriculum.

Expectations for student engagement are high. At Olson, an environment has been created where all students actively participate by connecting their learning to the real world through Maker Space activities, STEM projects, problem of the day, Exemplars, setting goals, the AIM program, science labs, Mind Missions, robotics, enrichment blocks, and extension activities.

Assessments are being used effectively. With summative assessment data, we look at the TEKS where students need intervention and enrichment to create Otter Time and small groups. We also think that there is room for improvement for grades 3-6 to use AWARE more frequently to collect, track, and analyze data. Pre-assessments could be utilized more frequently to help drive instruction.

Teachers participate in goal setting for increased student performance by collaboratively working in PLCs to determine how we can improve instruction and student learning. We all participate in T-TESS by creating personal goals for professional growth. Students participate in some ways in goal setting through informal discussions, reading goals and book goals.

## Curriculum, Instruction, and Assessment Strengths

Our strengths can be found in our curriculum and our collaborative nature. We are growing in our knowledge and utilization of Professional Learning Communities to collaborate as professionals about curriculum, instruction, and assessment.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Achievement gaps still exist in various academic areas among learner groups despite a strong curriculum and implementation. **Root Cause:** Data from assessments and instruction may not be used to differentiate instruction.

**Problem Statement 2:** Grade levels on campus are not aligned with instructional practices and data assessment. **Root Cause:** More vertical planning and teaming are needed.

# Parent and Community Engagement

## Parent and Community Engagement Summary

As we embark upon our 10th year, the staff at Olson Elementary is committed to nurturing the positive and purposeful relationships with parents, families and the Allen community we serve more than ever before. Educating and engaging families in the educational process as well as school-related activities and events continues to be a steadfast priority. In addition, families and community members have an open invitation through several avenues to share in the campus decision-making process. Communication is key as Olson Elementary maintains an open door policy and strives to keep all stakeholders updated regularly.

## Parent and Community Engagement Strengths

- In order to focus on a home/school connection to educate and engage parents in understanding how to support their children, Olson implements the following:
  - This year, the 10th year of Olson Elementary, we will "rededicate" the school and recommit to making learning and high achievement our priority for all students.
  - A "comment card" system will be implemented this year to encourage quick and honest feedback about any visitor's experience at our school.
  - Curriculum Night is held at the beginning of each school year to inform parents with an overview of the school year and how they can be involved to support their students academically.
  - Newsletters are sent home regularly by each grade level to share ideas on supporting their students and to keep families informed of upcoming topics in class.
  - The continued implementation of a "Math Night" allows parents to see and experience through hands-on activities the way students are learning about Math in their classrooms. This was a very successful program last year and we hope to grow this into other content areas as well.
  - Multicultural Night is a cherished tradition at Olson Elementary that involves family and community in a learning experience about other countries and cultures.
  - PTA purchases many resources for classrooms and grade levels such as books, Scholastic magazines, robotics kits, insects for study, tables and benches for outdoor learning environment, recess equipment, etc.
  - Watch Dogs volunteer for 1-2 full days per year, strengthening the home/school connection as Dad's spend time in the classroom with students and assisting with other duties on campus.
  
- Families and community members are involved in campus decision making in the following ways:

- Campus Improvement Team.
- PTA Board meetings each month.
- Teachers encourage and welcome family involvement.
  
- Communication Tools
  - Principal sends out weekly e-newsletter with upcoming events and information.
  - Twitter is used to communicate information and promote and share learning.
  - Olson Facebook page is used to communicate information and to promote learning going on at Olson.
  - School marquee updated each month with important events and reminders
  - Teachers utilize various means of communication including email, newsletters, the 'Remind' app, classroom Dojo and daily or weekly communication charts.
  
  - Peachjar is a new and innovative electronic flyer program that reduces paper usage and allows instant communication to parents about upcoming events or school/district programs.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Parents need to be afforded as many opportunities as possible to be present and participate in their student's education.

# School Context and Organization

## School Context and Organization Summary

The leadership team at Olson Elementary takes pride in the decision-making practices, processes and structures in place that ultimately enhance the teaching and learning environment and maximize instructional time. Professional Learning Communities focus on improving teaching and learning through the in-depth analysis of student data, student work samples and specific instructional practices. The collaborative approach to leadership and decision-making at Olson Elementary is imperative to the overall growth and success of the school.

## School Context and Organization Strengths

Teachers are given various leadership opportunities throughout the district by serving on cadre committees, participating in TOT trainings and serving on their own campus grade level and vertical action teams. The principal also funds out of district trainings such as PLC Training, TASA, Daily 5 and various math and technology trainings. In addition to a common grade level planning time each day, a new plan for structured Professional Learning Communities (PLC) time approximately one time per week has been implemented this year where teachers focus on improving teaching and learning through the in-depth analysis of student data, student work samples and specific instructional practices.

A collaborative effort by a vertical team composed of administrators, a representative from each grade level as well as other staff members developed a master schedule that provides for large blocks of uninterrupted instructional time in all grades. Instructional block minutes meet or exceed district recommendations. The master schedule provides 30 minutes of intervention/enrichment time for every grade level daily as well as 30 minutes of unstructured play, or recess, daily.

Lesson plans are monitored weekly and issues that arise are addressed with the individuals or the staff as needed.

CORE team meetings occur each month to address academic and instructional concerns and include a vast team of professionals such as administrators, CIS, SSI, grade level teachers, ESL, SPED, and diagnostician. Intervention groups are adjusted and plans of action for students are created.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** PLC (Professional Learning Community) staff training is needed in order to implement meetings with fidelity and receive the most benefit for achievement.

# Technology

## Technology Summary

Olson Elementary takes pride in the seamless application of technology into our daily lessons and learning opportunities for our students. We believe that technology should be used effectively at all levels of the SAMR Model (Substitution Augmentation **M**odification **R**edefinition), but particularly at the higher levels, creating significant functional change in the classroom and ultimately redefining possibilities.

Olson students and staff have access to personal desktops, laptops, Chromebooks, iPads and iPad minis. We currently have a Chromebook vault in each classroom, 6 iPad carts and 6 laptop carts for student use. The carts are scheduled according to a sign-up via the Campus Tech at Olson and each grade level is assigned a cart as well. Olson also has two computer labs that house between 28-32 desktop computers.

Allen ISD offers professional development for teachers and staff in the area of technology to support each school's abundant technology resources.

## Technology Strengths

Olson Elementary staff and students are eager and enthusiastic to learn and implement new technology to enhance learning experiences. As each year brings new and ever-changing resources, systems and programs to our school, we are well equipped with the appropriate support staff and training opportunities to maximize the benefits of our abundant technology.

**Technology Support for Staff:** Campus Tech, Library Media Specialist, Learner Services Technology Staff, Professional Development Opportunities, Help Tickets, Region X Courses

**Technology Support for Students:** Well-trained Teachers, Library Media Specialist, Campus Tech

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Student technology instruction is needed, possibly through better integrated tech lessons in scope and sequence. **Root Cause:** Online textbooks, Google classroom expected proficiency and not sufficient time for direct instruction on use of these and other programs.

**Problem Statement 2:** Time for teachers to learn specific programs/apps/tools, teach students the programs/apps/tools and successfully log on to devices has become a growing concern. **Root Cause:** Unreliable/slow wifi connectivity leads to a lot of wasted time logging on, frozen screens, etc.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Community and student engagement rating 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

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

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

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

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data







# Goals

## Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 1:** In the 2018-2019 school year, Olson Elementary will provide additional support and resources than the previous academic year, to improve achievement of the special programs populations at Olson.

**Evaluation Data Source(s) 1:** District and State Assessment results will be used to analyze gaps between Olson Overall data against Olson Learner Groups.  
 Frequent Common Formative Assessment Data  
 Summative Assessment Data

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative		Summative	
			Sept	Dec	Mar	May
1) Olson Elementary will structure collaborative teams to disaggregate current data and target instruction for specific student expectations.	Campus Administration, Campus Intervention Specialist, Teachers, Support Staff	Intervention for students will be better targeted and specific both in the classroom, Resource, and SSI.				
2) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Campus Administrators, Gifted and Talented Teacher	Increased enrichment opportunities and growth for our Gifted and Talented students.				
<b>Funding Sources:</b> Gifted/Talented - 67000.00						
3) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Campus Administration, Campus Intervention Specialist, SSI Teacher, Teachers	Increased progress for at-risk students.				
<b>Funding Sources:</b> Comp Ed - 160000.00						

4) Provide supplemental learning experiences and services for Special Education students to support individual learning needs.	Campus Administration, Resource Teachers, Life Skills Teachers	Continued enrichment opportunities, support and interventions for Special Education students.				
	<b>Funding Sources:</b> Special Education - 568000.00					
5) Provide supplemental learning experiences for English Language Learners promoting language acquisition and academic achievement.	Campus Administrations, ELL Teacher	Increased progress for ELL students on district and state assessments as well as TELPAS ratings.				
	<b>Funding Sources:</b> Title III - 1200.00					
= Accomplished       = Continue/Modify       = No Progress       = Discontinue						

# Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

**Performance Objective 1:** In the 2018-2019 school year, Olson will focus on building the capacity of its teachers in the process of disaggregating academic data in all grade levels and all subjects in order to assist in small group instruction and intervention.

**Evaluation Data Source(s) 1:** Documentation from PLC meetings

Student data from CFAs

Student tier data analyzed during PLC meetings

SLO data

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Train teachers on tools to identify students who did not meet progress on 2018 STAAR	Campus Administration, Campus Intervention Specialist, Instructional Coaches	Teachers will utilize more sources of information to identify areas of need.				
2) Olson Elementary will utilize Instructional Specialists and Instructional Coaches to assist teachers with lesson designing, modeling, and data interpretation.	Campus Administration, Campus Intervention Specialists, Instructional Coaches	Teachers' lessons will be more directed toward specific student needs.				
3) Instructional staff members will utilize the Professional Learning Community to increase knowledge of student needs during instruction and intervention.	Campus Administration, Campus Intervention Specialists, Instructional Coaches	Teachers will plan instruction and intervention for students based on collegial conversations held during PLC meetings.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

**Performance Objective 1:** In the 2018-2019 school year, Olson Elementary will continue to focus on developing teachers in the Professional Learning Community structures and support the implementation of Professional Learning Communities.

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Olson Elementary will support the professional learning community by focusing on staff development, peer collaboration, and increased opportunities for teacher leadership.	Campus Administration, Grade Level Chairs, Instructional Coaches	Increased student achievement, increased staff knowledge, increased morale.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

# Campus Funding Summary

<b>Comp Ed</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$160,000.00
<b>Sub-Total</b>					\$160,000.00
<b>Title III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,200.00
<b>Sub-Total</b>					\$1,200.00
<b>Gifted/Talented</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$67,000.00
<b>Sub-Total</b>					\$67,000.00
<b>Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$568,000.00
<b>Sub-Total</b>					\$568,000.00
<b>Grand Total</b>					\$796,200.00