

Allen Independent School District
Olson Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 23, 2019

Mission Statement

The Olson community is committed to developing empowered learners who are exemplary in character and future ready.

Vision

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

Core Beliefs

- 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Olson Elementary is one of the largest elementary schools in Allen with 623 (2018-2019 data) students enrolled.

- 47.7% Female, 52.3% Male
- Ethnicity- Hispanic/Latino: 9.87%
- White-50.5%
- Asian- 16.6%
- Black/African- American- 14.31%
- Two or More Races- 5.92%
- American Indian- Alaskan Native- 1.97%
- Native Hawaiian- Pacific Islander- 0.82%
- Programs
 - ESL- 9.38%, Free Lunch 11.35%, Reduced Lunch 2.3%, Gifted and Talented 10.36%, SPED 12.99%, Dyslexia 4.61%
 - At Risk 18.26%, Eco Dis 13.7%, Immigrant 3.45%, LEP 9.54 Military Connected 1.64%, Section 504 9.38%
 - Enrollment numbers are decreasing 623 to 608 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 due parents' jobs.
 - Mobility Rate: 16-17 (6.34%), 17-18 (7.41%), 18-19 (6.41%)

- Special Education referrals: 13 Initial Referrals this year - 10/13 White, 2/13 Black, 1/13 Asian; 80% (8/10) White qualified, 0% (0/2) Black qualified, and 100% (1/1) Asian qualified. Out of the 13 initial referrals this year, 8 were male and 5 were female.
- The average class sizes by grade level are as follows:

Kindergarten 17.3

Grade 1- 20

Grade 2- 17.1

Grade 3- 20

Grade 4- 18.3

Grade 5- 24.5

Grade 6- 20.1

STAFF:

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.

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 inclusion models depending on TELPAS ratings and progress on other local and state measures as well as each student's level of proficiency.

STAFF:

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some student groups are consistently performing below other student groups on STAAR, including non-continuously enrolled students. **Root Cause:** Non-continuously enrolled students may have gaps in content knowledge due to changing schools.

Problem Statement 2: Some student groups are consistently performing below other student groups on STAAR, including economically disadvantaged students. **Root Cause:** There are correlations between adverse educational outcomes and students who are from economically disadvantaged backgrounds.

Student Academic Achievement

Student Academic 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 2019 Texas Accountability **Met Standard** rating.

All schools in Texas must meet standards set in four state accountability areas. For the 2018-2019 school year, Olson Elementary met these targets:

Domain 1 - Student Achievement: Olson Elementary Score: 92

Domain 2A - Student Progress: Olson Elementary Score: 79

Domain 2B- Student Progress: Olson Elementary Score: 79

Domain 3 - Closing Performance Gaps: Olson Elementary Score: 78

These scores resulted in Olson Elementary receiving a 2019 Texas Accountability Met Standard rating.

By grade level with a 3 year comparison and current year district comparison:

3rd Grade		Reading			Math					
2019	Approaches	Meets	Masters		Approaches	Meets	Masters			
Olson	94	70	54		95	78	46			
District	89	66	48		91	71	45			
2018	94	71	42		92	74	41			
2017	90	74	46		91	69	45			
4th Grade	Reading			Math			Writing			
2019	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	
Olson	88	60	31	88	71	50	83	44	14	
District	89	65	42	89	70	52	83	57	23	
2018	93	74	60	96	78	83	85	59	24	
2017	89	71	34	90	66	44	84	58	20	

5th Grade	Reading				Math				Science		
2019	Approaches	Meets	Masters		Approaches	Meets	Masters		Approaches	Meets	Masters
Olson	97	81	56		99	83	69		85	68	37
District	91	77	56		95	82	66		90	63	33
2018	98	78	50		100	83	51		92	53	29
2017	95	79	47		98	87	57		93	71	39

6th Grade	Reading				Math		
2019	Approaches	Meets	Masters		Approaches	Meets	Masters
Olson	94	72	44		100	78	55
District	89	68	45		95	81	57
2018	94	72	44		99	93	63
2017	88	68	37		94	85	66

One focus for the campus is to look at the variance between the scores among student groups. Below are the 2019 STAAR scores listed by grade level and student groups:

Grade Level	Subject	All Students	Hispanic/Latino	Asian	Black or African American	White	Two or More Races	Economically Disadvantaged
3rd Grade	Reading	94	89	100	94	94	83	93
3rd Grade	Math	94	78	100	88	98	100	100
4th Grade	Reading	88	78	100	86	84	-	62
4th Grade	Math	88	67	100	79	88	-	92
4th Grade	Writing	82	89	95	71	78	-	69
5th Grade	Reading	97	80	95	89	98	-	100
5th Grade	Math	99	80	100	100	100	-	100
5th Grade	Science	85	60	90	78	87	-	86
6th Grade	Reading	95	89	95	85	100	-	69
6th Grade	Math	100	100	100	100	100	-	100

Student needs are identified and student-specific services and interventions are determined, implemented, monitored, adjusted and evaluated in the following ways:

Teams meet in PLCs to discuss individual student data and make an individualized plan based upon strengths and weaknesses of each student. To support each student, 504, SIT meetings, ARDs, RTI meetings, Otter Time(Intervention Block), monitoring through PLC and RTI occurs. Monitoring and adjusting occurs through PLC meetings and Core SIT team meetings.

Interventions in place to support students who are not successful: Intervention block 4 days a week, 3rd grade conducts Flex Fridays for extended intervention, after school tutoring, SEI tutors, ESL small groups, Intensive Programs of Instruction for Special Education students.

The SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions which are appropriate and beneficial for students: All student decisions are made by appropriate committees. Students with proven reading difficulties benefit from the accommodation of Oral All or Oral at Request. Students with documented difficulties in math calculations are allowed a calculator or multiplication chart in 5th and 6th grades. Students with documented attention challenges are tested in small group settings when appropriate. Committees meet at least once a year to review appropriate accommodations. All decisions are based on documented needs.

Tools available to ensure that strategies are designed to improve student performance: Aware data reports, quintile reports, small group reports, Lead4Ward Field Guides, Lead4Ward Instructional Playlists, PLC meetings, Collaborative Team Planning, Vertical Teams, Common Formative Assessments, Simulation assessments, iStation data, Imagine Math data, and Developmental Reading Assessment.

Student Academic Achievement Strengths

Olson met and exceeded the state targets in all four accountability areas.

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
- Using State Approved Intervention Resources
- Tutoring
- Focus on Early Intervention
- PLC meetings in all grade levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Student achievement on STAAR assessments has decreased. **Root Cause:** Instructional strategies may not be vertically aligned.

Problem Statement 2: There is an increase in the number of students making limited progress and a decrease in the number of students achieving expected and accelerated progress. **Root Cause:** Many teachers were teaching new content areas and grade levels.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION, AND ASSESSMENT:

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 to identify where students are in need of targeted instruction. From there, we plan effective Otter Time and small group instruction to meet their specific needs. 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.

PROFESSIONAL PRACTICES:

One of the target areas of improvement for our campus is to implement educational experiences that are specific to each student's educational needs by providing greater differentiation. Grade level PLCs meet regularly and within the course of the school day to review both data and instruction to define what is needed to achieve learner specific education. At these meetings, short term goals are established to move students forward. It is critical to have these meetings as planned to assure that data is being used to direct learning. Furthermore, we have committed to the goal of allocating staff toward the goal of differentiated instruction. To that end, we are deploying more of our support staff to implement targeted instruction, which affords teachers an opportunity to work with smaller groups of students.

Administration regularly updates the staff on district goals, performance objectives and strategies through staff meetings, team leader meetings, emails and informal conversations. The same is done with campus goals. Expectations for formative and summative reviews are communicated clearly during meetings and are committed to writing in our staff handbook.

PROGRAMS AND OPPORTUNITIES FOR STUDENTS:

The requirement for teachers to complete a six hour gifted and talented update is now being completed on our campus under the leadership of our gifted and talented teacher. The update is targeted specific to the needs of Olson Elementary to help teachers become more comfortable with the many STEAM tools and activities that can be used as a part of classroom enrichment and to foster shared language and experiences among the staff. This instruction coupled with a robust MakerSpace program which is aligned with state standards allows teachers to plan STEAM activities and then check out materials and lessons to use in the classroom. Our MakerSpace program started in Fall 2018 and has now grown to a full day program called “Maker Monday”. Maker activities are all STEAM based and are designed to develop the growth mindset required to be successful in a STEAM future.

Targeted students in grades K-3 participate in pull out enrichment activities (many of which are STEAM based) each week.

Furthermore, Math Night, Science Night, Robotics Club, Destination Imagination, Video Club, Art Club, PTA Reflections and UIL Number Sense allow all students to have the opportunity for specialized STEAM instruction.

TECHNOLOGY:

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 Modification Redefinition), but particularly at the higher levels, creating significant functional change in the classroom and ultimately redefining possibilities.

SCHOOL CONTEXT AND ORGANIZATION:

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.

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.

School Processes & Programs Strengths

CURRICULUM, INSTRUCTION, AND ASSESSMENT:

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.

TECHNOLOGY:

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

SCHOOL CONTEXT AND ORGANIZATION:

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.

Data meetings occur regularly 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 Processes & Programs Needs

Problem Statement 1: Students categorized as Tier 1 did not make as much progress as they did in previous years. **Root Cause:** Students in Tier 1 need differentiated, targeted instruction.

Problem Statement 2: Some teachers do not consistently use Aware to collect, track and analyze data. **Root Cause:** Teachers need more training in Aware.

Problem Statement 3: Some students have difficulty regulating their emotions, which leads to challenging relationships with peers, classroom disruptions, and loss of instructional time. **Root Cause:** Students may not have strategies for regulating their emotions.

Perceptions

Perceptions 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.

ATTENDANCE:

Olson Elementary attendance rates are consistently above state and district averages. For example, in 2016-2017, Olson's campus attendance rate was 97.2% compared to the district at 97.1% and the state at 95.7%. The trend over the past 3-5 years has remained steady and continued to land above district and state percentages.

PARENT/GUARDIAN AND COMMUNITY ENGAGEMENT:

Olson parents are very involved and the PTA is very active. Parents are generally supportive of school initiative and activities, and there are volunteers on the campus daily serving in various capacities. Many families have multiple children that attend Olson. Our students are very involved in extracurricular activities which sometimes impedes attendance at evening school events.

Perceptions 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.

ATTENDANCE:

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Positive behavior reinforcements are not meaningful to all students. **Root Cause:** Students are not always involved in developing behavior reinforcement systems.

Priority Problem Statements

Problem Statement 1: Some student groups are consistently performing below other student groups on STAAR, including non-continuously enrolled students.

Root Cause 1: Non-continuously enrolled students may have gaps in content knowledge due to changing schools.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Some student groups are consistently performing below other student groups on STAAR, including economically disadvantaged students.

Root Cause 2: There are correlations between adverse educational outcomes and students who are from economically disadvantaged backgrounds.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student achievement on STAAR assessments has decreased.

Root Cause 3: Instructional strategies may not be vertically aligned.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: There is an increase in the number of students making limited progress and a decrease in the number of students achieving expected and accelerated progress.

Root Cause 4: Many teachers were teaching new content areas and grade levels.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Students categorized as Tier 1 did not make as much progress as they did in previous years.

Root Cause 5: Students in Tier 1 need differentiated, targeted instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Positive behavior reinforcements are not meaningful to all students.

Root Cause 6: Students are not always involved in developing behavior reinforcement systems.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Some teachers do not consistently use Aware to collect, track and analyze data.

Root Cause 7: Teachers need more training in Aware.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Some students have difficulty regulating their emotions, which leads to challenging relationships with peers, classroom disruptions, and loss of instructional time.

Root Cause 8: Students may not have strategies for regulating their emotions.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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
- 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)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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: Olson Elementary will leverage staff support and resources to improve academic progress of all students and all student groups.



Evaluation Data Source(s) 1: District Assessments






State Assessments








Common Formative Assessment Data

Progress data (data wall) for Tier 1 students

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Olson Elementary staff will use data to determine learning needs of all students (including those categorized as Tier 1 and differentiate instruction for those students in both reading and math .</p>	Campus administrators, Campus Intervention Specialist, Classroom teachers, Support Staff	Intervention for students will be better targeted and specific both in the classroom, Resource, and SSI.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1						
2) Students will identify beginning, middle, and end of a fiction or nonfiction text to retell, summarize or paraphrase as appropriate for grade level.	Campus administrators, Reading vertical team, reading teachers	Students will be retell, summarize, or paraphrase per grade level expectations.				
Problem Statements: Demographics 1						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
3) Teachers will give additional emphasis to teaching and assessing revising strategies across all grade levels.	Campus administrators, Writing vertical team, classroom teachers	Students will improve in their ability to revise their writing.				
Problem Statements: Student Academic Achievement 1						
4) Students will be able to read graphic images to analyze data.	Campus administrators, Science vertical team, classroom teachers	Students will improve at reading and analyzing graphic images as measured by questions on Science benchmark, simulations, SCA and STAAR.				
Problem Statements: Student Academic Achievement 1						
5) Students will improve in their understanding of using all operations with rational numbers.	Campus administrators, math vertical team, classroom teachers	Students will make fewer computational errors and number fluency will improve.				
Problem Statements: Student Academic Achievement 1						
6) Student understanding of when to use each operation will improve.	Campus administrators, Math vertical team, classroom teachers, Administrative Interns	Students' problem solving skills will improve.				
Problem Statements: Student Academic Achievement 1						
7) 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.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						
Funding Sources: Gifted/Talented - 70000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
8) Provide supplemental learning experiences for English Language Learners promoting language acquisition and academic achievement.	Campus administrators, EL facilitator, classroom teachers	Increased progress for EL students on district and state assessments as well as TELPAS ratings.				
Problem Statements: Student Academic Achievement 2 Funding Sources: Title III - 1200.00						
9) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Campus administrators, Campus Intervention Specialist, SSI teacher, Classroom teachers	Increased progress for at-risk students.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 Funding Sources: Comp Ed - 4475.00						
10) Provide supplemental learning experiences and services for Special Education students to support individual learning needs.	Campus Administration, Special Education teachers, Classroom teachers	Continued enrichment opportunities, support and interventions for Special Education students.				
Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 3 Funding Sources: Special Education - 478000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Some student groups are consistently performing below other student groups on STAAR, including non-continuously enrolled students. Root Cause 1: Non-continuously enrolled students may have gaps in content knowledge due to changing schools.

Demographics

Problem Statement 2: Some student groups are consistently performing below other student groups on STAAR, including economically disadvantaged students. **Root Cause 2:** There are correlations between adverse educational outcomes and students who are from economically disadvantaged backgrounds.

Student Academic Achievement

Problem Statement 1: Student achievement on STAAR assessments has decreased. **Root Cause 1:** Instructional strategies may not be vertically aligned.

Problem Statement 2: There is an increase in the number of students making limited progress and a decrease in the number of students achieving expected and accelerated progress.

Root Cause 2: Many teachers were teaching new content areas and grade levels.

School Processes & Programs

Problem Statement 1: Students categorized as Tier 1 did not make as much progress as they did in previous years. **Root Cause 1:** Students in Tier 1 need differentiated, targeted instruction.

Problem Statement 3: Some students have difficulty regulating their emotions, which leads to challenging relationships with peers, classroom disruptions, and loss of instructional time.

Root Cause 3: Students may not have strategies for regulating their emotions.

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


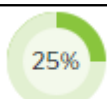
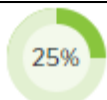
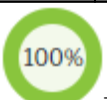

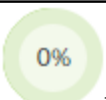

Performance Objective 1: Olson Elementary will sustain productive relationships with students, parents, and staff in order to improve student achievement.

Evaluation Data Source(s) 1: Evidence of implementation new SEL curriculum

Office referral data

Staff survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Review and adjust school-wide PBIS incentives.	Campus administrators, counselor, PBIS team	Student behavior will improve.				
Problem Statements: Perceptions 1						
2) Olson Elementary teachers will collaborate weekly with Instructional Coaches to design lessons according to student need and the district curriculum documents.	Campus administrators, Campus Intervention Specialist, Instructional Coaches	Teachers' lessons will be more directed toward specific student needs.				
Problem Statements: Student Academic Achievement 2						
TEA Priorities Build a foundation of reading and math 3) Teachers will meet regularly in PLC's to create assessments, review results, plan instruction, and plan intervention.	Campus Administrators, CIS, Coaches	Student achievement in all areas will improve.				
Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Some student groups are consistently performing below other student groups on STAAR, including non-continuously enrolled students. **Root Cause 1:** Non-continuously enrolled students may have gaps in content knowledge due to changing schools.

Problem Statement 2: Some student groups are consistently performing below other student groups on STAAR, including economically disadvantaged students. **Root Cause 2:** There are correlations between adverse educational outcomes and students who are from economically disadvantaged backgrounds.

Student Academic Achievement

Problem Statement 2: There is an increase in the number of students making limited progress and a decrease in the number of students achieving expected and accelerated progress. **Root Cause 2:** Many teachers were teaching new content areas and grade levels.

Problem Statement 1: Student achievement on STAAR assessments has decreased. **Root Cause 1:** Instructional strategies may not be vertically aligned.

School Processes & Programs

Problem Statement 1: Students categorized as Tier 1 did not make as much progress as they did in previous years. **Root Cause 1:** Students in Tier 1 need differentiated, targeted instruction.

Perceptions

Problem Statement 1: Positive behavior reinforcements are not meaningful to all students. **Root Cause 1:** Students are not always involved in developing behavior reinforcement systems.

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: Olson Elementary will implement evidence-based systems and manage resources in order to maintain an effective learning environment.

Evaluation Data Source(s) 1: Evidence of implementation of new SEL curriculum
 PLC meeting minutes and CFAs
 Progress data (data wall) for Tier 1 students

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Teachers will introduce and practice emotional regulation strategies on Mondays during the Otter Time block. Second Step will be the primary resource for these strategies.	Classroom teachers, Sped teachers, Campus administrators	Students will become more proficient at regulating their emotions.				
Problem Statements: School Processes & Programs 3						
2) Teachers will receive training in Aware in order to improve collection, tracking, and analysis of student performance data.	CIS, Campus administrators, Coaches	Targeted tier 1 intervention and improvement in performance of students in tier 1.				
Problem Statements: School Processes & Programs 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Some students have difficulty regulating their emotions, which leads to challenging relationships with peers, classroom disruptions, and loss of instructional time. Root Cause 3: Students may not have strategies for regulating their emotions.
Problem Statement 2: Some teachers do not consistently use Aware to collect, track and analyze data. Root Cause 2: Teachers need more training in Aware.

Campus Funding Summary

Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$4,475.00
Sub-Total					\$4,475.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$1,200.00
Sub-Total					\$1,200.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$70,000.00
Sub-Total					\$70,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$478,000.00
Sub-Total					\$478,000.00
Grand Total					\$553,675.00