

Allen Independent School District
Reed Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Allen ISD:

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential.

Reed Elementary:

Reed Elementary is a family of learners. We are dedicated to achieving excellence by giving our personal best. Our diverse learning community promotes the critical thinking, problem-solving, and perseverance necessary for students to be successful members of society and future leaders!

Vision

Allen ISD:

Where Eagles Soar

Reed Elementary:

Reed Elementary - Inspiring Success!

District Goals and Campus Beliefs

Allen ISD Goals:

Transform the traditional classroom into an innovative learning experience that meets the needs of the individual learner.
Transform the learning environment by increasing rigor and encouraging innovation so that students become effective problem solvers.
Integrate effective communication through advancing technologies and develop interpersonal skills throughout the learning environment.
Foster sustainable opportunities for every person to become a responsible and engaged citizen.

Reed staff believe:

In a collaborative, professional learning community.

In a strong relationship between families and school.

In maintaining a positive, respectful environment built upon high morale that transfers from staff to students to community.

In our commitment to effective communication that is respectful and meaningful.

Innovative instruction empowers Reed Owls to soar into the global future.

Our students will be well-rounded citizens who continue to grow.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Comprehensive Needs Assessment Data Documentation	15
Goals	18
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.	18
Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.	21
Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.	23
Campus Funding Summary	25

Comprehensive Needs Assessment

Revised/Approved: September 02, 2018

Demographics

Demographics Summary

Reed Elementary is a 38 year old, K-6th grade campus in Allen ISD. Although this improvement plan focuses on the 2018-19 school year, the demographic information comes from the information available in August of 2018. Student enrollment at Reed increased somewhat from 2016-17 to 2017-18. Enrollment in 2017-18 was 583. The student body is comprised of variety of student groups that range in size: 12% are African American, 15% are Hispanic-Latino, 63% are White, 5% are Asian, and 5% claim Two or More Races.

The mobility rate at Reed is 13%. 31% of the students at Reed are Economically Disadvantaged, which is below the state average but above the district average. Additional student groups include 7% who are Limited English Proficient and 16% who participate in Special Education. The percentage of students in Special Education is higher than the state average, and is one of the highest in our 2018 Campus Comparison group (the 40 schools across the state that are considered most similar to Reed.)

Demographics Strengths

Multiple interventions are in place including Target Time, tutoring, differentiated small group instruction, Food for Kids, donations from local churches, Senior Readers, Watch D.O.G.S. and PALS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in Special Education are under-performing. **Root Cause:** Teachers believe they need additional strategies to assist these students as well as visual learning tools, such as Brain Pop Jr.

Problem Statement 2: Disruptive student behavior is increasing, as indicated by student office referrals. **Root Cause:** Some disruptive behaviors are related to students' special needs such as their ability to regulate emotions and impulsivity. Students are in need of social/emotional learning opportunities.

Problem Statement 3: Two-way, parent/teacher communication needs to improve. **Root Cause:** It is sometimes challenging to communicate effectively

with our families living in poverty due to economic factors such as phone service being disconnected and parents working jobs that make it difficult for them to accept phone calls during the day or attend meetings at school.

Student Achievement

Student Achievement Summary

Our ELL student group made or exceeded progress in Reading. Our African American student group made or exceeded progress in Math. Our students receiving Special Education services in all grades and content areas and African American students in 4th Writing and 5th Reading continue to struggle, as indicated by a lack of progress achieved.

Student Achievement Strengths

- Science Distinctions
- Relationships between staff, families, and students
- PBIS implementation
- Fluid Interventions
- Data Driven Instruction
- Support Staff Available
- Diverse Campus
- Research Based Curriculum

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need to see progress for every student every year. **Root Cause:** Not all students are making a year's growth every year. The root cause may be insufficient differentiation or behavioral needs that interfere with learning.

Problem Statement 2: Interventions (Target Time, etc) need to be adjusted to meet growing needs **Root Cause:** Not all students are making progress in response to intervention.

Problem Statement 3: Differentiation needs to increase. **Root Cause:** Teachers may need more training or support to improve differentiated instruction.

Problem Statement 4: Teachers need strategies to help with social emotional coping skills. **Root Cause:** Teachers need resources to support students' social and emotional needs.

School Culture and Climate

School Culture and Climate Summary

Reed's parents, community, staff and students are invested in building a healthy and productive school culture. According to surveys, almost all students feel safe at all times throughout the building, and teachers take a proactive approach in managing student behavioral needs. The staff has made a multi-year commitment to learning about and implementing a school-wide positive behavioral support system, in an effort to improve student safety, engagement, and learning. We continue to implement PBIS, and CHAMPS. In addition, our PTA has purchased the Second Step SEL curriculum. Grades K-5 will teach weekly lessons from this program and maintain structures to build classroom community, such as community circles.

School Culture and Climate Strengths

- Students perceive their campus as safe.
- Students are confident in approaching staff.
- Opportunities for student participation and leadership (i.e. Empowered Leaders, STEAM Club, KOWL, Peer Pals, Pride Council, etc.)
- PTA Family Activities available (Movie Night, Spring Carnivals, Pool Party).
- We have a campus-wide Positive Intervention System
- Staff and administrators use proactive incentives and recognition for campus expectations.
- Safety procedures are in place and protocols are followed.
- 97% of students believe they know what to do in an emergency situation.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student violations of the Student Code of Conduct have increased. **Root Cause:** Staff need proactive measures for improving classroom behavior such as a social skills curriculum and adherence to CHAMPS expectations.

Problem Statement 2: Some student behavior is age-inappropriate and harmful to peers. **Root Cause:** Students need additional opportunities to gain and demonstrate responsibility (age-appropriate tasks and freedoms)

Problem Statement 3: Reed lacks opportunities for showcasing our diverse cultures. **Root Cause:** Students need a systematic method of showcasing diversity (either PTA position or by grade level, etc.), such as a Multicultural Family Night

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Reed has several systems in place to support new teachers including:

- New Teacher Week
- Mentor program
- Instructional coaches
- Instructional specialists
- Lunches with Principals to check in
- Grade level teams
- Vertical action teams
- Campus team-building activities

The following strategies and structures are in place to build capacity:

- Instructional coaches
- Staff Development Days
- Instructional specialist visits
- Structured weekly planning sessions
- Campus site visits
- Cross campus collaboration
- Action teams
- District workshop opportunities
- Out of district training opportunities
- Personnel resources
- SSI teacher support
- ELLF
- AIM support
- Resource staff for new ideas and strategies
- Quarterly reviews with special education staff
- Staffings led by CIS and diagnostician
- Data meetings
- Behavior Support Team process (BST)

How will the strengths of the most effective teachers be shared with others?

- Leading staff development
- Action teams
- Grade level teams
- Observations of colleagues

Staff Quality, Recruitment, and Retention Strengths

- Resources are available to support staff and students
- Accountability for campus expectations
- Needs-based professional development
- Staff-led professional development
- High percentage of teachers with experience

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our students in special education are not making sufficient progress. **Root Cause:** We need more effective differentiated instruction.

Problem Statement 2: We have an achievement gap between our Economically Disadvantaged students and our students who are not. **Root Cause:** We need to build capacity for teachers in understanding the impact of poverty on students' education and what we as a school can do to support students (Ruby Payne).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Reed Elementary bases all instruction on the Texas Essential Knowledge and Skills (TEKS) and the district curriculum and pacing calendars. There have been updates this year to the TEKS and curriculum in both ELAR and Science. This will be a year of learning for staff in regard to changes in the curricula. Reed staff employ a variety of assessment models, including campus-wide quarterly TEKS Checks designed to measure progress.

Curriculum, Instruction, and Assessment Strengths

- District cadres allow for curriculum discussions and planning
- Flexibility to supplement the curriculum
- Instructional Coaches
- Varied professional development opportunities - district level and campus level
- Data-driven instruction
- Clear RtI procedures for early identification of at-risk students
- Dedicated 45 minute intervention block four days a week

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Some students have gaps in their knowledge. **Root Cause:** We need increased collaborative planning horizontally, vertically, and between Special Programs/general education.

Problem Statement 2: Students who are Economically Disadvantaged, in Special Education, or are African American are under performing. **Root Cause:** Ongoing professional development is needed for under served populations: families in poverty, special education, and students dealing with trauma..

Problem Statement 3: Challenging student behaviors are disruptive to their learning and the learning of others. **Root Cause:** Staff need ongoing professional development in behavior strategies and classroom management.

Parent and Community Engagement

Parent and Community Engagement Summary

Reed continues to strive for strong, two-way communication with our families and community stakeholders. We also work to involve our parents and community within the school, and provide a forum for introducing families to the many resources available to them within the community.

In an effort to increase family and community involvement, we continue to identify and offer activities that will support these campus priorities.

Parent and Community Engagement Strengths

- Community outreach services
- School to parent communication
- Number of PTA events/parent opportunities to be involved

- Campus partnerships with community organizations such as the North Texas Food Bank, Church Eleven 32, and the Allen Senior Center.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There has been a decrease in parental involvement and attendance in school meetings and events including SITS, ARDS, PTA events, volunteer opportunities, and Curriculum Night. **Root Cause:** Many parents work jobs that interfere with their ability to come to school during the day or in the evenings. It is also possible that some parents do not feel comfortable in school.

Problem Statement 2: We are lacking data regarding students' emotional and social needs by which to make informed decisions about resources and support. **Root Cause:** We need to develop a system for collecting this data .

School Context and Organization

School Context and Organization Summary

Reed has processes, structures, decision-making, and leadership in place that support quality teaching and learning. In reviewing campus data, the CNA team determined that our student population has become more transient, our school and district offer many opportunities for students and teachers, and that student growth is our priority.

School Context and Organization Strengths

- We are focused on student achievement.
- Teachers have common planning time.
- Curriculum documents and pacing guides provided by the district
- Programs and services offered
- Instructional support
- Data sources and analysis processes

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Technology such as student laptops, classroom Smart Boards, and the school copier are not reliable. **Root Cause:** Classroom devices are aging and are in need of replacement and repair.

Problem Statement 2: Teachers feel more planning time is needed. **Root Cause:** Quality planning requires more time than is available within a typical school week.

Problem Statement 3: Student behavior is interfering with learning. **Root Cause:** Students need increased affirmation for positive behaviors and increased intervention for disruptive behaviors.

Technology

Technology Summary

Reed staff are committed to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities. Campus strengths and needs in this area were identified upon examining the following data:

- Technology Hardware Inventory
- Classroom Technology Needs by Area, Class Department, etc.
- Professional Development/Teacher Preparation Needs in Technology
- District Technology Refresh Cycles
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Technology Strengths

- Designated laptop carts and ipad carts to be shared between grade levels.
- Help tickets are answered in a timely manner.
- Teachers and students are willing to use technology to support learning.
- Smart boards, microphones, and document cameras in every classroom.
- Campus and district have high expectations for technology.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students do not have access to reliable laptops or devices. **Root Cause:** Our technology is aging and is not reliable.

Problem Statement 2: Teachers want more resources and technology integration ideas to enhance learning. **Root Cause:** Teacher need more training on resources including apps and software such as Google Classroom.

Problem Statement 3: Technology Applications TEKS are not being integrated into instruction as thoroughly as they could be. **Root Cause:** Teachers need increased support for teaching the Tech App TEKS.

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
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- Postsecondary college, career or military-ready graduates data
- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- 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
- 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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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
- Response to Intervention (RtI) student achievement 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
- 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

- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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: Students in all sub populations and special programs will demonstrate progress.

Evaluation Data Source(s) 1: TEKS Checks (quarterly cumulative assessments) Istation math and reading, BOY, MOY, EOY math assessments, district benchmark and STAAR simulation, STAAR results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Campus leadership team will lead Professional Learning Communities book study.		ILT, ICs, CIS, principals	Teachers will increase their knowledge and skills regarding working in high-performing teams.				
Problem Statements: Demographics 1 - Student Achievement 1, 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 2 Funding Sources: Local Funds - 5000.00							
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 2) Teachers will meet regularly in PLC's to create assessments, review results, plan instruction, and plan intervention.	2.4, 2.6	ILT's ICs, principals	Improved process for student data review and instructional planning.				
Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 2							
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 3) Teachers will develop and administer quarterly cumulative grade level assessments and participate in facilitated data reviews.	2.4, 2.6	ILT, principals, ICs	Timely identification of specific academic needs that will inform classroom instruction and intervention				
Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2							

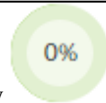
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Teachers will provide flipped video resources including modeling of math concepts to parents periodically throughout the school year to help our families support their children in mastering new concepts.</p>		Math vertical team, ICs	Increased family and community engagement			
<p>Problem Statements: Demographics 3 - Student Achievement 2, 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.</p>		AIM teacher, principals, classroom teachers	Increased student progress			
<p>Problem Statements: Student Achievement 1, 2, 3 Funding Sources: Gifted/Talented - 37000.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. Purchase iPads to provide 30 ESL students with consistent access to devices that allow language learners to develop their oral presentation and language acquisition skills through apps and software that allow students to practice vocabulary, use correct context for speaking, develop reading skills, and create subject-specific presentations to present orally.</p>		ELF	Increased student achievement for ELs.			
<p>Problem Statements: Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Local Funds - 1500.00, Title III - 2000.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.</p>	2.4, 2.5, 2.6	Classroom teachers, principals, intervention staff	Increased student achievement			
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Local Funds - 165000.00</p>						
<p>8) Provide supplemental learning experiences and services for special education students to support individual learning needs.</p>		Classroom teachers, SpEd staff, principals, intervention staff	Increased student achievement and progress			
<p>Problem Statements: Demographics 1 - Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Special Education - 552000.00</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students in Special Education are under-performing. Root Cause 1: Teachers believe they need additional strategies to assist these students as well as visual learning tools, such as Brain Pop Jr.
Problem Statement 3: Two-way, parent/teacher communication needs to improve. Root Cause 3: It is sometimes challenging to communicate effectively with our families living in poverty due to economic factors such as phone service being disconnected and parents working jobs that make it difficult for them to accept phone calls during the day or attend meetings at school.
Student Achievement
Problem Statement 1: We need to see progress for every student every year. Root Cause 1: Not all students are making a year's growth every year. The root cause may be insufficient differentiation or behavioral needs that interfere with learning.
Problem Statement 2: Interventions (Target Time, etc) need to be adjusted to meet growing needs Root Cause 2: Not all students are making progress in response to intervention.
Problem Statement 3: Differentiation needs to increase. Root Cause 3: Teachers may need more training or support to improve differentiated instruction.
School Culture and Climate
Problem Statement 1: Student violations of the Student Code of Conduct have increased. Root Cause 1: Staff need proactive measures for improving classroom behavior such as a social skills curriculum and adherence to CHAMPS expectations.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Our students in special education are not making sufficient progress. Root Cause 1: We need more effective differentiated instruction.
Problem Statement 2: We have an achievement gap between our Economically Disadvantaged students and our students who are not. Root Cause 2: We need to build capacity for teachers in understanding the impact of poverty on students' education and what we as a school can do to support students (Ruby Payne).
Curriculum, Instruction, and Assessment
Problem Statement 1: Some students have gaps in their knowledge. Root Cause 1: We need increased collaborative planning horizontally, vertically, and between Special Programs/general education.
Problem Statement 2: Students who are Economically Disadvantaged, in Special Education, or are African American are under performing. Root Cause 2: Ongoing professional development is needed for under served populations: families in poverty, special education, and students dealing with trauma..
Parent and Community Engagement
Problem Statement 1: There has been a decrease in parental involvement and attendance in school meetings and events including SITS, ARDS, PTA events, volunteer opportunities, and Curriculum Night. Root Cause 1: Many parents work jobs that interfere with their ability to come to school during the day or in the evenings. It is also possible that some parents do not feel comfortable in school.
School Context and Organization
Problem Statement 2: Teachers feel more planning time is needed. Root Cause 2: Quality planning requires more time than is available within a typical school week.

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

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

Evaluation Data Source(s) 1: Decrease in student BST and discipline referrals, parent and staff survey results, progress measures on local and state assessments, What's Happening at Reed data collection

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Re-visit CHAMPS expectations and practices as a staff.	2.4, 2.5	Campus-wide behavioral team; principals	Decrease in office referrals; Increase in staff morale				
				Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 3			
2) Implement school-wide social-emotional curriculum.	2.5, 2.6	Classroom teachers; operational leadership team; principals	Reduction in office referrals; cool-down areas in each classroom; improved social-emotional well-being for students; improved skills in conflict-resolution				
				Problem Statements: Student Achievement 4 - School Culture and Climate 1, 2 - School Context and Organization 3			
3) Reed will collaborate with the school resource officer and PTA to host a parent informational night related to safety in school and ideas on how to support young people with safe communication.	3.2	Principals, PTA, community members, and the school resource officer	Increased parent awareness regarding safety practices and proactive ways to encourage safe communication with their children at home and school.				
				Problem Statements: Parent and Community Engagement 1 Funding Sources: Local Funds - 175.00			
4) Reed will host a family multi-cultural showcase opportunity to celebrate diversity of student backgrounds.	3.2	Principals, PTA, , staff, community members	Increased parent participation in school activities. Greater respect among students for cultural similarities and differences.				
				Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 1 Funding Sources: Local Funds - 0.00			



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 4: Teachers need strategies to help with social emotional coping skills. Root Cause 4: Teachers need resources to support students' social and emotional needs.
School Culture and Climate
Problem Statement 1: Student violations of the Student Code of Conduct have increased. Root Cause 1: Staff need proactive measures for improving classroom behavior such as a social skills curriculum and adherence to CHAMPS expectations.
Problem Statement 2: Some student behavior is age-inappropriate and harmful to peers. Root Cause 2: Students need additional opportunities to gain and demonstrate responsibility (age-appropriate tasks and freedoms)
Problem Statement 3: Reed lacks opportunities for showcasing our diverse cultures. Root Cause 3: Students need a systematic method of showcasing diversity (either PTA position or by grade level, etc.), such as a Multicultural Family Night
Curriculum, Instruction, and Assessment
Problem Statement 3: Challenging student behaviors are disruptive to their learning and the learning of others. Root Cause 3: Staff need ongoing professional development in behavior strategies and classroom management.
Parent and Community Engagement
Problem Statement 1: There has been a decrease in parental involvement and attendance in school meetings and events including SITS, ARDS, PTA events, volunteer opportunities, and Curriculum Night. Root Cause 1: Many parents work jobs that interfere with their ability to come to school during the day or in the evenings. It is also possible that some parents do not feel comfortable in school.
School Context and Organization
Problem Statement 3: Student behavior is interfering with learning. Root Cause 3: Students need increased affirmation for positive behaviors and increased intervention for disruptive behaviors.

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

Evaluation Data Source(s) 1: Decrease in office referrals from previous school year, What's Happening at Reed student engagement data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) We will purchase and implement a Social Emotional Learning curriculum to teach appropriate student/student interactions and emotional regulation.	2.6	Classroom teachers, principals	Fewer classroom disruptions, increased learning time.				
Problem Statements: Demographics 2 - Student Achievement 4 - School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 2 - School Context and Organization 3 Funding Sources: Local Funds - 8000.00							
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 2) SpEd IEP/BIP quarterly reviews	2.4, 2.6	SpEd staff, classroom teachers, principals	Improved programming for students in Special Education				
Critical Success Factors CSF 1 CSF 3 CSF 6 3) Prepare for technology refurbishment by collecting information from teachers and communicating with district staff regarding student needs in technology.		Campus tech, principals, ILTs	Improved student access to technology including laptops and iPads				
Problem Statements: Student Achievement 3 - School Context and Organization 1 - Technology 1, 2, 3							
Critical Success Factors CSF 5 CSF 6 4) Plan and implement a multicultural event that includes students, parents, and staff.	3.1, 3.2	Vertical teams, OLT, principals	Increased awareness and appreciation of the diverse cultures represented at Reed.				
Problem Statements: School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Disruptive student behavior is increasing, as indicated by student office referrals. **Root Cause 2:** Some disruptive behaviors are related to students' special needs such as their ability to regulate emotions and impulsivity. Students are in need of social/emotional learning opportunities.

Student Achievement

Problem Statement 3: Differentiation needs to increase. **Root Cause 3:** Teachers may need more training or support to improve differentiated instruction.

Problem Statement 4: Teachers need strategies to help with social emotional coping skills. **Root Cause 4:** Teachers need resources to support students' social and emotional needs.

School Culture and Climate

Problem Statement 1: Student violations of the Student Code of Conduct have increased. **Root Cause 1:** Staff need proactive measures for improving classroom behavior such as a social skills curriculum and adherence to CHAMPS expectations.

Problem Statement 2: Some student behavior is age-inappropriate and harmful to peers. **Root Cause 2:** Students need additional opportunities to gain and demonstrate responsibility (age-appropriate tasks and freedoms)

Problem Statement 3: Reed lacks opportunities for showcasing our diverse cultures. **Root Cause 3:** Students need a systematic method of showcasing diversity (either PTA position or by grade level, etc.), such as a Multicultural Family Night

Curriculum, Instruction, and Assessment

Problem Statement 2: Students who are Economically Disadvantaged, in Special Education, or are African American are under performing. **Root Cause 2:** Ongoing professional development is needed for under served populations: families in poverty, special education, and students dealing with trauma..

Problem Statement 3: Challenging student behaviors are disruptive to their learning and the learning of others. **Root Cause 3:** Staff need ongoing professional development in behavior strategies and classroom management.

Parent and Community Engagement

Problem Statement 1: There has been a decrease in parental involvement and attendance in school meetings and events including SITS, ARDS, PTA events, volunteer opportunities, and Curriculum Night. **Root Cause 1:** Many parents work jobs that interfere with their ability to come to school during the day or in the evenings. It is also possible that some parents do not feel comfortable in school.

Problem Statement 2: We are lacking data regarding students' emotional and social needs by which to make informed decisions about resources and support. **Root Cause 2:** We need to develop a system for collecting this data .

School Context and Organization

Problem Statement 1: Technology such as student laptops, classroom Smart Boards, and the school copier are not reliable. **Root Cause 1:** Classroom devices are aging and are in need of replacement and repair.

Problem Statement 3: Student behavior is interfering with learning. **Root Cause 3:** Students need increased affirmation for positive behaviors and increased intervention for disruptive behaviors.

Technology

Problem Statement 1: Students do not have access to reliable laptops or devices. **Root Cause 1:** Our technology is aging and is not reliable.

Problem Statement 2: Teachers want more resources and technology integration ideas to enhance learning. **Root Cause 2:** Teacher need more training on resources including apps and software such as Google Classroom.

Problem Statement 3: Technology Applications TEKS are not being integrated into instruction as thoroughly as they could be. **Root Cause 3:** Teachers need increased support for teaching the Tech App TEKS.

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	40 Learning While Doing books; subscription to Global PD, staff PLC training from Solution Tree		\$5,000.00
1	1	6	Intervention		\$1,500.00
1	1	7	Intervention instruction		\$165,000.00
2	1	3	Overtime fee for SRO; Parent booklets; pizza for those who attend		\$175.00
2	1	4	None needed		\$0.00
Sub-Total					\$171,675.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	30 iPads		\$2,000.00
Sub-Total					\$2,000.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$37,000.00
Sub-Total					\$37,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Intervention instruction		\$552,000.00
Sub-Total					\$552,000.00
Grand Total					\$762,675.00