

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

Accountability Rating: B



Board Approval Date: September 23, 2019

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!

Core 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Reed Elementary is a 38 year old, K-6th grade campus in Allen ISD. Reed is one of 18 elementary schools in Allen ISD. Active Learning Class, Resource 2, and 3 Resource Special Education Classrooms are offered at Reed Elementary. Student enrollment at Reed remains stable with entity counts at 574 for the start of the 2019-2020 school year. The population of Reed's economically disadvantaged students has steadily increased to as high as 38%. Below is the breakdown of Reed's demographics:

Race/Ethnicity

Race/Ethnicity	Enrollment
African American	14.56%
Hispanic	16.29%
White	55.8%
American Indian	.69%
Asian	5.37%
Native American	1.04%
Multi-racial	6.24%

Enrollment by Student Group

Student Group	Enrollment
Economically Disadvantage	31%
English Language Learners	7%
Special Education	17%
Labeled At-Risk	39%
Actively At-Risk	31%

Enrollment by Gender

Student Group	Enrollment
Male	50%
Female	50%

Class Size Averages

Grade Level	Average Size
Kindergarten	18.2
Grade 1	20.3
Grade 2	17.4
Grade 3	18.5
Grade 4	22.0
Grade 5	24.2
Grade 6	21.8

The following highlights Reed's strengths with staff quality, recruitment, and retention:

Professional Capacity:

- Instructional Coaches
- Professional conference attendance
- Out of district learning opportunities
- District and Region 10 staff development
- Collaboration with intervention staff
- Quarterly data disaggregation meetings
- Professional resources
- Observations with feedback
- Collaborative staffings with support personnel
- Behavior support team

Social Capacity:

- New Teacher (Rookie Rallies)
- Mentor/Mentee/Buddy Assignments
- Social events through Sunshine committee
- Recognition of staff
- Vertical Action Teams

Demographics Strengths

Some of the demographic strengths related to Reed Elementary include:

- A peer assistance program for sixth grade students to partner with students who have special needs and mobility limitations
- A rich representation of viewpoints and cultures
- Class enrollment sizes are lower than the state ratio
- Diverse student enrollment that is celebrated regularly
- Attendance rate aligns with the district's average and is consistently above the state percentage
- Recipients of multiple teacher grants to enhance classroom engagement, instruction, and student learning through the Foundation for Allen Schools

The following highlights Reed's strengths with staff quality, recruitment, and retention:

- Needs-based professional development occurs
- Robust curriculum with pacing calendars
- Variety of instructional resources and materials for teachers to access
- Teacher-led professional development sessions
- Diverse years of teacher experience
- Teacher feedback notes they feel appreciated
- Teachers believe their work contributions are important
- Strong sense of commitment among team members

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students exhibit gaps in their academic skills. **Root Cause:** Reed's mobility rate of 10.4% is above the district average. Systems need to be implemented to properly access newly enrolled students for targeted instruction.

Problem Statement 2: Poor academic progress with subpopulations compared to All Students. **Root Cause:** Lack of consistency of instructional practices among teams and vertical alignment between grade levels.

Student Academic Achievement

Student Academic Achievement Summary

At Reed Elementary, we believe to get into the mind of a child, one must first get into their heart. Building positive and trusting relationships with our students allows us to guide them in meaningful and challenging work that results in optimum learning. A teacher's passion to create a safe and rich learning environment inspires opportunities for students to express their unique gifts and talents each and every day. Our students overall achievement has steadily declined from 2012 to 2019. Our campus did not receive any distinction recognitions for 2019. As compared to other schools in Allen Independent School District, Reed tends to have achievement scores that are below the district average. Campus-based assessments, however, indicate that Reed Elementary's students are making progress throughout the year, which assist teachers with making instructional adjustments to close achievement gaps.

Reed's Accountability Ratings Summary:

- Student Achievement Score: 83 - B Rating
- School Progress Score: 74 - C Rating
- Academic Growth Score: 62 - D Rating
- Relative Performance Score: 74 - C Rating
- Closing the Gaps Score: 74 - C Rating

On the 2019 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above and the Advanced Level:

	READING			MATH			SCIENCE			WRITING		
	A GL%	M GL%	Ma GL%	A GL%	M GL%	Ma GL%	A GL%	M GL%	Ma GL%	A GL%	M GL%	Ma GL%
3rd Grade	79%	50%	29%	86%	64%	33%						
4th Grade	75%	36%	17%	77%	51%	28%				72%	36%	9%
5th Grade	83%	54%	36%	88%	68%	42%	85%	59%	29%			
6th Grade	81%	52%	28%	88%	61%	40%						

Based on Reed's School Report Card from 2018:

- African American, Hispanic, and Economically Disadvantaged students performed significantly lower when compared to All Students.
- Approaches, Meets, and Masters Grade Level is up to 22% lower than the district average.
- Progress of Prior-Year Non-Proficient Students in Reading (36%) and Math (45%) scored below district and state averages.
- The average of 5th graders scoring Approaches Grade Level on 1st administration of Reading and Math equal 87.5% which is lower than the district average of 95%.

- 12.5% of 5th graders required accelerated instruction compared to the district average of 5%.
- Cumulative Met Standard of all administrations of 5th grade Reading and Math averaged to 90.5% compared to the district average of 96.5%.

Student Academic Achievement Strengths

Reed Elementary consistently makes decisions based on data and supporting individual needs of students. Some specific areas of celebration in student achievement include:

- Reed teachers continuously monitor student progress by administering formative assessments throughout the school year.
- Staff regularly meets with Instructional Coaches to plan engaging lessons supporting grade level TEKS.
- Growth has been seen in math with the Hispanic population increasing from 64% to 84% in Approaches Grade Level and 36% to 70% in Meets Grade Level in 3rd grade.
- Students in the economically disadvantaged group made progress in math in 2018. In math, scores in Meets and Masters increased.
- The Asian subpopulation increased from 42% to 59% in Masters Grade Level in 6th grade Math from 2018.
- Students receiving special education and English Language support showed an increase in proficiency from 2017 to 2019 in reading and math.
- Teachers provide tutoring as needs arise through out the year.

Reed strives to work extensively in early identification of student academic needs and providing effective, systematic intervention opportunities which includes:

- School-wide Target Time Intervention
- Regularly Scheduled Grade Level Collaboration
- Before and After School Intervention
- State Approved Intervention Resources
- Special Education Tutoring
- Social Emotional Learning Curriculum

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reed Elementary did not earn distinctions for the 2018-2019 school year. **Root Cause:** 41% of Reed's 4th-6th graders did not make a year's worth of progress as noted in the Academic Growth Score.

Problem Statement 2: From 2017 to 2018 data shows that more children in the at-risk category in Reading made AYP than non at- risk students. **Root Cause:** Tier 1 students lack direct, systematic and differentiated instruction. Teachers will benefit from strategies to increase levels of student engagement.

Problem Statement 3: Students are performing below grade level in core content areas. **Root Cause:** Reed's mobility rate of 10.4% causes gaps in obtaining consistent instruction on grade level skills.

Problem Statement 4: As shown in Reed's 2019 STAAR data, only 29% of our students who receive special education services approached grade level standards in Writing. **Root Cause:** Demonstrating written comprehension is often a higher-level thinking skill in which students in special education often benefit from scaffolded supports for their written output. Additionally, as reading and writing are often interconnected, scores for students in the reading achievement for all sub populations has declined.

School Processes & Programs

School Processes & Programs Summary

Reed Elementary has processes, structures, and decision-making in place that support quality teaching and learning. The CNA team reviewed data and determined that the student population is more mobile than the average school in the district. While the population of students who are considered at-risk has risen over recent years, instructional soundness and integrity continue to be of utmost importance among the staff. Vertical, as well as, horizontal alignment are important considerations for teaching and learning at Reed. The structure of the campus focuses on holding all students to high academic and behavioral expectations so that the elementary learning experience can prepare students for the larger world context in the future. Student growth is a priority for the campus and instructional decisions are made based on peer-reviewed research and data analysis.

A number of programs and procedures at Reed have an impact on student achievement. The Master Schedule starts at 7:45 in order to maximize daily instructional time. Reed's Master Schedule allows for increased core instruction time and minimized interruptions to blocks. The intervention schedule is based on a rotation where all students at every level receive either structured RTI or targeted enrichment. Dedicated weekly instructional planning and PLC time allows for teachers to address topics directly pertaining to student achievement - e.g. CFAs, assessment data, intervention and small groups, unit planning connected to essential standard.

Reed services students who fall into the following programs/groups:

At-Risk	39%
Economically Disadvantaged	38%
Special Education	17%
English Language Learners	8%
Gifted and Talented	4%
Dyslexia	8%

Social emotional learning is a focus at Reed for 2019-2020 school year. In order to address multiple SEL issues, Second Steps lessons are taught on a weekly basis in K-5 classrooms. This time is built into the campus master schedule. The Second Steps curriculum, CHAMPS, PBIS, cool down spots, buddy rooms and positive reinforcement are some ways the campus attempts to address student needs within the classroom as opposed to removing students from their learning environment. A 5th/6th student survey showed that this year students felt 19% more comfortable coming to their teachers with issues as opposed to the previous year. Also, serious, disruptive behaviors or other SEL issues are handled by the Counselor, Special Education Teachers or the Administrators within a 24 hour time period.

School Processes & Programs Strengths

The 2019-2020 organizational structure for Reed Elementary centers around protecting and maximizing learning time, such as:

- Protected, campus-wide planning time for grade level teams
- Instructional support
- Using data sources to analyze instruction and make informed decisions
- Curriculum documents and pacing guides provided by the district

The following highlights Reed's strengths in Curriculum, Instruction, and Assessment:

- Systems for RtI procedures with early identification of at-risk students
- New students assessed within one week of enrollment
- Special Education inclusion support services aligned with classroom instruction
- Collaboration meetings following data points to monitor student progress
- Effective, systematic restructuring of intervention opportunities for students at all levels
- Analysis of instructional data to drive instruction
- Consistent use of informal assessments to drive instructional practices
- Social Emotional Learning focus with district wide curriculum
- Dedicated PLC Time
- Collaboration between general education and Special Education staff
- CHAMPS - common language and procedures
- Uninterrupted core instruction
- Implementation of "Brag Walks" to the office

The following highlights the School Context and Organization strengths:

- Building diverse teams to better meet the needs of students
- Implementation of new systems, procedures and routines
- Master Calendar enhances increased instruction time to accelerate learning
- Intervention blocks provide all students with systematic, direct instruction at their current levels in math and reading
- Duty rosters are well planned including substitutes to protect the teachers' time to plan while providing ample supervision

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Class and school behavioral disruptions occur that hinders teaching and learning. **Root Cause:** There is a lack of consistency in teaching PBIS expectations and holding students accountable for those expectations.

Problem Statement 2: Special Education students are losing instruction time due to high caseload numbers and serious disruptive behaviors. **Root Cause:** There is an increase of students with high needs being self-contained in the resource classrooms.

Problem Statement 3: Increased demands on teachers impede adequate planning time. **Root Cause:** Required online courses, meetings, and paperwork consumes teachers' time.

Perceptions

Perceptions Summary

At Reed Elementary, school culture is a valued aspect of student learning experiences. We recognize that in order for students to learn, they must feel confident that they are safe. Therefore, campus routines and procedures, as well as vocabulary used to describe these expectations are standard throughout the campus. Students and teachers know what to expect academically and socially. Based on student survey data from the spring of 2019, learners are secure that adults on campus care for and about them.

Many factors contribute to the collaborative culture at Reed. These factors include:

- Campus-wide procedures lend themselves to clarity and confidence throughout grade levels
- Efficient and effective school-wide practices of emergency drills
- Collaborative and partner instructional strategies
- No Bullying expectation across campus and district
- Reed staff trained in recognizing and assisting students with social-emotional needs
- Popsicles at the Park, Family Movie Nights, Family Heritage Night scheduled yearly
- Culture of celebrating each others' successes
- Community circles
- Guidance lessons with counselor
- Staff/student mentor partnerships
- Watch D.O.G.S. program

Perceptions Strengths

The Reed community is one that bands together to support one another. Campus staff take pride in customer satisfaction and the relationships as well as student growth that stems from partnering with parents.

In addition:

- Students confidently interact with adults and utilize various means to empower themselves
- Reed Incident Reports accessible throughout the campus
- Students experience direct instruction in conflict-resolution skills
- Reflective practices are a campus expectation
- Adult supervision is a critical component at all times during the school day
- Students report feeling safe at school and that they have trusted adults to whom they can turn as needed
- Staff hold students accountable for practicing good character traits
- An enhanced student recognition program to include multiple opportunities to shine

Students at Reed have access to multiple supports for intervening and positive reinforcement as well as restorative disciplinary practices. Some of these supports are listed below and have shown positive results.

- Visual reminders and supports
- PALS
- Goal Sheets
- PBIS/CHAMPS
- Peer Mentoring
- Peer Helpers

According to an anonymous survey, teachers feel supported with their work at Reed. They believe in their professional purpose and know that they are impacting society in a positive way. Teachers and staff who are new to Reed receive direct and indirect supports to help them successfully function and teach. Inexperienced teachers receive the following supports:

- Rookie Rallies
- Bell Mentors
- Reed Buddy
- Staff Development
- AISD New Teacher Traditions
- Comprehensive Reed Handbook

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Code of Conduct violations are committed significantly more often by male students than female students. The vast majority of these violations are due to physical aggression and insubordination. **Root Cause:** Students are coming to us with a lack of male role models in their homes. This results in unique needs that require additional resources and staff development for our teachers.

Problem Statement 2: Teachers struggle to build partnerships with parents which hinders efforts to hold students accountable at school and home. **Root**

Cause: Teachers need to communicate on a consistent basis in a variety of ways that fosters parent involvement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

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:

Reed Elementary will provide instruction, intervention, and enrichment to accelerate learning for all students to meet the state targets for Closing the Gaps in reading and math.

Evaluation Data Source(s) 1: STAAR Results, Closing the Gaps Growth Status and Data Tables

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Reed Elementary will utilize Target Time within the school day to enable every grade level teacher and support staff the opportunity to tutor, reteach, enrich, and extend student learning by providing focused, systematic instruction for all students.	Campus Administration, Campus Intervention Specialist, Intervention Teacher, Teachers, Support Staff	Progress Monitoring, CFA, Benchmarks, Simulations, and STAAR Results				
2) Reed Elementary will structure collaborative teams to disaggregate current data and target instruction on specific student expectations.	Campus Principals, Campus Intervention Specialist, Campus Intervention Teacher, Teachers	Assessment Results, Formative and Summative classroom assessments				







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
3) Train teachers on tools to identify students who made limited progress on 2019 STAAR.	Principal, Assistant Principal, Campus Intervention Specialist	Campus and District assessment results, STAAR results, Accountability reports				
4) Reed Elementary will utilize Instructional Specialists and Instructional Coaches to assist teachers with lesson designing, modeling, and data interpretation.	Grade level teachers, Actions Teams, Administrators	IS and IC meeting minutes, Master Calendar, Increased student performance				
5) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Campus Administrator, Teachers	Campus and District assessment results, STAAR results, Accountability reports				
6) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Campus Administrators, Teachers	Campus and District assessment results, STAAR results, Accountability Reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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 2: Reed Elementary will provide additional targeted support for all students to meet or exceed progress. Additional attention will be given to students who dropped performance level or maintained the STAAR performance level but made limited growth.

Evaluation Data Source(s) 2: STAAR Results, Closing the Gaps Status Table, Closing the Gaps Data Table

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) All teachers will teach the TEKS to the appropriate depth of knowledge (DOK) and maintain the rigor to prepare all students to achieve or exceed a year's growth.	Campus Administrators, Teachers, Support Staff, Instructional Coaches	District and state assessments				
2) The Core SIT team will monitor critical data checkpoints and teacher input from weekly team meetings to determine students' response to intervention.	Campus Administration, Campus Intervention Specialist, Teachers, Support Staff	Progress Monitoring, CFA, Benchmarks, Simulations, and STAAR Results				
3) Reed Elementary will employ ELL Tutors to target the needs of our most at risk population.	Campus Administration, EL Facilitator, Teachers	Progress Monitoring, TELPAS, CFA, Benchmarks, District Assessments, Simulations, and STAAR Results				
4) Reed Elementary will schedule specific times throughout the year for teachers to disaggregate current student data and target instruction on specific student expectations.	Campus Principals, Intervention Staff, Teachers	Assessment Results, Formative and Summative classroom assessments				
5) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	Campus Administrators, Teachers	Assessment Results, Formative and Summative classroom assessments				
6) Provide supplemental learning experiences for special education students to support individual learning needs.	Campus Administrators, Teachers	IEP progress, Assessment Results, Formative and Summative classroom assessments				








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May

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: Local Accountability

Summative Evaluation 1: Significant progress made toward meeting Performance Objective




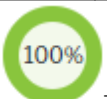

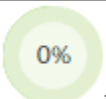

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Reed Staff will be trained in relationship-building skills with students as well as expectations for communicating with parents about students' academic and behavioral progress.	Administrators, Reed Leads, Teachers, Support Staff	Building a strong level of trust with students and parents that supports high levels of student success.				
2) Reed Staff will be encouraged to be members of PTA as well as participate in outreach events.	Administrators	Staff representation and participation at PTA events				
3) Teachers partner with colleagues to support students who might need extra behavioral and/or academic intervention.	Administrators, ICs and ISs, Team Leads	Partner classrooms, buddy teaching for difficult concepts, team planning sessions				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 2: Reed Elementary will establish and implement a shared vision and culture of high expectations for all staff and students.

Evaluation Data Source(s) 2: Local Accountability Rating

Summative Evaluation 2: Significant progress made toward meeting Performance Objective







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Reed Staff will implement a renewed campus-wide PBIS and incorporate social emotional instruction within the school day to help foster appropriate behaviors conducive to learning.	Principal, Assistant Principal, Counselor, Teachers	Decrease in disruptive behaviors and less office referrals, Increased Student Recognition Opportunities				
2) Live announcements will be utilized to communicate appropriate behaviors and responses to promote positive life skills.	Principal, Assistant Principal, Counselor	Increased problem solving skills				
3) Reed Elementary will continue the Watchdog program to model parent involvement.	Principal, Counselor	Dates of Watchdogs on campus				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 3: Reed Elementary will engage in a variety of professional learning communities that focus on curriculum, best instructional practices, and effective intervention opportunities.

Evaluation Data Source(s) 3: State and District Assessment Results

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

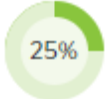
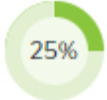





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Reed Elementary will continue Target Time Intervention blocks for all grade levels to provide direct, systematic instruction for all student academic levels.	Administrators, SSI Teacher, CIS, Teachers	Increased number of indicators achieved in Reading and Math as noted in State Accountability Data.				
2) Reed Elementary will support the professional learning community by focusing on staff development, peer collaboration, and increased opportunities for teacher leadership.	Administrators, Reed Leads, Action Team Captains	Increased student achievement, staff knowledge, consistency among and across grade levels, and morale				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 4: Reed Elementary will ensure improvement in student learning by working in high performing, collaborative teams.

Evaluation Data Source(s) 4: STAAR Results, Distinctions Earned

Summative Evaluation 4: Significant progress made toward meeting Performance Objective



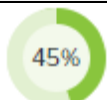




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Reed Staff will plan horizontally with their grade levels, as well as vertically with multiple grades to ensure that prerequisite skills are being addressed to close gaps and improve student achievement.	Administrators, Intervention Staff, Teachers, Instructional Coaches	Master Calendar Schedule, Action Team Minutes, Learning Progression Documents				
2) Teachers and support staff will actively participate in professional learning communities with a focus on curriculum, instruction/assessment and intervention.	Campus Principals, Instructional Coaches, Teachers, Support Staff	Master Calendar Schedule, Action Team Minutes, Planned School Events				
3) Teachers and support staff will actively participate in Nest for Success Collaborations Meetings with a focus on curriculum, instruction/assessment and intervention. All staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.	Administrators, Instructional Specialists, Curriculum Coordinators, Teachers and Support Staff	Improved student performance and success				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

Performance Objective 5: Reed Elementary will maximize instructional time to protect the integrity of the learning environment and support social emotional growth of all students.

Evaluation Data Source(s) 5: Master Schedule, Target Time Groups, PBIS Implementation, Completion of 2nd Steps Curriculum, Love and Logic Implementation

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Reed Staff will lead students in weekly, scripted social-emotional learning lessons that focus on growing as collaborative learners.	Administrators, Counselor, Teachers	Implementation of 2nd Steps Curriculum and social stories				
2) Reed Staff will utilize best instructional practices for increased student engagement to maximize instructional time.	Administrators, Instructional Coaches, Teachers	Less idle time, increased time on task, enriched learning experiences for all students				
3) Build a strong campus culture by using Love and Logic strategies to increase student cooperation and implement positive management techniques.	Administrators	Increase in student compliance and instruction time				
 = 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: Reed Elementary will ensure efficient, effective processes to support school operations and use of resources to maximize learning.

Evaluation Data Source(s) 1: Reed Handbook, Assessment Results, Skyward Finance

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Reed Elementary will provide systematic and structured arrival and dismissal plans that supports maximizing instruction time and student safety.	Administrators, Faculty and Staff	Increased accountability of students				
2) Reed Elementary will communicate efficiently with weekly OWLzette, Team Lead Meetings, email etiquette, and video announcements.	Administrators, Office Staff, Teachers	Weekly Parent Newsletters, KOWL Announcements, Meeting Agendas				
3) Ongoing training provided on policies, procedures, and Reed non-negotiables.	Administrators	Reed Faculty Handbook, Faculty Meetings, Team Lead Meetings				
4) Well defined expectations on budget procedures and appropriate practices for purchasing resources that support the campus initiatives.	Administrators, Secretary, Teachers	Balanced budget, budget requests, packing slips, Skyward Finance transactions				
= Accomplished = Continue/Modify = No Progress = Discontinue						