Allen Independent School District

Chandler Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

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

Vision

Where Eagles Soar

Comprehensive Needs Assessment

Demographics

Demographics Summary

Chandler Elementary was established in 2006 and is located in the southeast part of Allen, Texas. Our campus serves Kindergarten through sixth grade students with three DEAR classes (Developing Early Academic Readiness). The campus received a refresh with new technology during the summer of 2015. Current student enrollment is at 664. Enrollment remains steady from year to year with an equal number of male and female students.

The following demographic data is from the 2015-2016 school year. Of the student groups, the African American and White student groups are growing the fastest. The campus has two student groups that are comparable in size; Asian at 18.07% and African American at 15.36%. Hispanic-Latino represent 6.93% of the population and two or more races represent 6.76%. Chandler Elementary's student groups include ELL 4.97% which has declined substantially over the past several years. This indicates the ELL program is successful. Additionally, student groups include economically disadvantaged 12.95% and at-risk 16.42%.

Attendance rates have remained high and steady over the past 10 years. The 2015-2016 rate of 97.8% surpasses state averages. The campus attributes this achievement to a concerted effort to work with parents who value excellence in education. Chandler Elementary's student groups include ELL 4.97% which has declined substantially over the past several years which indicates the ELL program is successful. Additionally, student groups include economically disadvantaged 12.95% and at-risk 16.42%.

Chandler Elementary is located in a quiet community with students who walk and ride their bikes to school. We have 5 buses that provide transportation and two separate drop-off and pick-up lanes for students that ride the car.

Demographics Strengths

Chandler Elementary has many strengths. Families tell us they move into our neighborhood specifically for our school. Allen ISD has a great reputation for strong academics and extra-curricular activities. The most notable strengths include:

- Our campus has a very diverse student population as noted in the Demographics Summary.
- Chandler Elementary currently has no students listed under Migrant status.
- Chandler does not have apartment complexes in the neighborhood that could impact mobility rates.

- Students identified as needing Special Education services in STAAR tested grade levels remains lower than district and state averages.

Demographics Needs

The following demographic needs are listed in priority order:

- Local campus data reveals that the two largest student groups needing additional academic support are special education students at 15.66% and/or at-risk students at 16.42%.
- Enrollment data indicates an increase in population from different ethnicities and cultures.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Chandler Elementary met these targets:

- Index 1 – Student Achievement. Chandler Elementary Score: 94 (state target score: 60)
- Index 2 – Student Progress. Chandler Elementary Score: 45 (state target score: 32)
- Index 3 – Closing Performance Gaps. Chandler Elementary Score: 59 (state target score: 28)
- Index 4 – Post-Secondary Readiness. Chandler Elementary Score: 68 (state target score: 12)

These scores resulted in Chandler Elementary receiving a 2016 Texas Accountability *Met Standard* rating. The campus did not earn any "Distinctions."

On the 2016 STAAR, the following scores for all grades and all students show the percentage at Phase-II level, Satisfactory Standard or Above:

- All Subjects – 94%
- Reading – 95% (State 76% and District 93%)
- Math – 95% (State 78% and District 93%)
- Writing – 94% (State 72% and District 88%)
- Science – 86% (State 78% and District 88%)

On the 2016 STAAR, the following scores for all grades show the percentage of Advanced Standard:

- Reading:
  - African American 32%
  - Hispanic 40%
  - White 46%
  - American Indian 67%
  - Asian 55%
  - Two or More Races 40%
  - Economically Disadvantaged 35%
- Math:
  - African American 36%
  - Hispanic 23%
  - White 39%
  - American Indian 33%

- Asian 67%
- Two or More Races 52%
- Economically Disadvantaged 35%

Discussions related to an analysis of questions answered incorrectly by the students that **did** achieve Advanced Standard revealed that focusing on these question-related skills will benefit **all** students.   It is believed that if a student that achieves Advanced Standard has not mastered a particular skill, then it is highly likely that other students are also struggling. A concentrated effort among teachers to plan instructional strategies in regard to these specific skills will improve student performance in those areas. In turn, increased student performance across the board will result in higher percentages in "Student Progress" and "Closing Performance Gaps."

- While the student progress measure (45%) was above the state target score (32%), it is an area to focus on. These were the percentages for studenst meeting progress during the 2015-2016 school year:

4th grade math   64%

4th grade reading   65%

5th grade math   90%

5th grade reading   82%

6th grade math   83%

6th grade reading   56%

Our campus goal is to increase Index 2: Student Progress from 45% to 55% in the 2016-2017 school year.

Student Achievement Strengths

- Student Achievement for all students in all tested subjects (94%) was well above the state target score (32%.)
- State assessment data indicates progress in closing achievement gap among student groups
- Exceeding the state target in all four indexes
- Analysis of scores by using STAAR data for 2015 and 2016 for all grades and all subjects reveals that most student groups show positive growth between the two years.

Student Achievement Needs

From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

- improvement in 5th grade science STAAR performance
- improvement in reading with special education students
- improvement in percentages of student meeting progress measure
- improvement in percentages of students meeting the advanced standard in writing, reading and math

School Culture and Climate

School Culture and Climate Summary

The mission at Chandler Elementary is to inspire life-long learners by respecting and nurturing individual strengths and needs, and by providing engaging and meaningful learning experiences. We believe that we can accomplish this mission through the dedication of our teachers and their commitment to supporting all learners. Our students, staff, and community have shaped our vision which calls on everyone to be purposefully engaged, effective communicators, and flexible problem-solvers.

School Culture and Climate Strengths

Chandler Elementary embraces a culture where students are valued and respected and where social and academic growth is paramount. Our school community is one that focuses on affirmation and encouragement.

Chandler Elementary celebrates these strengths:

- Our student survey shows that 98% of students know what to do in an emergency at school
- 93% of students would tell an adult at school if they were being bullied
- 92% of students have an adult that they can trust at school
- The teacher survey data reveals that teachers feel they are appreciated and are part of something meaningful at Chandler Elementary

School Culture and Climate Needs

The following needs are prioritized:

- Systems to enhance monitoring during non-instructional times of the day
- 8% of the students feel they do not have an adult to go to for help if needed so communication and systems in place will decrease this perception
- Reduced discipline referrals

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Chandler Elementary ensures that all staff, both professional and auxiliary, are highly qualified. Not only do they meet the federal standards of highly qualified, but they exhibit a true passion for student success. All classroom teachers are ESL certified and have received their basic 30 hours of GT training. Teachers are encouraged to pursue leadership positions both on the campus and district level. All teachers are encouraged to participate in professional development opportunities based on their individual needs and goals of the campus.

Chandler Elementary is highly sought by prospective employees and there are numerous applicants each spring. Retention of staff is is high, however, normal attrition occurs due to relocation, retiring, or promotions. Five new classroom teachers were added this year due to staff relocation.

Staff Quality, Recruitment, and Retention Strengths

- The Chandler Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires
- 100% of staff are Highly Qualified
- 100% of the certified staff and 95% of the paraprofessional staff have participated in multiple professional development opportunities during this past school year
- 100% of classroom teachers are ESL certified
- 100% of classroom teachers have their 30 hour GT training
- Grade Level PLC's strengthen instruction by aligning curriculum, lesson planning and the pacing calendar
- According to the Eduphoria survey, faculty and staff value and appreciate the summer retreat for the opportunity to team build and reconnect with peers

Staff Quality, Recruitment, and Retention Needs

- Continuous professional development for teachers are based on assessment results and changing needs of the campus
- Teacher choice of content for staff development at the campus level

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instructional planning at Chandler Elementary is guided by the TEKS pacing calendar and aligned district curriculum. Teachers, support staff, and administrators use curriculum documents continuously throughout the academic year to guide instruction. Assessment plays a major role in decision making and takes on many different forms. Teachers use a variety of assessment data to plan authentic, rigorous, and engaging lessons, as well as interventions for students. Assessments include, but are not limited to: district benchmarks, simulations, progress monitoring, common formative assessments, and unit assessments.

Grade levels have a common planning time and the principal meets with teachers during their weekly PLC meetings. In addition, our staff participates in PLC's (grade level and content area) to collaboratively discuss and analyze data from assessments. Data is plotted using Heat Maps to help drive instructional planning.

Student progress is monitored through the RTI (Response to Intervention) process. The RTI committee meets every two weeks to provide feedback to teachers regarding behavioral and/or academic concerns, analyze data, and plan for student support. Student progress is monitored at different intervals, depending on the individual student's needs. The RTI committee works to identify solutions to problems by addressing questions related to the student needs and the Principal and Campus Intervention Specialist attends follow up meetings with teachers and parents in a unified approach to work as a team.

Input from pre-conference goal setting meetings with teachers identified staff development needs, along with needs identified in the campus improvement plan.

Curriculum, Instruction, and Assessment Strengths

- Use of campus designed CFAs that correlate with TEKS and district scope and sequence to guide instruction and intervention for Tier 2 and Tier 3 groups based on student needs
- RTI process is in place. The RTI committee meets bi-monthly to analyze relevant data and ensure available resources are appropriate and aligned with school improvement priorities to maximize achievement growth for all
- 94 % in Index 1- (Student Achievement)

Curriculum, Instruction, and Assessment Needs

The following needs are listed in priority order:

- Overall student progress will increase in Index 2 (Student Progress) from 46% with Tier 1 groups, increasing Advanced Standard percentages
- Implementation of teacher's self-assessment and individualized goals based on student data and performance indicators from previous year
- Professional development in the area of writing

Family and Community Involvement

Family and Community Involvement Summary

Chandler Elementary takes every opportunity to create a friendly and positive atmosphere for students, staff and parents. We work hard to provide quality internal and external customer service so that our staff, families and community can successfully help us accomplish our goals. Our PTA is very dedicated to supporting students and staff and works collaboratively with the school and each other to create the best educational experience for our students. We are very fortunate to have an involved group of PTA leaders and parents that support our mission.

Family and Community Involvement Strengths

- Numerous PTA membership Awards
- Parent support
- A system in place to involve parents in decision making, planning, implementing and evaluating family involvement activities and programs for students
- Community initiatives support student learning and growth

Family and Community Involvement Needs

- Increase in the number of parent volunteer and activity participation from other student groups
- Parent representation and involvement in the Campus Based Site Decision Making Committee

School Context and Organization

School Context and Organization Summary

Chandler Elementary's priority is improving academic achievement by analyzing data to determine needs in all areas. Teachers, administrators and support staff work collaboratively to make instructional decisions that support campus goals. When students are not making progress as they should, the Response to Intervention Team reviews the data and conducts parent meetings to develop a plan for success. Teachers and staff work hard to ensure that instructional time is maximized and uninterrupted.

School Context and Organization Strengths

- Teachers are aware of the high expectations of the community for student achievement
- Instructional time is maximized
- Adheres to campus recommendation and/or requirements for instructional minutes
- Intervention and enrichment blocks support differentiated learning
- RTI process is effective
- Effective programs (AIM, Dyslexia, ESL, Special Education) to support individualized learning needs
- Master schedule incorporates shared planning time and reduced transition times

School Context and Organization Needs

- Utilization of strategies to help protect instructional time

Technology

Technology Summary

Chandler Elementary received a campus refresh with 2015 with all new technology devices. Teachers received new document cameras, projectors, two teacher workstations, and a portable cart of either five laptops or iPads per classroom. In addition we received 11 laptop and iPad carts. During the 2015-2016 school year, one of Allen ISD's district goals was "Integrate effective communication through advancing technologies and develop interpersonal skills throughout the learning environment." With a focus on digital learning, our teachers received staff development training and developed lessons for students to create and collaborate using technology.

Technology Strengths

- All classrooms are equipped with SMART boards, computers, projectors and document cameras
- All classrooms have new equipment
- Our lab technician and media specialist works collaboratively to provide training and support to staff and students
- All students in all classrooms have multiple opportunities to learn, create and/or collaborate
- Two full computer labs and devices in the library are available for large group student use
- Differentiated software options are available for students with special needs

Technology Needs

- Training to strengthen teacher ability to utilize assessment software to guide instruction
- Increased student use of technology in the classroom during instruction
- Opportunities for collaboration to promote effective communication and develop interpersonal skills

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Students achieving "Greater than expected growth" on the STAAR Assessment will increase from 25% in ELA/Reading to 35% in the 2016-2017 school year.

Summative Evaluation: Index 2: Progress Measure on the STAAR Accountability will increase by 10% from 2016 to 2017.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) ELA Instructional Specialist provides DRA training to refine assessment so that reading levels are accurately identified to promote higher level reading and to determine instructional reading group skill needs.	Leader: Campus Intervention Specialist Others: Principal, All classroom teachers, all special education teachers, dyslexia therapist	Implementation can be measured by evaluating data logs and DRA analysis	◕			
Funding Sources: Local Funds - $0.00						
2) Teachers analyze a variety of assessments to determine instructional needs and to make instructional decisions.	Leader: Campus Intervention Specialist Others: Principal, All classroom teachers	Evidence of analysis can be made by reviewing data points that teachers have identified.				
3) Grade levels plan collaboratively sharing ideas and best practices utilizing a guaranteed and viable curriculum	Leader: Principal Others: All classroom teachers	Weekly and monthly PLC meetings, agendas for collaborative planning days, and lesson plans will show evidence that the strategy is working.				
✔ = Accomplished ◕ = Considerable ◑ = Some Progress ● = No Progress ✖ = Discontinue						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 2: Students achieving "Greater than expected growth" on the STAAR Assessment will increase from 23% in Math to 33% in the 2016-2017 school year.

Summative Evaluation: STAAR results indicates a 10% increase.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers analyze a variety of assessments to determine instructional needs and to make instructional decisions.	Leader: Campus Intervention Specialist Others: Principal, All classroom teachers	Evidence of analysis can be made by reviewing data points that teachers have identified.				
2) Grade levels plan collaboratively sharing ideas and best practices utilizing a guaranteed and viable curriculum	Leader: Principal Other: All classroom teachers	Weekly and monthly PLC meetings, agendas for collaborative planning days, and lesson plans will show evidence that the strategy is working.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 3: Students achieving advanced on the STAAR Assessment will increase from 30% in 4th Grade Writing to 40% in the 2016-2017 school year.

Summative Evaluation: STAAR results indicates a 10% increase.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers analyze a variety of assessments to determine instructional needs and to make instructional decisions.	Leader: Campus Intervention Specialist Others: Principal, All classroom teachers	Evidence of analysis can be made by reviewing data points that teachers have identified.				
2) Grade levels plan collaboratively sharing ideas and best practices utilizing a guaranteed and viable curriculum	Leader: Principal Others: All grade level teachers	Evidence of analysis can be made by reviewing data points that teachers have identified.				
3) Teachers attend staff development training to strengthen and enhance student writing skills	Leader: Principal Others: Teachers	Implementation of strategies in the classroom are observed during walk-throughs and through assessment.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 4: Students achieving 86% in 5th grade science in 2016 will increase to 90% in 2017.

Summative Evaluation: STAAR results indicate an increase in 2017.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers in grades K-5 will evaluate pre-requisite skills to determine areas to focus on when providing instruction.	Leader: Campus Intervention Specialist Others: Teachers	Increase in student performance				
2) Teachers in grades K-5 will integrate science vocabulary into every day curriculum.	Leader: Classroom teachers	Observations and walk-throughs, as well as lesson plans				
3) Campus cadre members provide updates and information to all team members.	Leader: Cadre members Others: Principal	Increase in student perforamnce				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 5: Special Education students achieving 67% in reading in 2016 will increase to 70% in 2017.

Summative Evaluation: STAAR results indicate an increase in 2017

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers pull small groups to remediate or provide support.	Leader: Teachers Others: Principal	Increase in student performance				
2) Implement lab activities and integrate with other content areas when possible	Leader: Teachers Others: Principal	Increase in student performance				
3) Utilize outside programs for a webinar or to come in and present lessons that tie into the curriculum.	Leader: Teachers Other: Principal	Increase in student performance				
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Chandler Elementary will participate in 3 or more competitions in UIL or non-UIL related events in Fine Arts. Participation in 4 related field trips or performances. More than 90 minutes of art & music instruction

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Students in grades 3-6 will participate in UIL Music Memory and Art.	Leader: Music Teacher Others: Principal	Completion of these activities				
2) Notification and documentation are current, and accommodation information is presented to all required recipients. Campus will routinely audit documentation and review it for compliance.	Leader: Principal Others: Diagnostician, Case Managers, 504 Coordinator	Exemplary Rating in Local Accountability				
3) Students receive more than 90 minutes of art & music instruction with Art to Go and Monday morning assemblies.						
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 2: Participation in 3 or more related activities in wellness events, activities and programs. Participation in 3 or more related bullying and character education programs. More than 35 minutes of physical education instruction and activity

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Students participate in education related field trips, PTA performances, band and choir performances and local performances.	Leader: Teachers Other: Assistant Principal	Completion of field trips				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 3: The PTA board assesses its programs in order to refine goals and improve effectiveness for the benefit of students, families and the school community. 5 or more public assemblies or programs per year. The school establishes a communication plan that incorporates regular and consistent communication, both formal and informal using multiple communication tools.
For example: print/electronic newsletters, video and social media presence. There are four or more events, programs or other opportunities each year that demonstrate &/or support community and business partnerships. There are four or more opportunities each year for non-staff volunteers, tutors or mentors to work with students or get involved on campus.

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1)) In community and parent involvement, the PTA board assesses its programs in order to refine goals and improve effectiveness for the benefit of students, families and the school community. Five or more public assemblies or programs are held per year.	Leader: Principal Others: PTA Board, volunteers	Successful completion of programs and activities				
2) The school establishes a communication plan that incorporates regular and consistent communication, both formal and informal using multiple communication tools.	Leader: Peims Secretary Others: Principal, PTA	Weekly school newsletter is posted to the website.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 4: 20% advanced performance of all students in all tested subject. There are at least 3 opportunities for students to explore secondary and post-secondary education options. There are at least 3 opportunities for students to develop and exhibit leadership skills.

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide differentiated instruction during intervention time.	Leader: Teachers	Assessment results and data indicates growth in advanced performance.				
2) During college and career week, students will have opportunities to learn about different colleges and career choices from guest speakers.	Leader: Counselor Others: Principal	Student Survey				
3) Wear college colors day occurs throughout the year.	Leader: Counselor Others: Principal	Observation of participation by students and staff				
4) "Dress Up Like Your Dream" job will occur in November during college and career week.	Leader: Counselor Others: Principal	Observation of participation students				
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 5: There are at least 4 methods of support for ELL students and families. â¥70% satisfactory performance of ELL students demonstrating sufficient preparation for the next grade level. Students have three or more opportunities to participate in language organizations, field trips, contents, or cultural events.

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Four methods of support for ELL students and families include parent education, ELL inclusion support, pull out, and classroom instruction intervention.	Leader: ESL Teacher Others: Classroom Teacher	Number of students exiting the ESL program.				
2) Utilize TELPAS results to determine interventions needed.	Leader: ESL teacher Others: Classroom teacher	70% or higher on the Phase II standard on STARR.				
3) ELL students participate in a minimum of two educationally related field trips, a school program or after school event and/or contest	Leader: Assistant Principal Others: ESL Teacher, Classroom teachers					
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 6: Students propose, assess, and implement solutions to problems. Students use multimedia tools for project production and access the available digital video libraries and databases for research. Teachers integrate technology in a student-centered learning environment where technology is used to solve real world problems. They use digital resources such as multimedia tools for student production, video conferencing, video libraries and databases for instruction and research, and a wide range of online instructional tools and apps. High-quality interactive learning utilizing technology resources is used by students and teachers in all classrooms for instruction, learning, and other activities.

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers provide opportunities for students to collaborate, create and produce using technology.	Leader: Principal Others: Lab technician, media specialist, classroom teachers	Observation and Allen Learning Walk Data				
2) Teachers use technology databases for instruction and research using Lead4ward and Aware data.	Leader: Campus Intervention Specialist Others: Principal, classroom teachers	Data and instructional decision making for assessment and intervention is reviewed.				
3) Training and support is provided to teachers so that students can propose, implement and provide solutions to problems.	Leader: Lab Technician an media specialist Others: Principal	Training survey				
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 7: Student-focused programs and strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness. After school tutoring strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness. Many opportunities are available for student involvement beyond the academic curriculum; at-risk students are targeted for recruitment in available opportunities.

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) To reduce and prevent dropout, strategies such as intervention block, before and after school tutoring, and utilizing the RTI process are implemented with rigor and they occur with frequency that delivers optimum effectiveness.	Leader: Campus Intervention Specialist Others: Principal	Student achievement data reflects success				
2) Opportunities such as Girls-Break-Away and Boys to Men are available for student involvement beyond the academic curriculum. At-risk students are targeted for recruitment in available opportunities such as student safety patrol, morning announcements, Any student can participate in the after school running club and other contests such as Punt, Pass and Kick.	Leader: Counselor Others: Classroom teachers					
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 8: Teachers serving gifted/talented students will receive 30 hour state mandated gifted trainings and the 6 update hours each year. Administrators and counselors will receive the minimum initial 6 hour gifted training and most of the administrators and counselors have received an annual 6 hour update. Greater than 80% of GT students are enrolled in advanced coursework.

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Teachers, administrators, and counselors will maintain compliance with training and updates through on-line training, summer staff development, or book studies.	Leader: Principal Others: Aim Teacher	Records indicating training has been completed.				
2) 80% of the students identified as gifted are taking advanced coursework in math.	Leader Aim Teacher Others: Principal	Percentages of students in the Aim program as compared to percentages of students taking advanced math are 80% or higher.				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 9: Active campus involvement opportunity in both district and campus staff development initiatives and opportunities, including follow-up at the campus level. Documentation and training processes are compliant, procedures are evaluated for effectiveness, and documentation is complete in all areas.
Campus will routinely audit documentation and review it for compliance.

Summative Evaluation: Exemplary Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Chandler Elementary will provide training and support reflective of district and campus goals and initiatives.	Leader: Principal Others: Assistant Principal	All staff development will relate to district and campus goals.				
2) Chandler Elementary will ensure that all state and federal compliance training occurs.	Leader: Principal Others: Secretary	Documentation				
3) Chandler Elementary will ensure that training and support, as well as compliance training is evaluated for effectiveness.	Leader: Principal Others: Secretary	Survey results				
4) Chandler Elementary will provide staff development and follow through based on needs assessment of staff.	Leader: Principal Others: Assistant Principal, support staff	Survey results				
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, 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.

Performance Objective 1: Teachers will have the opportunity to provide input regarding staff development content provided at the campus level.

Summative Evaluation: Goal setting information and a survey indicates areas of interest and need for staff development content.

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, 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.

Performance Objective 2: Grade levels meet at least once weekly with the Principal as a PLC to collaborate and plan instruction using the district curriculum, resources, and pacing calendar.

Summative Evaluation: Lesson plans, weekly meeting, and use of the district curriculum and resources ensures that students are receiving a guaranteed and viable curriculum.

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, 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.

Performance Objective 3: Cheetah Challenge is the intervention time provided to students that allows for differentiated instruction to meet the needs of learners and to improve student learning.

Summative Evaluation: Walk-throughs indicate that learning is differentiated, and that students are being held to high standards academically.

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, 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.

Performance Objective 4: Teachers work collaboratively to administer a unit assessment for each content area to use for instructional intervention and planning purposes, in addition to utilizing benchmarks and the STAAR simulation.

Summative Evaluation: Assessments will be loaded into Aware and used for benchmarks and data analysis.

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and

intervention. In accordance with the district expectations, 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.

Performance Objective 5: Teachers meet in PLC's in addition to grade level meetings to focus on curriculum, instruction and assessment.

Summative Evaluation: Attendance records of staff attending the K-6 PLC meetings and copies of data analysis.

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Increase opportunities for students to engaged in project based activities that reinforce the core curriculum.

Summative Evaluation: Student work samples, pictures of artifacts

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Students work collaboratively and independently to design technology based projects that are meaningful and relevant in all grade levels.	Leader: Principal Others: Assistant Principal	Increase of student use of technology from 2016 to 2017.				
2) Students attend a campus based "technology boot camp" to learn about digital citizenship, TA TEKS, and Google Aps.	Leader: Lab Tech and Media Specialist Others: Teachers	Lesson plans, Increased use of Google Aps				
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Chandler Elementary will increase opportunities for students, staff and the school community to promote understanding of diversity.

Summative Evaluation: Documentation of activities and events and through survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Professional development regarding the customs and cultures of different ethnic backgrounds will assist teachers in supporting the needs of our ever changing and diverse student population	Leader: Principal Others: ELL teacher	Survey results				
2) Students, staff, and parents attend, participate in, and learn about the different customs, cultures, and values reflected by different ethnicities in our school by attending a cultural event hosted by the campus.	Leader: Cultural committee Others: Teachers	Survey results and feedback from parents				
3) All students will participate in various simulations at "Celebrate Me" during disability awareness week to discover how other people experience life differently due to their disability.	Leader: Counselor Others: Parent volunteers	Successful completion of the event				
4) Students, staff and parents will participate in "Kids Against Hunger" in alliance with the Kiwanis Club to raise money to purchase and assemble food packets for malnourished children in Honduras. This project increases awareness and generosity to help those is underprivileged.	Leader: Counselor Others: Teachers and parent volunteers	Successful completion of the event				
✓ = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = No Progress ✗ = Discontinue						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Decrease the number of students who feel they do not have an adult to go to from 8% to 3%.

Summative Evaluation: Survey results reflect a decrease in these percentages.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) The counselor will continue to teach students about ways to resolve problems, with an adult being a big part of the solution.	Leader: Counselor Others: Teachers	Survey results and reduced percentages of students who feel they cannot go to a teacher.				
2) Teachers can follow up with communication to students to help them distinguish the difference between bullying and not getting along.	Leader: Teachers Others: Counselor	Survey results and reduced percentages of students who feel they cannot go to a teacher.				
✔ = Accomplished　　 = Considerable　　 = Some Progress　　 = No Progress　　✖ = Discontinue						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 2: Reduce the number of discipline referrals from 43 in 2016 to 33 in 2017.

Summative Evaluation: Data from Skyward

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Continue with a focus on positive behavior and recognition using the "Principal's 100 "Club).	Leader: Principal Others: All staff	Reduced discipline referrals				
2) Keep processes in place (such as providing teacher and staff with PAWS tickets to give out to students).	Leader: Principal Others: PBIS Team	Reduced discipline referrals.				
3) Provide behavior incentives school-wide and in the classroom.	Leader: Principal Others: Teachers and staff	Reduced discipline referrals				
4) Provide bullying and harassment training to students and staff.	Leader: Counselor Others: Teachers	Reduced discipline and bully report referrals				
✔ = Accomplished 🔶 = Considerable 🔶 = Some Progress ⚪ = No Progress ❌ = Discontinue						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Reduce amount of paperwork in the classroom by streamlining systems and processes (collecting money, forms, homework, assignments)

Summative Evaluation: Survey results indicate improvement in the reduction of paperwork

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide labeled envelopes for collections of forms and money	Leader: Secretary	Survey indicates processes are successful				
2) Continue to offer opportunities to staff to take care of some of the paperwork items at the end of the school year for the next year.	Leader: Secretary Others: PTA, Sunshine Committee, etc.	Survey indicates processes are successful				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue						

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Cindy Blair	Principal
Administrator	Chelsea Abboud	Assistant Principal
Business Representative	Mike Lucas	Area Supervisor - Sonic
Classroom Teacher	Becca Berry	3rd Grade Teacher
Classroom Teacher	Lisa Crabtree	2nd Grade Teacher
Classroom Teacher	Sonja Helton	6th grade ELA Teacher
Classroom Teacher	Andrea Jackson	1st Grade Teacher
Classroom Teacher	Dalissa Jackson	Kindergarten Teacher
Classroom Teacher	Mica Melby	Student Success Initiative Teacher
Classroom Teacher	Ann Nickerson	4th Grade ELA/SS Teacher
Classroom Teacher	Teri Stepanic	6th Grade Math Teacher
Classroom Teacher	Libby Walters	3rd Grade Teacher
Classroom Teacher	Danni Williams	1st Grade Teacher
District-level Professional	Kim Gorham	Special Ed Coordinator
Non-classroom Professional	Ri Trotter	Campus Intervention Specialist
Parent	Debbie Newcomer	PTA Board Member
Parent	Brett Phillips	Annuity and Retirement Business

Campus Funding Summary

Local Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00