

Allen Independent School District
Story Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: August 22, 2016

Mission Statement

Story Elementary's mission is to prepare, support, and inspire every learner to reach their highest potential.

Vision

Collaborating as a professional learning community, we will support the best instructional practices that will inspire and engage all Story Elementary students and staff to reach their highest potential.

Value Statement

Story Elementary...Where Falcons Fly

Comprehensive Needs Assessment

Demographics

Demographics Summary

Story Elementary is 29 years old and we are newly renovated as of 2015. We serve K-6 students. We have 2 DEAR classes on campus and 1 HOPE class. Although this improvement plan focuses on the 2016-2017 school year, the demographic information comes from information available in 2015-2016. Student enrollment is at 520 and we stay consistently within 50 of this number going either way. Story is filled with many long standing traditions and when you become a Story Falcon, you are one for life.

The majority of our population is made up of 53.89% white, 14.7% African American and 11.95% Hispanic. Asian students make up 11.57% of our population while Pacific Islanders represent .19% and American Indian is at .76%. There are 8.16% claiming Two or More Races. The 6.2% student mobility rate for Story Elementary is below the state average. Story's attendance rate is 97.3%, while the state attendance rate is 95.8%. The campus attributes this achievement to strong partnership with parents and a focus on high-quality education. Story Elementary's student groups include 9.11% English Language Learners (ELL's), and 16.89% Special Education. Additionally 18.5% of our students are economically disadvantaged. We also have a 9.65% gifted and talented population as well.

Demographics Strengths

Story Elementary has many strengths. Some of the most notable demographic strengths include:

- Many families move into our area just for our schools. Because our families value education we have many supportive parents and students who are committed to success.
- Our attendance rate continually stays above the state average from year to year.

Demographics Needs

Over the past 5 years, the demographics of Story has changed, because of these changes there are some demographic needs:

1. Differentiating for different population subgroups.
2. Economically Disadvantaged Student Population
3. ELL students who come in not knowing any English

Student Achievement

Student Achievement Summary

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

Index 1 - Student Achievement. Story Elementary Score: 89 (state target score = 60)

Index 2 - Student Progress. Story Elementary Score: 46 (state target score = 30)

Index 3 - Closing Performance Gaps. Story Elementary Score: 50 (state target score = 28)

Index 4 - Post-Secondary Readiness. Story Elementary Score 63(state target score = 12)

Although we are proud of our scores, we know there is much more work to be done. On the 2016 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

All Subjects - 89% (State 69% and District 91%)

Reading - 87% (State 63% and District 92%)

Math - 91% (State 67% and District 93%)

Writing - 86% (State 69% and District 89%)

Science - 86% (State 75% and District 89%)

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2016 STAAR scores listed below:

3rd Grade Reading: 86% African American - 40% Asian

3rd Grade Math: 100% African American and Asian - 50% Special Education

4th Grade Reading: 90% White - 42% Special Education

4th Grade Math: 100% Asian - 33% Special Education

4th Grade Writing: 91% African American - 42% Special Education

5th Grade Reading: 100% Two or more Races- 50% Special Education

5th Grade Math: 100% Asian and African American- 75% on Special Education

5th Grade Science: 90% White - 50% Special Education

6th Grade Reading: 100% Two or more races- 57% Special Education

6th Grade Math: 100% Asian, White and Two or More Races- 79%Special Education

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for intervention and acceleration. The goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Student Achievement Strengths

Story Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- We were above the State average in all content areas over all

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th, 5th and 6th grade Reading. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.
2. 2016 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd and 4th grade Mathematics. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Special Education students.
3. 2016 STAAR data reveals that our Science overall score is significantly below the district average. The root cause is the need for greater structures and strategies for providing support, accommodations, acceleration and interventions for Story Elementary School students.

School Culture and Climate

School Culture and Climate Summary

Story Elementary was built in 1987 in Allen. As a campus, we are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential. We believe that the key to achieving our mission is through the dedication of our teachers and their commitment to supporting all learners. Our campus has worked hard to establish a culture that believes that brightening our minds truly helps us build our future.

School Culture and Climate Strengths

Story Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community is one that is inclusive and recognizes that our mission of fostering student success is accomplished through purposeful collaboration among all stakeholders, such as teachers, staff, parents, students, and community members. We are proud of our diversity and celebrate the various social and cultural differences that make our campus unique.

School Culture and Climate Needs

Story Elementary faculty and staff are committed to supporting a culture that values continuous improvement in all aspects of the campus and learning environment. Following are several areas that were identified as targets for improvement:

1. We will continue to use positive reinforcement to help with our discipline concerns and learn from the incident.
2. Continue to increase involvement in PTA to maintain a positive working relationship that benefits our students and staff.
3. Staff to build capacity in teachers to reduce loss of instructional time due to problem behaviors and office referrals
4. Staff will be encouraged to recognize each more often by opportunities provided by administration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is an important factor in promoting student success on campus. All teachers and paraprofessionals are 100% highly qualified. Various activities, such as Sunshine Committee events, are held on campus to promote team building and a family-type atmosphere.

Staff Quality, Recruitment, and Retention Strengths

Story Elementary has a low staff turnover rate, and 100% of the staff are highly qualified. Approximately 88% of Story teachers have more than five years of teaching experience. The district turnover rate is 11.3% which is 5 percentage points less than the state turnover rate. A comprehensive staff development plan based on campus or district needs as determined by our data is created yearly to support the effectiveness of each teacher and to better meet the needs of each individual learner.

Staff Quality, Recruitment, and Retention Needs

- Staff recognition
- Staff teambuilding
- Continued support with Professional development and resources needed.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff will review student assessments in order to provide targeted instruction for improvement. The Core team meets weekly to discuss student and teacher needs to promote achievement. Data is used to inform curriculum, instruction, and assessments decisions. During Professional Development, Vertical Teaming, Data Talks, Instructional Talks and Grade level PLC's, Instructional activities are aligned with student learning needs and expected outcomes for achievement.

Curriculum, Instruction, and Assessment Strengths

High level of teaching at performance standard
ESL and Special Education inclusion support services are aligned with classroom instruction
Weekly discussions are held to review instruction and data
Small group instruction based on student need
Structured intervention/enrichment time for all students on a daily basis
Students receive effective interventions resulting in measurable progress

Data talks are lead by instructional leadership team with necessary teachers to review data and develop intervention plans.

Curriculum, Instruction, and Assessment Needs

Analysis of instructional data to drive instruction
Professional development in the area of small groups and differentiating instruction.

Family and Community Involvement

Family and Community Involvement Summary

We are continuing to increase efforts to communicate with families and community stakeholders. In an effort to increase parental involvement and engagement, we are continuing to identify and offer activities that will help achieve increases in these areas.

Family and Community Involvement Strengths

- Watch Dogs
- Varried PTA Family Events
- Story Newsletters and School FB and Twitter Accounts
- Classroom Volunteers
- Community Service Projects
- Volunteer Appreciation
- Welcome Back to School Parade

Family and Community Involvement Needs

- Senior Social
- Take PTA President to lunch 1 time a 9 weeks
- Once a Falcon, Always a Falcon Pins and Poem
- AIM kids are giving "Welcome Bags" to our new Story students

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
- 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
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records 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 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
- Section 504 data
- Gifted and talented 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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals

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

Performance Objective 1: Story Elementary's student achievement will continue to improve each year as measured by the annual TAPR.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will demonstrate Advanced Academic Performance on state assessments and achieve Meets AYP in the Accountability System. (NCLB #1).	Administration, Teachers, and Staff	All students will achieve or exceed the mastery level on state assessments.				
 = 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: All students 3-5 will demonstrate improved performance in Reading and Math. Story will have a passing overall score of 90% in all content areas

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will utilize FOCUS Time and SSI to provide systematic, intentional, and measurable interventions. We will also increase performance levels by focusing on higher level questioning, student use of technology, and differentiation. We will also focus on the Fundamental 5 daily in our teachings.	CIS, SSI Lead, Administration, Teachers	Allen learning walks, formative and summative assessments.				
2) We will utilize CFAs, district and state assessments to assess learning and academic progress of students.	CIS, Administration, Teachers, Vertical Team Meetings	Show mastery of readiness standards and improvement through out the year on formative and summative assessments.				
3) We will provide enrichment through our AIM teacher for all grade levels to insure differentiation for students.	AIM Teacher, Administration	Show an increase in our advanced rating				
 = 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: We will reduce the gap between all sub-populations and the general student population

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will continue to use a program for the district through eduphoria using Heat maps. This will allow us to pull data in a way to help make us more efficient in studying our students needs for instruction.	Administration, CIS, CORE team	All Assessments- STAAR, Benchmarks, Simulations, CFA's				
2) We will provide opportunities for students to apply knowledge in different formats, project based learning, and higher level questioning.	Administration, Teachers, Students, Parents	Student work products and Allen Learning Walk data.				
 = 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: Story Elementary will recruit, develop and retain highly qualified staff

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) At Story we are always encouraging our teachers and motivate them with appreciation lunches, treats in their boxes, Sunshine activities, jeans passes, dress up days, and words of encouragement. We also provide the opportunity for them to lead PD and gain confidence in their abilities to lead.	Administration	Survey Results, teacher turn over, and participation in events				
 = 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: Story will provide multiple opportunities for our students to participate in other areas including but not limited to academics

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) We will provide opportunities to communicate in different settings and with different audiences through principal lunches, KFAL announcements, PEER Helpers, Student Leadership team, collaboration with other campuses, and peer to peer learning.	Administration, Staff, Counselor, and Media Specialist	Survey detailing the usage of different communication channels and strategies.				
2) Students will participate in community service efforts and show good citizenship through opportunities provided by Student Leadership team, e club, caring coins, ACO, fill the bus, pennies for patients, and Watch DOGS.	Teachers, PTA, DOGS, Administration, Counselor	Feedback from ACO and student conduct.				
3) Story will provide opportunities for students to participate in activities such as UIL, field trips via Fine Arts, Wellness events, Safety Patrol, 6th grade mentoring, e club, theatre club, F.I.R.S.T.T., after school education classes. Student Leadership team, KFAL, Variety Show, Reflections, etc..	Administration, Counselor, Teachers, and Community	Participation in the activities				
 = 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: Story Elementary will conduct PLC meetings in grade level teams to dis-aggregate data and create RTI intervention plans for at-risk students and extension opportunities for GT students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will continue to participate in a program through Amplify via Techno Wednesday's lead by the Tech VAT team.	Administration, Tech Vertical Team Leads	Professional Development, Conversations with teachers, ALW, and walk throughs.				
 = 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 2: Story Elementary will provide Professional Development opportunities for all personnel to meet identified needs in order to increase student performance.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will ensure that the staff is working in high performing collaborative teams by providing opportunities for PLC's, vertical alignment, Leadership opportunities such as OLT and VAT, following a Teacher of Teacher model for PD, collaborative conversations about student data, and instruction and Cadre opportunities.	Administration, Instructional Specialists, Vertical Team Leaders	Professional Development, Conversations with teachers and student growth				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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: Story will provide students with technological experiences through student and teacher use of technology in various learning activities

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story professional development will focus on Small Group instruction, differentiation and technology integration.	Administration, Teachers, and Staff	Common and formative assessments, walk throughs, and Allen Learning Walks.				
2) Story will provide Techno Wednesdays for faculty and staff to increase their knowledge, understanding, and use of new technology resources available in the district. These will be broken up in K-2 and 3-6 sessions.	Campus Administration, Teachers, Techno Team, Campus Tech, District Technology Personnel	Teacher feedback, number of teachers attending optional classes and increased use of technology for instruction.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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 2: Story will implement and utilize updated technology and technology tools to increase the effectiveness of student learning, instructional management, staff development and administration.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will provide meaningful, relevant student use of technology that supports core curriculum and technology application TEKS will be accomplished by placing laptops in each classroom dedicated to student use, Technology training s for teachers on Wednesdays, and using technology to communicate with other campuses.	Administration, Campus Technician, Teachers, and Staff	Progress on Keyboarding, ALW, Walk Throughs and Teacher feedback.				
2) Story will continue a Technology Vertical team that will meet regularly to study the needs of our staff by reviewing the PD Maps generated via teacher input/survey via Amplify.	Administration, I.S. support and Tech Team	Teacher Feedback, ALW data, student products from technology observed.				
 = 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: Increase volunteer and service opportunities for all learners within the community.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will continue to have an environmental club this year that will focus on bettering our community through recycling and educating our community on taking care of our earth.	Administration, Teachers, Community, Watch Dogs and environmental club	Recycle process put into place and the continuation of beautifying our grounds with trees, plants and flowers.				
 = 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 2: Story will have a comprehensive instructional program and differentiate instruction for all students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will continue to participate in the F.I.R.S.T.T program this year - STEM club	Administration, Science Director, FIRSTT teachers	Science Assessments will show improvement				
2) Story will provide extra enrichment time for each grade level each week.	Administration and AIM teacher	Assessments and Advanced Rate.				
3) Story will partner up with PTA or community education to provide other opportunities for students to enrich their education. Examples would be after school programs, assemblies, and community education classes focused on STEM.	Administration	Assessments and advanced Rate would increase by 5% from the previous year.				
= 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 3: Story will develop challenging, engaging, and diverse learning experiences so that all students are effective problem solvers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Through Fundamental 5, PLC's, Higher level questioning (DOK), Critical Writing, WOW, Vertical Teaming, standardizing the Story way, observing each other as we teach and using SEI fund, Story will be able to develop challenging and diverse learning experiences so all students are effective problem solvers.	Administration, Vertical Team Leads, ALW Committee	ALW, Observations, Walk throughs, teacher observing teachers and assessments scores that show improvement. Lesson plans will show more intentional planning. Instructional Talks and Data Talks will evolve.				
 = 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 4: Story will provide opportunities for students to be exposed to character programs, diversity, and focus on kindness.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will provide character education and diversity awareness during weekly "heart lessons," Disability Awareness with 6th grade, and monthly guidance lessons to all students.	Administrators, Teachers and Counselor	Character awards, teacher observations, parent and student feedback, data from safety reports and office referrals.				
2) Story will make sure that recognition of students' positive character traits, Falcon of the Month, 110% , High Five, and Pride Awards, 6th grade Sammy mascot, GE Celebrations, and classroom "Falcon on the Shelf", birthday pencils, Twitter, recognition on KFAL and principal lunches.	Campus Administration, Teachers, Counselor, All staff	PRIDE Celebrations, announcements, Newsletters, Web, Falcons of the Month, Friday Rallies parent and student feedback.				
 = 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 5: Story will provide training and opportunities for our parents to grow in the understanding of diversity.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will provide parent information on NO Bullying program and cyber bullying.	Campus Administration, Teachers, Counselor	Newsletter, presentations and parents feedback.				
2) Faculty and PTA will coordinate multiple opportunities throughout the year for the Story Community to come together and create a stronger relationship.	All Staff and PTA	Parent feedback and involvement, PTA events, Open House, Spirit Night, Movie Night, School Dance, Rallies, Fun Run and Hero's day				
 = 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: Story will ensure a safe environment conducive to students learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will ensure a safe and structured school through our crisis team, counseling lessons, drills, peer mediation, Diversity Training, safety report process, Red Ribbon Week, Fire Safety Week, Stranger Danger and PALS.	Campus Administration, Counselor, Teachers, and Staff	Student, staff, and community feedback, incident reports, and office referrals.				
2) Story will continue the implementation of WATCH DOGS program.	Counselor, Campus Administration	Parent involvement, and feedback from parents, students, and staff.				
 = 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: Story will maintain an effective, coordinated, and consistent plan for discipline and positive reinforcement

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Story will continue the implementation of the key components of CHAMPs and Great Expectations.	Campus Administration, Teachers, Counselor, All Staff	Implementation of PRIDE guidelines for success, common areas CHAMPs expectations, reduction of office referrals, use of Falcon bucks, feedback from students, parents and teachers.				
 = 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: Story will partner with parents to ensure their children are attending school and not missing valuable instructional time.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Attendance Rate at Story will exceed 95% (NCLB/AYP).	Administration and PEIMS	Attendance rate will exceed 95%.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

2016-2017 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Amanda Tabor	Principal
Administrator	Kathy Parker	Asst. Principal
Business Representative	Joel Parker	Business Representative
Classroom Teacher	Teri Coroneos	Kindergarten Teacher
Classroom Teacher	Amanda Currie	4th Grade Teacher
Classroom Teacher	Diana Lovell	1st Grade Teacher
Classroom Teacher	Keith Pantalion	6th Grade Teacher
Classroom Teacher	Rowena Sanders	Music Teacher
District-level Professional	Kim McLaughlin	Director of Student Services
Paraprofessional	Tammy Butler	Computer Tech
Parent	Vanessa Branch	Parent