

Hays Consolidated Independent School District

Uhland Elementary School

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard



Mission Statement

The mission of Hays CISD, an innovative community of learners that values the diversity and legacy of the people, is to nurture students to become extraordinary citizens through personal educational experiences.

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Goals

Goal 1: Hays CISD believes in the achievement of every student.

Performance Objective 1: The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college readiness, and career development. Our staff believes in the education of the whole child and knows that success is based on more than the result of a single test.

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Evaluation Data Source(s) 1: The principal will provide a report to their Deputy Academic Officer summarizing student academic performance, including college, career, and military readiness efforts at their campus. A summary of staff professional development efforts addressing data disaggregation, administrative walk-throughs, and CTE programs, will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas. PK-3 reading levels will be measured at the beginning and end of each year. The principal will monitor student growth comparing approaches/meets/masters % vs. the state.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June







<p>1) Reading: The campus will improve student performance in reading by focusing on Balanced literacy, meaningful stations, and purposeful environment. The campus also maintains a strong focus of the Gomez and Gomez model of instruction. Teachers are provided with PD in understanding the DRA /EDL, AIMSweb instrument.</p>	<p>2.4</p>	<p>District Support Provided by ELA Content Coordinators Campus Principal</p>	<p>The strategy will be measured by 5% growth in Domain 1 in grades 3, 4, and 5 for reading, when compared to the 2017-2018 STAAR results.</p> <p>3rd Reading will make progress towards the district goal of 78% Approaches, 43% Meets, and 25% Masters.</p> <p>4th Reading will make progress towards the district goal of 71% Approaches, 43% Meets, and 23% Masters.</p> <p>5th Reading will make progress towards the district goal of 76% Approaches, 49% Meets, and 23% Masters.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
<p>2) Writing: The campus will improve writing performance by providing professional development in the areas of mentor sentences, writing process and collecting campus wide writing samples.</p>	<p>2.4</p>	<p>District Support Provided by ELA Content Coordinators Campus Principal</p>	<p>The strategy will be measured by 5% growth in Domain 1 in grade 4 for writing, when compared to the 2017-2018 STAAR results.</p> <p>4th Grade Writing will make progress towards the district goal of 57% Approaches, 34% Meets, and 9% Masters.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
<p>3) Math: The campus will improve math performance by focusing on balanced math, meaningful stations, purposeful environment, and guided math. The campus will use UPS, justification stations, anchor charts, student led instructions, and Lead4ward.</p>	<p>2.4</p>	<p>District Support Provided by Math Content Coordinators Campus Principal</p>	<p>The strategy will be measured by 5% growth in Domain 1 in grades 3, 4, and 5 for math, when compared to the 2017-2018 STAAR results.</p> <p>3rd Grade Math will make progress towards the district goal of 75% Approaches, 42% Meets, and 19% Masters.</p> <p>4th Grade Math will make progress towards the district goal of 76% Approaches, 45% Meets, and 24% Masters.</p> <p>5th Grade Math (first administration) will make progress towards the district goal of 81% Approaches, 50% Meets, and 24% Masters.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				

<p>4) Science: The campus will improve science performance by utilizing science materials, ensuring utilization of the STEAM labs, use of academic vocabulary using science journals. The campus will use justification station to enhance instruction.</p>	2.4	<p>District Support Provided by Science Content Coordinators</p> <p>Campus Principal</p>	<p>The strategy will be measured by 5% growth in Domain 1 in grade 5 for science, when compared to the 2017-2018 STAAR results.</p> <p>5th Grade Science will make progress towards the district goal of 73% Approaches, 37% Meets, and 15% Masters.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
<p>5) Social Studies: The campus will improve social studies performance by focusing on non fiction writing, content vocabulary, and project based learning.</p>	2.4	<p>District Support Provided by Social Studies Content Coordinators</p> <p>Campus Principal</p>	<p>The strategy will be measured by having 90% of teachers scoring proficient or higher on TTESS Dimension 2.2 by sequencing instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real world scenarios.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
<p>6) Instructional Planning: The campus will ensure the utilization of the district lesson plan blueprint and designing lesson plans using the Hays CISD curriculum (IFDs, YAGs, and VADs) by ensuring the use of the Hays CISD Lesson Plan and Unit Plan by utilizing consistent implementation of the district template provided and uploaded into the Google container. The campus is focusing on merging the planning tool in Lead4ward with the district provided unit organizer. The campus is aligning all planning activities with TTESS.</p>	2.5	<p>District Support Provided by Director of Curriculum and Instruction</p> <p>Campus Principal</p>	<p>The strategy will be measured by having 90% of teachers scoring proficient or higher on TTESS Dimension 1.1 Standards and Alignment.</p> <p>TTESS Dimension 1.1 Standards and Alignment</p>				
<p>7) Progress Monitoring: The campus will monitor and document students progress by implementing and monitoring AIMS web, Curriculum Based Assessments and Student Authentic Work.</p>	2.4	<p>District Support Provided by Director of Academic Support</p> <p>Campus Principal</p>	<p>The strategy will be measured by 100% of classroom teachers having small group guided reading binders, assessing all students using Aimsweb for BOY, MOY and EOY, growth in DRA/EDL levels and authentic student work.</p> <p>TTESS Dimension 2.5 Monitor and Adjust</p>				

8) Data and Assessment: The campus will assess students for learning by involving teachers in the utilization of curriculum based assessments, Aimsweb assessments and campus assessments.	2.4	District Support Provided by Coordinator of Accountability and Testing Campus Principal	The strategy will be measured by 100% of teachers engaged in the data PD process. TTESS Dimension 1.2 Data and Assessment				
9) Response to Intervention: The campus will utilize multiple forms of student data to inform instructional and intervention decisions (RTI) to close the achievement gap by consistently communicating student needs and supports through Eduphoria digital documentation. The campus meets monthly to progress monitor students on the "watch list" and working collaboratively with interventionist/instructional coaches/administrators to ensure needs are met of students on Tier 2/3.	2.6	District Support Provided by Director of Academic Support Campus Principal	The strategy will be measured by a 5% gain on domain II when compared to the 2017-2018 STAAR results. TTESS Dimension 2.4 Differentiation				
10) English Learners: The campus will support ELL students by increasing academic achievement for English Learners (ELLs) by utilizing district bilingual/ESL supports, providing a one-way bilingual program, implementing the Gomez and Gomez instructional model and interventions with Imagine Learning.	2.6	District Support Provided by the Director of PK-12 Multilingual Education Campus Principal	The strategy will be measured by a 5% on domain III when compared to the 2017-2018 STAAR results. TTESS Dimension 2.4 Differentiation				
11) Special Education Services: The campus will provide programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP) by providing programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by moving the campus towards a co-teach model and inclusion model of instruction.	2.4	District Support Provided Director of Special Education Campus Principal	The strategy will be measured by having 100% of teachers implementing grade level TEKS as guided by their IEPs. TTESS Dimension 2.4 Differentiation				
12) Dyslexia Services: The campus will support students identified as dyslexic by providing instruction using Basic Language Skills (BLS - English) and The Esperanza Reading program (Spanish).	2.4	District Support Provided by Director of Academic Support Campus Principal	The strategy will be measured by 100% of students identified as dyslexic having a 504 meeting with adequate documentation to support the services. TTESS Dimension 2.4 Differentiation				

13) 504 Services: The campus assistant principal will ensure that all students identified as needing 504 services will be provided with access to general education opportunities that are progress monitored by teachers.	2.4	District Support Provided by Director of Academic Support Campus Principal	The strategy will be measured by 100% of students identified as 504 having adequate documentation to support individualized needs. TTESS Dimension 2.4 Differentiation				
14) Accelerated Instruction for At-Risk Students: The campus counselor provides guidance and counseling to support the social and emotional needs of students. Academically, students have access to WIT time during the instructional day	2.6	District Support Provided by Director of Academic Support and the Director of Student Services Campus Principal	This strategy will be measured by having 100% of the classes scheduled for guidance lessons from the counselor and a 5% increase in Domain 2 on STAAR for grades 4 and 5. TTESS Dimension 1.3 Knowledge of Students				
15) Gifted and Talented Services: The campus will differentiate instruction for G/T students by ensuring identified students are in the cluster group model. The campus uses justification stations to provide a differentiated approach to instruction.	2.5	District Support Provided by Coordinator of Gifted and Talented Campus Principal	This strategy will be measured by 100% of students identified as GT being placed in a cluster group classroom. TTESS Dimension 1.4 Activities				
16) College, Career and Military Readiness: The campus will increase opportunities for students to learn and demonstrate career readiness skills by having a career day in the spring, posting "I graduated from _____ signage...", participation in college teacher days.	2.5	District Support Provided by Director of College and Career Readiness and Counseling Campus Principal	This strategy will be measured by 100% of the teachers posting signage of universities attended by their front classroom doors. TTESS Dimension 2.1 Achieving Expectations				
17) Career and Technical Education: The campus will host a career fair for grades K-5 in which parents, community and businesses come to talk about their career experiences.	2.5	District Support Provided by the Director of Career and Technical Education Campus Principal	This strategy will be measured by 100% participation rate in career fair. TTESS Dimension 2.1 Achieving Expectations				
18) Instructional Technology: The campus uses instructional software such as but not limited to: Dreambox, Kahoot, social media outlets, Reading A-Z, Imagine Learning and Raz Kids. The campus uses instructional hardware for purposeful planning and lesson delivery. The campus practices specific skills during project based assignments. The campus makes available wifi access through Kajeet.	2.5	District Support Provided by the Director of Digital Learning Campus Principal	This strategy will be measured by having 100% of teachers purposefully planning for integrated technology into their lesson plans. TTESS 1.4 Activities				

19) Advanced Academics: The campus will support advanced academics by ensuring students receive differentiated instruction across contents and during WIN time.	2.5	District Support Provided by Coordinator of Advanced Academics Campus Principal	This strategy will be measured by an increase in all subject tested areas by 5% in the master's level. TTESS Dimension 2.1 Achieving Expectations				
20) Pre-Kindergarten Program: The campus will increase readiness for Kindergarten by adhering to the Prek guidelines, providing instructional support for teachers, collaborative learning, utilizing Prek instructional coach, engineering/maker space centers	2.5	District Support Provided by Director of Early Childhood and Extended Day Programs Campus Principal	This strategy will be measured by making sure 100% of PK parents receive an invitation (in English and Spanish) to the event. TTESS Dimension 2.2 Content Knowledge and Expertise				
21) Kindergarten: The district will provide guidance to parents to ensure a smooth transition from early childhood programs such as head-start and PK (Countdown to Kindergarten).	2.5	District Support Provided by Director of Early Childhood and Extended Day Programs Campus Principal	This strategy will be measured by making sure 100% of students entering Kindergarten will receive an invitation to participate in Countdown to Kinder. TTESS Dimension 4.4 School Community Involvement				
22) Pregnancy-Related Services: The district provides support services, including the Compensatory Education Home Instruction (CEHI) program, to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start staff, counselors, case managers, educators, support staff and others who support pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. These services continue to be administered while the student is receiving home instruction services.	2.6	District Support Provided by the Coordinator of Pregnancy Related Services Campus Counselor	100% of students served with PEP/CEHI services will be provided education in all course subjects required for promotion/graduation, courses in child development, parenting, Job-related skills and community services. TTESS Dimension 2.4 Differentiation				
23) Higher Education Requirements: The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, DC opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.	2.5	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	All students grades 8-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans. TTESS Dimension 2.1 Achieving Expectations				

<p>24) Title I: The Title I, Part A school wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services (see Title I campus plan).</p>	<p>2.4</p>	<p>District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal</p>	<p>The Campus Allocations worksheet maintains a rank order with needs prioritized and funds efficiently utilized within the grant year. Campus Title I plans reflect strategies developed from a comprehensive needs assessment and fiscal prioritization categorized by the Commissioner's 4 priorities. TTESS 4.1 Professional Demeanor and Ethics</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Hays CISD is dedicated to treating all stakeholders with respect and dignity.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas to be addressed are campus access, detecting and reporting possible threats, and building an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually and followed throughout the district.

Evaluation Data Source(s) 1: The campus will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community.

TPESS Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

TPESS Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Student Safety: The campus sets the expectation that all visitors will utilize the single-point of entry, sign in, and present their ID upon arrival. Campus staff will be updated on the campus safety plan.	2.5	District Support Provided by the Director of School and Student Safety Campus Principal	This strategy will be measured by data from the K-12 insight survey reflecting a 85% or better in parent satisfaction regarding the safety of their child. TTESS Dimension 3.1 Environment, Routines and Procedures				
2) Social Emotional Learning: The campus utilizes Cloud 9 character education and Capturing Kids Hearts campus wide.	2.5	Director of College and Career Readiness and Counseling Campus Counselor	This strategy will be measured by having a decrease in referrals by 10% campus wide. TTESS Dimension 3.3 Classroom Culture				

<p>3) Increasing Attendance, Drop-Out Prevention: The campus will reduce increase the attendance rates by utilizing weekly attendance reports, establishing clear attendance expectations for parents, communicating attendance concerns through letters and phone calls. Teachers will utilize Eduphoria to document attendance concerns. The campus will provide incentives and recognition for high attendance rates at different levels by providing a Wall of Fame.</p>	2.5	<p>District Support Provided by the Director of Student Services</p> <p>Campus Principal</p>	<p>This strategy will be measured by having an attendance rate of 97% or higher by the end of the year.</p> <p>TTESS Dimension 3.3 Classroom Culture</p>				
<p>4) Student Engagement: The campus will utilize the engagement strategies from Lead4ward for math and science and follow the high yield strategies for balanced literacy. The campus will also offer a variety of clubs, organizations, culturally relevant events and parent engagement opportunities to create an inviting learning environment.</p>	2.6	<p>District Support Provided by the Director of Extra- and Co-Curricular activities</p> <p>Campus Principal</p>	<p>This strategy will be measured by a 10% increase in feeling engaged and safe on the campus survey results from K-12 Insight.</p> <p>TTESS Dimension 3.3 Classroom Culture</p>				
<p>5) Positive Behavior Intervention Support: The campus utilizes systems to create organized learning environments in both classrooms and common areas. Students and staff will follow the EXCEL process for Capturing Kids' Hearts.</p>	2.5	<p>District Support Provided by the Director of Student Services</p> <p>Campus Principal</p>	<p>This strategy will be measured by having 100% of the classrooms displaying a social contract and having all student signatures on it.</p> <p>TTESS Dimension 3.2 Managing Student Behavior</p>				
<p>6) Health and Wellness: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC).</p>	2.5	<p>District Support Provided by the Director of Health Services</p> <p>Campus Nurse</p>	<p>All SHAC meeting notes, sign-in sheets and agendas reflect implementation of actionable items.</p> <p>TTESS Dimension 3.1 Classroom Environment, Routines, and Procedures</p>				
<p>7) Early Intervention: The district will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will enter a Counseling/Social workers Intern Model with TX state. The district will continue to train staff in Suicide Prevention and update the Suicide Action Plan.</p>	2.6	<p>District Support Provided by Director of College and Career Readiness and Counseling</p> <p>Campus Counselor</p>	<p>100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse)</p> <p>TTESS Dimension 4.1 Professional Demeanor and Ethics</p>				

8) Addressing Abuse: The district will adhere to the district policy addressing sexual abuse and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse) TTESS Dimension 4.1 Professional Demeanor and Ethics				
9) Anti-Bullying: The district will ensure that the discipline management program provides for prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students will have access to the Hays Hope Line to report harassment, bullying and other personal issues.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of counselors submit counseling logs and guidance lessons to the Director of College and Career and Guidance. TTESS Dimension 4.1 Professional Demeanor and Ethics				
10) Homelessness: Campus counselors will identify students that are homeless and utilize district resources (TI reservations and TEXSHEP funds), in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products and clothing as needed.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
11) Foster Care: The district will provide supplemental transportation and free lunch to ensure educational stability for children in foster care.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as a Foster student, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
12) Migrant Services: The district will utilize a shared service arrangement with Region 13, to provide a high-quality and comprehensive educational program for migratory children that: reduces the education disruptions and other problems that result from repeated moves, does not penalize in any manner by disparities among the States in curriculum, provides appropriate services, full and appropriate opportunity to meet state academic standards, and that benefits students from systemic reform.	2.6	District Support Provided by the Coordinator of LPAC, Testing and Translation Campus Principal	The campus will provide services to 100% of migrant students identified through the utilization of Region 13 SSA. (See Priority for Services Addendum) TTESS Dimension 1.3 Knowledge of Students				
13) DAEP: The district will monitor performance data of students served in the DAEP including: student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.	2.6	Director of Student Services Campus Principal	S.M.A.R.T Goal Here TTESS Dimension 1.3 Knowledge of Students				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 3: Hays CISD is dedicated to the safety, social and emotional well-being of students and staff.

Performance Objective 1: Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing client engagement both internally and externally.

Evaluation Data Source(s) 1: Staff will receive targeted training, after a process review, in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and these strategies will be shared with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.

TPESS Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

TPESS Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Customer Service: The campus will utilize technology (hardware/software), surveys, social media and award ceremonies to highlight the successes of the campus and build pride within and among the community.	3.2	District Support Provided by the Communication Specialists and the Director of Community Relations Campus Principal	This strategy will be measured by a 10% increase in customer service indicators on the K-12 insight survey. TTESS Dimension 2.3 Communication				
2) School Community Involvement: The campus will engage in a mentoring-recruitment program to mentor students in academics and social emotional support.	3.2	District Support Provided by the Director of Student Services Campus Principal	This strategy will be measured by recruiting up to 10 consistent, active mentors. TTESS Dimension 4.4 School Community Involvement				

<p>3) Goal Setting (CNA/CIP/DIP): The campus leadership team will meet at least quarterly to review professional development plans, campus procedures, and budget expenditures.</p>	3.2	<p>District Support Provided by the Director of Federal Programs, State Reports and Grants</p> <p>Campus Principal</p>	<p>This strategy will be measured by campus agendas, meeting notes and sign in sheets to document all four required meetings.</p> <p>TTESS Dimension 4.2: Goal Setting</p>				
<p>4) Communicating Student Achievement to Parents: The campus hosts an annual parent-conference day. Throughout the year, teachers maintain ongoing communications regarding student grades and attendance. Parents are asked to participate in RTI meetings, ARDs, teacher-conferences and other meetings as needed to enhance student achievement.</p>	3.2	<p>District Support Provided by Coordinator of Accountability and Testing</p> <p>Campus Principal</p>	<p>This strategy will be measured by 100% of parents receiving communication on their child's progress towards goals, this is including, but not limited to a report card every 9-weeks.</p> <p>TTESS Dimension 2.3 Communication</p>				
<p>5) Professional Development: The campus will provide professional development in the areas of Lead4ward, writing, guided reading, RtI, TTESS and Capturing Kids' Hearts. Professional development will be delivered during PLCs, faculty meetings and outside of campus trainings.</p>	2.4	<p>District Support Provided by the Coordinator of Professional Development and Special Projects</p> <p>Campus Principal</p>	<p>This strategy will be measured by 100% of teachers attending PLCs, campus and district trainings. This will be evidenced by sign-in sheets.</p> <p>TTESS Dimension 4.3 Professional Development</p>				
<p>6) Professional Learning Communities: The campus will have teachers meet regularly through professional learning communities (PLCs) to articulate learning goals based upon the curriculum, analyze student data, evaluate student work, and plan engaging instruction with fidelity. PLCs will also cycle with RTI meetings to track progress monitoring.</p> <p>Data Walks: The campus will utilize "learning walks" and "learning journeys" by sharing experiences with the instructional coaches on effective practices as seen throughout the district (photos taken during learning walks).</p>	2.5	<p>District Support Provided by the Coordinator of Professional Development and Special Projects</p> <p>Campus Principal</p>	<p>This strategy will be measured by 5% increase in Domain II on the STAAR assessment.</p> <p>TTESS Dimension 4.3 Professional Development</p>				
<p>7) Attract/Retain high quality staff: The campus will attract and retain highly qualified teachers by creating a positive culture and climate with high expectations of teachers, students and parents. The campus has a Hoppy committee and uses the process of Capturing Kids' Hearts to build positive, nurturing relationships.</p>	2.4	<p>District Support Provided by the Director of Human Resources</p> <p>Campus Principal</p>	<p>This strategy will be measured by a 10% increase in overall teacher satisfaction in the workplace on the K-12 Insight survey.</p> <p>TTESS Dimension 4.3 Professional Development</p>				

8) Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.	3.1	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Principal	100% of Title I campuses will upload agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the Parental and Family Engagement Plan. TTESS Dimension 4.4 School Community Involvement				
9) Fiscal Compliance: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.	2.4	District Support Provided by the Director of Federal Programs, State Reports and Grants and the Chief Financial Officer Campus Principal	Federal and state compliance will be met in accordance to EDGAR and ESSA, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, and meeting 100% of comparability and MOE standards. The campuses will utilize ESSA budget templates to plan expenditures with measurable outcomes. TTESS Dimension 4.1 Professional Demeanor and Ethics				
