

Amarillo Independent School District

Lee Elementary

2016-2017 Goals/Performance Objectives/Strategies



Board Approval Date: September 19, 2016

Mission Statement

Graduate every student prepared for success beyond high school.

CORE VALUES

Amarillo ISD has established four core values that specify how we will bring value to our students and community, guide our decision-making process, and help determine the outcome or answer to major issues.

CORE VALUE: STUDENT PERFORMANCE

The district's focus is to improve the academic performance of all the students it serves. Our teaching is aligned to the Texas Essential Knowledge and Skills and focused to meet our students' needs in order to foster the skills necessary for their future success. Learning is evaluated, in part by performance on state assessments, as well as other important student achievements.

CORE VALUE: CUSTOMER SERVICE

Great communities have great schools. Great schools provide quality educational services. They do so by building positive, constructive relationships with students and parents. The individual student is the focus. Rather than treating students as a group, AISD staff will treat each student as an individual with his or her own special set of unique needs and goals. Listening to parent concerns and requests demonstrates a high degree of respect and concern. Providing solutions, when possible, demonstrates the partnership we want with parents.

CORE VALUE: QUALITY STAFF

Student performance and effective district operations are directly related to staff quality. Highly qualified staff plan and deliver appropriate strategies and actions to ensure success. In addition, the district values and understands the benefits of a diverse educational staff and the importance of quality student-adult relationships.

CORE VALUE: COST EFFECTIVENESS

Great communities expect good stewardship of the public resources. Resources will be effectively used in ways that improve student performance and

provide quality experiences that will enhance each child's future.

Belief Statements

Developed by the Amarillo ISD Board of Trustees, June 2006

1. We believe all students can learn given the proper motivation, time and resources.
2. We believe that education is the equalizer in our society and that our schools can and should provide a culture of hope for all children.
3. We believe students benefit when provided appropriate, distraction-free learning environments and personalized instruction.
4. We believe students will rise to meet high expectations and take responsibility for their own learning.
5. We believe all of our students should graduate from high school prepared to earn a living wage or ready to pursue a college education or additional training.
6. We believe decision-making should involve the use of quality data when appropriate.
7. We believe parents should be meaningfully involved with their child's education, and that parents and school share the responsibility to see that children have what they need to be successful in school.
8. We believe schools are an essential part of neighborhood communities and that the community plays a role in the education of its children.
9. We believe resources should be focused on the district's mission to prepare our students for life after high school.
10. We believe classroom lessons that authentically engage students will result in high levels of student learning.

Modified: September 2010

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Goals

















Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 1: Lee Elementary will provide all students a high quality and challenging curriculum, so that 100% of Lee students will show growth on grade level TEKS.

Evaluation Data Source(s) 1: 2016- 2017 STAAR results, TELPAS results, AVMR assessments, Fountas & Pinnell assessments, TEKS tracking in student data portfolios

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Campus 1-3: Kindergarten through 5th grade teachers will develop weekly assessments based on TEKS in math and reading. Teachers will also administer writing assessments each six weeks.</p> | 1, 8, 9 | Principal | Assessment data will be collected weekly and analyzed. | | | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Campus 1-2: Reading and Writing instruction in all grades will include the 8 components of balanced literacy - specifically guided reading, writer's workshop and reader's workshop.</p> | 1, 2, 7, 9 | Principal, Assistant Principal, CAS | LLI assessments, weekly reading assessments, writing assessments, running records, CAS and AP walk-through observations | | | | |
| <p>3) Teachers will use the AVMR assessments to determine student's strengths and weaknesses in math. AVMR strategies will be used in daily instruction as well as during interventions.</p> | 1, 2, 7, 9 | CAS, Teachers, Math Recovery specialist | AVMR assessment data, weekly math assessments, STAAR data | | | | |

| | | | | | | | |
|--|----------------|---|---|---|---|--|--|
| <p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>4) Students who are not mastering the weekly TEKS-based assessments will work with teachers in a small group intervention during RtI time. Assistants will be utilized during RtI time to work with the students who do not need interventions.</p> | 1, 9, 10 | Assistant Principal, Teachers | RtI interventions will show growth on weekly assessments, LLI assessments, campus summative assessments, and AVMR assessments |  |  | | |
| 5) Campus 1: Identify and serve students who are eligible for Leveled Literacy Intervention and/or Math Recovery. | 1, 9, 10 | Math Recovery teacher, LLI teacher, CAS | Running records, AVMR assessments and LLI assessment data collected and analyzed weekly |  |  | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Campus 1-3: Students identified as needing additional academic support outside the classroom instruction will be monitored through the Student Support Team. The team will identify and coordinate interventions.</p> | 1, 2, 9, 10 | Principal, SST Team | SST team will review and analyze LLI Assessments, AVMR assessments, weekly formative assessments, and campus summative assessment data |  |  | | |
| 7) Campus 1-3: Teachers will utilize DI practices in their daily instruction. Teachers will identify students who may qualify for the GT program and follow the GT Scope and Sequence to meet their needs. | 1, 2 | Principal Assistant Principal | GT progress reports and analysis of GT attendance at GT enrichment camps |  |  | | |
| 8) Students needing 504 services for dyslexia, as well as Special Education students identified as dyslexic, will be monitored by the dyslexia committee. | 1, 9, 10 | dyslexia teachers | 100% of identified students will receive the district adopted dyslexia program and show growth; LLI assessments, reports from dyslexia intervention, DIP. |  |  | | |
| 9) Provide all classrooms with current technology (including Smartboards and iPads) and appropriate instructional software programs. Teachers will be trained to effectively utilize technology. | 1, 4, 10 | Principal | 90% + will meet grade level expectations on weekly formative assessments and state assessments. Student surveys will show high levels of engagement. |  |  | | |
| 10) Utilize Imagine Learning to address LEP and at-risk students' needs. | 1, 2, 9, 10 | CAS | Imagine Learning assessments will show 90%+ mastery. |  |  | | |
| <p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>11) Campus 1-2: Utilize district language arts learning leader to assist teachers as they develop rigorous lessons and implement instruction that is directly aligned to the TEKS.</p> | 1, 2, 4, 8, 10 | Principal | Target tools, benchmark assessments |  |  | | |

| | | | | | | | |
|---|-------------|-----------------------------------|--|--|--|--|--|
| 12) Campus 1-2: Implement the use of mentor texts, RAZ Kids, and Measuring Up to assist students who are struggling in reading and math. Purchased with Focus Grant money. Time To Teach Training. | 1, 2, 3, 10 | Principal CAS | 90% + passing weekly formative assessments and state assessments | | | | |
| Funding Sources: 210 Focus - \$5,700.00 | | | | | | | |
| 13) Campus 1-3: Teachers will collaborate in lesson planning and implementation of the math, science, language arts and social studies curriculum. Instruction and assessment will be at the appropriate rigor as identified in the TEKS. Vertical teaming will provide time for professional development and analyzing the TEKS. | 1, 4, 8 | Principal, Assistant Principal | 90% + passing on weekly formative assessments and state assessments. 100% student growth on state assessments. | | | | |
| Funding Sources: 210 Focus - \$8,640.00 | | | | | | | |
| State System Safeguard Strategy Federal System Safeguard Strategy 14) Lee is in collaboration with a Professional Service Provider. This helps provide the administrative team with leadership building strategies focusing on Professional Learning Communities (such as student data and progress). | 1, 4 | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 2: Lee Elementary will provide all students a high quality and challenging curriculum so that 80% of students will meet or exceed the satisfactory passing rate on the STAAR math test.

Evaluation Data Source(s) 2: 2016-2017 Math STAAR scores

Summative Evaluation 2:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Lee Elementary will continue Math Workshop to meet the individual needs of students. | 1 | Principal, Assistant Principal, Math Recovery Teacher | Weekly collection and analysis of formative assessments | | | | |
| Critical Success Factors CSF 1 CSF 6 CSF 7 | 1 | Principal | STAAR test scores, formative assessment data, and collaborative discussions | | | | |
| 2) Lee Elementary will purchase Measuring Up Materials to support instruction and assessment building. | Funding Sources: 211 Title I - \$2,400.00 | | | | | | |
| 3) Lee Elementary will provide Math RtI time to provide intervention and enrichment that meets the individual needs of students. | 1 | Assistant Principal | STAAR test scores, formative assessment data, and collaborative discussions | | | | |
| Critical Success Factors CSF 1 CSF 7 | 1 | Principal | STAAR test scores, AVMR data, formative assessment data, and collaborative discussions. | | | | |
| 4) Lee teachers will attend the Gifted/ Talented Training at Vanderbilt University. | Funding Sources: 210 Focus - \$1,623.71 | | | | | | |
| Critical Success Factors CSF 1 CSF 7 | 1 | Principal, Assistant Principal, and CAS | Walkthrough and observation data | | | | |
| 5) Walkthrough data will be analyzed in each math classroom with an emphasis on quality Tier I instructional practices, specifically math workshop. | | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |




Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 3: Campus 1: Lee Elementary will provide all students a high quality and challenging curriculum, so that 80% of students will meet or exceed the satisfactory level rate on the STAAR reading tests.

Evaluation Data Source(s) 3: 2016-2017 Reading STAAR scores

Summative Evaluation 3:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Campus 1: District Director of Content, Support, and Instruction will work with teachers to improve content knowledge, instruction, assessments, data analysis, and RtI procedures.</p> | 1 | Principal & CSI Director | Walk-throughs, assessment data, discussion in PLC collaborations, monitored reading levels. | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Campus 1: Teachers will meet weekly in vertical collaborations employing the CCP.</p> | 1 | Administrative team | Walk-throughs, assessment data, discussion in PLC collaborations, monitored reading levels. | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Lee Elementary will provide Reading RtI time to provide intervention and enrichment to meet the individual needs of students.</p> | 1 | Assistant Principal | Walk-throughs, assessment data, discussion in PLC collaborations, monitored reading levels. | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Campus 1: Lee Elementary will send student reading levels home to parents each six weeks.</p> | 1 | Principal | 100% of report cards will show a reading level documented, PLC collaboration discussions | | | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>5) Campus 1: Lee Elementary will purchase RazKids and Mentor Texts to enhance reading instruction.</p> | 1 | Principal | Walk-throughs, assessment data, discussion in PLC collaborations, monitored reading levels. | | | | |
| | | Funding Sources: 211 Title I - \$2,000.00 | | | | | |
| <p>6) District GT Coordinator provides needed professional development and support to help ensure quality enrichment for identified GT students.</p> | 1, 3 | Principal | GT report card | | | | |

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 4: Students identified as needing special services will be provided the necessary instructional considerations to ensure individual needs are met and educational goals are obtained in order to have 80% or more of students meeting satisfactory level on STAAR.

Evaluation Data Source(s) 4: 2016-2017 STAAR scores, TELPAS ratings, DRA benchmarks, and program enrollment percentages.

Summative Evaluation 4:










| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Students identified as gifted and talented will be provided a rigorous instructional day as well as opportunities to participate in enrichment activities (e.g. GT Camps, activities aligned with the GT Scope & Sequence, UIL competition). | 1 | Assistant Principal | GT report card, classroom walk-throughs, RtI enrichment projects, and participation in district GT enrichment camps | | | | |
| 2) Students identified as English Language Learners will be provided with language acquisition support including the use of Imagine Learning, ELPS, and small group intervention. | 1 | Administrators | Weekly formative assessment, running records, AVMR, STAAR scores and TELPAS ratings | | | | |
| 3) Students identified as at-risk will be provided interventions to meet their individual needs. Kindergarten teachers will tutor at-risk students during RtI for 1 hour per day. | 1 | Principal | STAAR scores, TELPAS ratings, DRA levels | | | | |
| Funding Sources: SCE - \$21,000.00 | | | | | | | |
| 4) Migrant students will be identified and services will be provided to them when needed. Migrant staff will work with the family to determine specific needs for home or school. | 9 | Counselor, Migrant office, and Principal | Weekly formative assessments, parent conferences | | | | |
| 5) Homeless students will be identified upon registration and the homeless coordinator will provide services as needed (e.g. busing, tutoring, school supplies). | | Counselor, homeless liaison | Counselor and parent conferences | | | | |
| 6) Dyslexic students will be identified and provided services as specified by either ARD, 504, or SST. Two teachers are trained to provide the Dyslexia Intervention Program and do so 4 times per week. | 1 | Principal, DIP trained teachers | Weekly formative assessments and DIP intervention data will be collected and analyzed weekly | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 5: Campus 2: Lee Elementary will provide all students a high quality and challenging curriculum, so that 80% or more of students will meet or exceed the satisfactory level passing rate on the STAAR writing test.

Evaluation Data Source(s) 5: 2016-2017 Writing STAAR scores

Summative Evaluation 5:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---------|----------------------------------|---|---|---|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Campus 2: Kindergarten through 5th grade teachers will collect writing samples on each student at the end of each six weeks to monitor student growth. | 1, 8, 9 | Principal | Writing samples will be collected and analyzed at the end of each six weeks. |  |  | | |
| 2) Campus 2: Kindergarten through 5th grade teachers will implement the three stack protocol during Professional Learning Community (PLC) to collaboratively analyze student writing samples. | 1, 8, 9 | Administrative Team | Writing samples will be collected and analyzed using the three stack protocol at the end of each six weeks. |  |  | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 6: Campus 3: Lee Elementary will provide all students a high quality and challenging curriculum, so that 80% or more of students will meet or exceed the satisfactory level on the STAAR science test.

Evaluation Data Source(s) 6: 2016-2017 Science STAAR scores

Summative Evaluation 6:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---------|----------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Campus 3: 5th grade teacher will develop weekly assessments based on TEKS in Science to track student progress. | 1, 8, 9 | Principal | Assessment data will be collected weekly and analyzed. | | | | |
| 2) Campus 3: Third through fifth grade teachers will incorporate STEMscopes to create a student-centric blended learning environment where teachers are able to teach, intervene, and accelerate their diverse students. | 1, 8, 9 | Administrative Team | Post-Assessment data will be collected weekly and analyzed. | | | | |
| 3) Campus 3: Fifth grade teacher will be given opportunities to collaborate and observe other classroom teachers for planning purposes and also to obtain additional support. | 1, 8, 9 | Principal | Tracking student performance to monitoring student growth. | | | | |
| 4) Campus 2-3: Fifth grade teacher integrates writing with science through the use of writing prompts to check for understanding. | 1, 8, 9 | Administrative Team | Tracking student performance to monitor student growth. | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 2: Amarillo ISD will demonstrate fiscal responsibility by operating efficiently and effectively to meet its mission.

Performance Objective 1: For the 2016-17 school year, 100% of the Title I, SCE, Focus Grant Funds, and Local Funds will be monitored and spent by set timelines by the administration.

Evaluation Data Source(s) 1: Budget reports, STAAR & TELPAS data

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---------|----------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Supplemental funds will be used effectively to address the needs of students. Tutors will be used to provide Tier II intervention for students in need of assistance in math and reading. | 10 | Principal | Budget reports, STAAR, common assessments. | | | | |
| 2) Lee will purchase appropriate, research-based programs to improve literacy- particularly for our preschool and ELL learners. | 1, 2, 7 | Principal | Literacy assessments | | | | |
| 3) Resources purchased for the campus will be determined by teachers and administrators, with the final approval from the principal. | | Principal Teachers | Budget at the end of the school year Budget report | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 2: Amarillo ISD will demonstrate fiscal responsibility by operating efficiently and effectively to meet its mission.

Performance Objective 2: Lee will increase scores in all areas of the Clarity Survey by intentional use of the 4C's (critical thinking, communication, collaboration, and creativity) in all classrooms.

Evaluation Data Source(s) 2: 2016-2017 Clarity Survey

Summative Evaluation 2:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|---------|----------------------------------|------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Lee teachers will work with the campus DLL and school librarian to effectively plan learning opportunities to incorporate technology. | 1 | Principal | 2016-2017 Clarity Survey | | | | |
| 2) Lee will purchase Chromebooks for third through fifth grade classrooms. | 1 | Principal | 2016-2017 Clarity Survey | | | | |
| Funding Sources: 211 Title I - \$10,000.00 | | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |



















Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.






Performance Objective 1: In order to have a decrease in office referrals of 10%, Lee will provide a campus that is safe for all students and staff and that promotes success beyond high school.

Evaluation Data Source(s) 1: STAAR results, campus benchmark assessments, DRA & AVMR assessments

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---------|----------------------------------|------------------------------------|-----------|-----|-----------|------|
| | | | | Formative | | Summative | |
| | | | | Oct | Jan | Apr | July |
| 1) Discipline Management- All teachers will use Teach Like a Champion and PBIS strategies to improve the classroom environment and management therefore leading to a decrease in time out of class for discipline/office referrals. Administrators will utilize the Elementary Discipline Matrix and DAEP Process to make appropriate disciplinary placements and decisions. | 6 | Principal, Assistant Principal | Six week discipline reports | | | | |
| 2) Fifth grade students will have the opportunity to visit with the 6th grade campus counselor and learn about the programs. | 10 | Counselor | Student survey | | | | |
| 3) Career education will be provided by the counselor and encouraged by teachers. College and career readiness projects are incorporated in 6 weeks projects. | 1 | Counselor and principal | | | | | |

| | | | | | | | |
|---|----|-----------------------------------|--|---|---|---|--|
| 4) Placements in In School Suspension, Out of School Suspension, and Alternative Education Placement will monitor any over representation of our special education or ethnic groups | 1 | Administrators | Six week discipline reports |  |  | | |
| 5) Counselor will coordinate services when a student is in need of pregnancy related services. | 10 | Counselor | Counselor documentation of students in need of resource being served. |  |  | | |
| 6) The counselor will train the staff on child abuse including how to report suspected abuse to the appropriate agencies. | 10 | Counselor | Documentation (sign in sheet) that training occurred with date |  |  |  | |
| 7) The counselor will provide staff training on sexual harrasement, drug prevention, and suicide awareness. | 4 | Counselor | Documentation (sign in sheet) that training occurred with date |  |  |  | |
| 8) Safety Drills- All students and staff will participate in one school emergency drill per month including fire drills, tornado drills, and lock & secure drills. | 1 | Administrators | Log kept on campus of all fire, tornado, and lock and secure drill and reported to district safety manager |  |  | | |
| 9) Health and Fitness- All students will participate in activities that will help them be successful on the state Fitness Gram. State requirements for physical education each week will be met. | 1 | PE teacher | PE classroom walk-throughs, Fitness Gram assessment results will be used to determine fitness levels of students |  |  | | |
| 10) No Excuses University Training included grade level, subject collaborations, classroom management techniques (Llama training), and our SBDM is working toward completing our application to join the NEU Network. | 1 | Principal and assistant principal | Sign-in sheets, collaboration walk-throughs |  |  | | |
| 11) Handle With Care Restraints Procedures and TBSI teams are kept current and updated each year. | 2 | Principal | All CPI and TBSI team members will attend needed updates |  |  | | |

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 2: Lee will implement preventative measures to alleviate absences and reach a 96% or better attendance rate.

Evaluation Data Source(s) 2: Attendance records

Summative Evaluation 2:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|--|----------|---------------------------------------|------------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) Perfect attendance will be promoted each week. Classrooms with perfect attendance will be recognized and awarded Bobcat Bucks. | 1 | Assistant Principal | Attendance records | | | | |
| 2) Parent contact will be made if a student is experiencing a high number of absences and/or tardies. | 6 | Attendance Clerk, Assistant Principal | Attendance records | | | | |
| 3) Counselor will support students and families using in-school and community resources to ensure that students' basic needs are met allowing them to be successful in school. | 6, 7, 10 | Counselor | Coordination of programs, surveys | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 4: Amarillo ISD will ensure that our teachers work in environments conducive to their growth and that they meet highly qualified standards.

Performance Objective 1: Lee Elementary will strive to have 100% of their staff highly qualified in their field of teaching.

Evaluation Data Source(s) 1: Teacher certification records

Summative Evaluation 1:

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Oct | Jan | Apr | July |
| 1) First year teachers are given a mentor and all new teachers to the district are provided support at the campus level. | 5 | Principal | Classroom observations. | | | | |
| 2) All teachers will be provided with appropriate staff development to assist them with their needs in their content area. This will give them the knowledge and support they need to continue their teaching career. | 1 | Principal CAS | Classroom Observations Low Teacher Turnover | | | | |
| 3) Lee Elementary will strive to hire only high qualified staff and paraprofessionals. Teachers not highly qualified will be encouraged and supported by administrators to acquire their certification. | 1 | Principal | Staff roster will show highly qualified teachers | | | | |
| 4) Professional development will be determined by the staff each year. The CNA will list the needs addressed and the teachers will be provided quality staff development. | 8 | Principal | SBDM input of professional development plan and CNA | | | | |
| Critical Success Factors CSF 1 CSF 7 | 1 | Principal, Assistant Principal, and CAS | Walkthrough data and observations. PDAS | | | | |
| 5) Walkthrough data will be analyzed to monitor quality Tier I instruction in each classroom. | | | | | | | |
| Critical Success Factors CSF 1 CSF 7 | 1 | Principal | Walkthrough data and observations | | | | |
| 6) Teachers will visit other classrooms both on and off campus to help improve Tier I instructional practices. | | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Campus 1-3: Kindergarten through 5th grade teachers will develop weekly assessments based on TEKS in math and reading. Teachers will also administer writing assessments each six weeks. |
| 1 | 1 | 2 | Campus 1-2: Reading and Writing instruction in all grades will include the 8 components of balanced literacy - specifically guided reading, writer's workshop and reader's workshop. |
| 1 | 1 | 4 | Students who are not mastering the weekly TEKS-based assessments will work with teachers in a small group intervention during RtI time. Assistants will be utilized during RtI time to work with the students who do not need interventions. |
| 1 | 1 | 11 | Campus 1-2: Utilize district language arts learning leader to assist teachers as they develop rigorous lessons and implement instruction that is directly aligned to the TEKS. |
| 1 | 1 | 14 | Lee is in collaboration with a Professional Service Provider. This helps provide the administrative team with leadership building strategies focusing on Professional Learning Communities (such as student data and progress). |

Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Campus 1-3: Kindergarten through 5th grade teachers will develop weekly assessments based on TEKS in math and reading. Teachers will also administer writing assessments each six weeks. |
| 1 | 1 | 2 | Campus 1-2: Reading and Writing instruction in all grades will include the 8 components of balanced literacy - specifically guided reading, writer's workshop and reader's workshop. |
| 1 | 1 | 4 | Students who are not mastering the weekly TEKS-based assessments will work with teachers in a small group intervention during RtI time. Assistants will be utilized during RtI time to work with the students who do not need interventions. |
| 1 | 1 | 11 | Campus 1-2: Utilize district language arts learning leader to assist teachers as they develop rigorous lessons and implement instruction that is directly aligned to the TEKS. |
| 1 | 1 | 14 | Lee is in collaboration with a Professional Service Provider. This helps provide the administrative team with leadership building strategies focusing on Professional Learning Communities (such as student data and progress). |