Elliott ES

Campus Action Plan 3-Year Plan

2013-14

MISSION
The Elliott Community celebrates and empowers *ALL* children--who they are and who they will become.

Elliott ES
Campus Improvement Team

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Stacy Mills	Principal	
Chastity Johnson	Assistant Principal	
Paige Williams	Counselor	
Fay Hendon	Secretary	
Jamie Dunning	Kindergarten Teacher	
Kathy Stubblefieldl	First Grade Teacher	
Krystal Collins	Second Grade Teacher	
Bridget Virden	Third Grade Teacher	
Mary Charles	Fourth Grade Teacher	
Angela Montoya	Fifth Grade Teacher	
Vickie Renzenbrink	Music Teacher	
Kathy Shepard	Sp. Ed. Resource Teacher	
Blake Lowell	FISD Representative	
Crystal Horne	PTA President	
Sally Roberts	Business Partner (InTouch Credit Union)	
Patti Smith	Business Partner (Chick-fil-A)	
Michelle Hutton	Business Partner (Cooper Clinic)	
Sam Elliott	Partner in Education	
Warren Dillon	Parent	
Alicia Peterson	Parent	

A Comprehensive Needs Assessment was cond

Participants in Attendance
Stacy Mills
Chastity Johnson
Paige Williams
Fay Hendon
Jamie Dunning
Kathy Stubblefield
Lidija Fleitz
Bridget Virden
Terisa Pearce
Angela Montoya
Vickie Renzenbrink
Kathy Shepard

Bob Allen
Paige Whitecotton
Sally Roberts
Warren Dillon
Alicia Peterson (substituted for Janelle Dugas)

:NSIVE NEEDS ASSESSMENT

ucted with the Campus Improvement Team on **September 13, 2012**

Data Sources Examined
☑ AEIS
☑ Federal Accountability Data
☑ Disaggregated STAAR / TAKS Data
☑ Campus PEIMS Reports
☑ Student Attendance Data
☑ Truancy Data
☑ Referral Percentages for Students in SPED
☑ Campus Parent Participation Records
☐ Failure Rates
☑ Parent Survey
☐ TELPAS Data
☐ Achievement Test Data

- [x] CBA Data
- [x] DRA or Other Reading Assessments
- [ ] Pre AP / AP Scores
- [ ] PSAT / SAT / ACT Scores
- [ ] Completion Rate
- [ ] MAP Data
- [ ] Other

Elliott ES
Comprehensive Needs Assessment Summary

Elliott ES is one of 57 campuses in Frisco Independent School District. Elliott ES opened its doors in 2008 and serves predominantly Middle Class Working families. Elliott ES serves 511 students in grades KN - 5. Five years ago, 613 students were served by the campus, which is an increase of 16.64%.

Grades K-2 are self-contained. Third grade classrooms are departmentalized with students rotating between two teachers who teach ELAR/Social Studies and Math/Science. Fourth grade students are departmentalized with some of the students rotating between two teachers who teach ELAR/Social Studies and Math/Science. There is also a three-way split in fourth grade. Students in these classrooms rotate into each of the three classrooms during the day. One teacher is responsible for ELA/Science; one is responsible for Reading/Science; and one is responsible for Reading/Social Studies/Science. Students receive Science instruction from their homeroom teacher. Fifth grade classrooms are departmentalized with students rotating between three teachers during the day. ELAR is taught by two teachers. Science and Math are each taught by one teacher.

The student population is 0.59% American Indian / Alaskan Native, 60.86% Anglo, 6.85% Asian, 11.55% Black / African American, 17.03% Hispanic, 3.13% Multi-Racial, 49.51% male and 50.49% female with a low socioeconomic status of 16.63%.

The staff population is 83.64% Anglo, 3.64% Asian, 5.45% Black / African American, 7.27% Hispanic, 1.82% male and 98.18% female with an average of 10.64 years of experience. Elliott ES has 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 9.7%, with a drop out rate of n/a% (data from 2010-11). The average daily attendance rate for students is 97.37%.

The average daily attendance rate for staff is 95.61%. There is a total of 21 discipline referrals this year, which is an increase of 133.33% from last year.

Elliott ES serves 21 English Language Learner students (4.11%), 27 students in the Gifted and Talented program (51.85% male, 48.15% female), 23 students identified for 504 services, 358 (75%) RtI Tier I students, 72 (15%) Tier II students, 47 (10%) Tier III students, 81 students served through special education services (15.85%) and 4 students tested but not qualified for special education services.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting.

The campus improvement team looked at last year's program evaluations, survey results, and the following data:
AEIS, Federal Accountability Data, Disaggregated STAAR/TAKS Data, Student Attendance Data, Truancy Data, Referral Percentages for Students in SPED, Campus Parent Participation Records, Parent Survey, CBA Data, DRA or Other Reading Assessments.

Committees were formed to look for areas of weaknesses and strengths. The data showed:

Student Demographics and Achievement

Strengths: (1) Good ratio of boy/girl student population; (2) Met Phase 1 standards on state assessments on student achievement, student progress, and closing performance gaps for ALL student groups; (4) 98% of 5th graders taking Science STAAR assessment met passing standard (Phase 1)-48% made Level III Advanced status; (5) Majority of students on Tier I of I-Station at end of year; (6) Approximate same percentage of boys/girls qualified for Gifted and Talented services.

Needs: (1) Decrease the gap between Black/African Americans, Hispanic, Economically Disadvantaged, and Special Education students in the areas of reading and math to align with the campus average as a result of STAAR data;(2) Increase the percentage of students meeting Phase II and Advanced level performance according to Index 2 category on state assessments; (3) Increase student attendance to 98+%.

Family and Community Involvement:

Strengths: (1) Families actively participate in our yearly fundraising event sponsored by our campus PTA to provide learning resources for our campus; (2) A Parent Survey is sent our yearly; (3) Business partners participate on Campus Improvement Team (Chick-fil-A and Cooper Fitness Center); (4) Programs are scheduled to promote family involvement.

Needs: (1) Increase parent attendance at school functions to 40%; (2) Active parent participation in supporting students at home as well as school related activities of sub populations; (3) Students and families will be active participants in building a healthy lifestyle to promote wellness, nutrition, and physical activity.

Staff Quality, Recruitment and Retention

Strengths: (1) 100% highly qualified teachers and paraprofessionals; (2) Average years of experience is 10+ years; (3) High level of commitment to ongoing professional development; (4) Facilitate campus training opportunities for 1st Steps Math; Cooperative Learning Structures; Flipped Classrooms; Learning Stations; Technology; ESL; (5) Vertical Teams, Grades K-5; (6) Grant writing to increase campus resources; (7) Teachers participate in Collaborative Learning Teams 5 times during the year within the school day; (8) Teachers participate in 3 Cluster Vertical Teams during the school year during Elliott Live; (9) 6-member team participated in Title I PLC 3-day training in San Antonio in June, 2013 and will receive 6 days additional training during school year; (10) Teachers and instructional paraprofessionals participate on a content specific Vertical Team (K-5).

Needs: (1) Increase the average daily attendance rate for staff to above 97%; (2) Continue to seek highly qualified teachers/paraprofessionals in sub populations when positions become available; (3) Increase male professional/paraprofessional staff.

School Culture, Climate, Context and Organization

Strengths: (1) Warm, caring, nurturing environment; (2) Consistent education and practice of safety measures; (4) School-wide bullying prevention program.

Needs: (1) Variety of communication to ensure all families are aware of school activities and important information; (2) Opportunities for teachers/staff to have a voice in decision-making.

Curriculum, Instruction, and Assessment

Strengths: (1) Departmentalized grades 3-5; (2) Three highly qualified part-time tutors to support struggling students in areas of reading and math; (3) Variety of data available for differentiating instruction to meet individual student needs; (4) Ongoing professional development to support state mandated curriculum and grade level TEKS; (5) Full-time campus instructional coach; (6) Know students by Name and Need
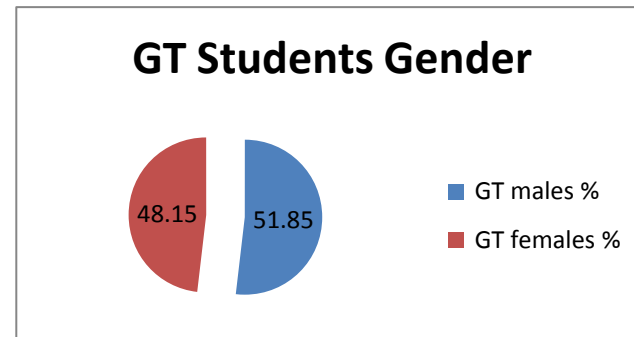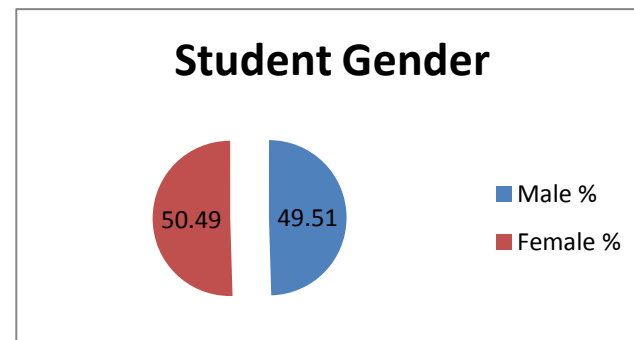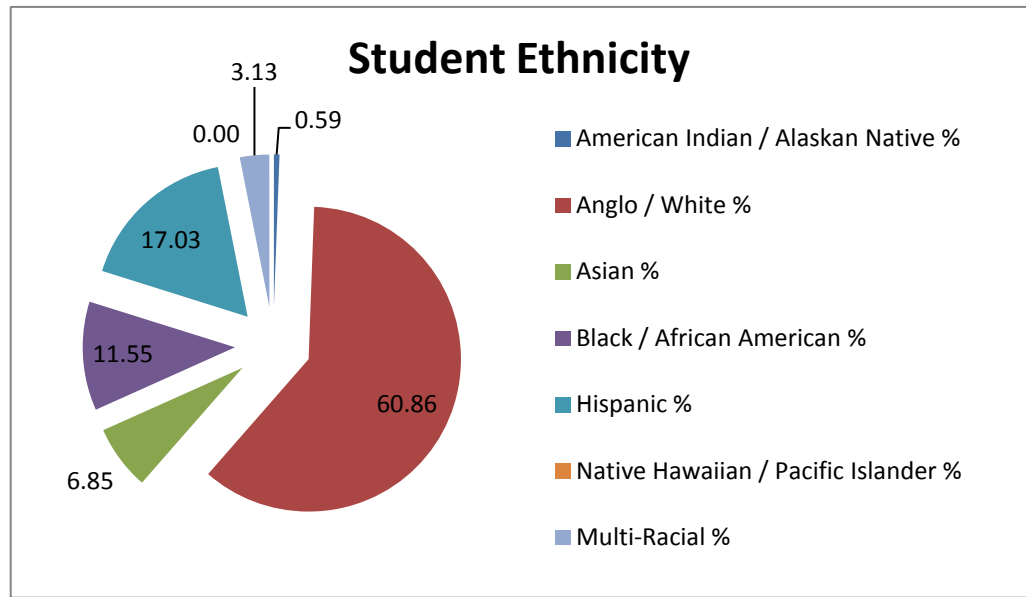
Needs: (1) Increase student achievement in literacy and math in primary grades (K-2nd); (2) Increase student perseverance in all content areas across all grade levels; (3) Build consistent vocabulary across grade levels in all content areas; (4) Reading and writing a variety of genres; (5) Promote student interest in science, technology, engineering and mathematics across all grade levels; (6) Writing in all content areas; (7) Students need to learn independence early on in order to take on a shared responsibility.

Summary: This summary is based upon needs as identified by the Elliott Campus Improvement Team (CIT) and the following campus teams: (1) Student Demographics and Achievement; (2) Family and Community Involvement; (3) Staff Quality, Retention and Recruitment; (4) School Culture, Climate, Context and Organization; and (5) Curriculum, Instruction, and Assessment. As a result of the 2012-2013 state STAAR assessments in reading and math, it is evident that gaps need to close among the following subpopulations--African American; Hispanic; Special Education; and Economically Disadvantaged. Additionally, the percentage of students who met the Phase II standard as well as the Advanced standard needs to increase. Our daily attendance rate needs to increase to above 98%. It is imperative that we increase parent participation both at school and in the home. Therefore, goals have been developed to support increasing parent attendance at school functions as well as ways to give them the necessary tools to support their children when working with them at home. Staff attendance needs to increase as well. Incentives to promote daily attendance will be put into place. As campus job opportunities become open, we need to continue to search for highly qualified staff in subpopulations to fulfill those roles.   As appropriate, staff members need to be given a voice in decision-making that supports our district/campus goals. Moreover, they will be given opportunities to participate in activities that support professional growth and leadership. Student achievement in the primary grades is a major focus of our attention this school year. Building strong footholds for future learning is necessary for students to continue to improve from year to year. Therefore, the primary grades will be supported to ensure students are building a strong foundation for future learning. Perseverance is needed in order for students to build stamina that is required to be successful in today's classrooms. Students in all grade levels need a variety of learning experiences that support rigorous interactions during all content areas. They need to be exposed to a variety of genres in both reading and writing. Students need to show their work when problem solving in order for teachers to have a better understanding of where the break-down occurs. Writing should be occuring daily in all content areas. Use of consistent vocabulary across all grade levels is necessary as students move from one grade to the next. Daily independent reading in books that students can successfully read will be met with the purchase of leveled readers for all classrooms. The bulk of our allotted campus Title I funds will be utilized to hire highly qualified part-time tutors to be divided into K-1st; 2nd-3rd; and 4th-5th to provide both push-in and pull-out support. The remainder of the funds will be spent on literacy and math resources as well as for specially planned evening events such as our Math and Science Night that will be combined into one big event in January. Students need to develop skills to build lifestyles that promote wellness, good nutrition, and the daily positive outcomes of physical activity which can greatly impact student academic achievement.

CAMPUS GENERAL INFO

campus number	#	126
campus name	text	Elliott ES
# of campuses in district	#	57
first year of operation	text	2008
type of families (i.e. middle class working)	text	Middle Class Working
current enrollment	#	511
grade level	text	KN - 5
5 year prior enrollment	#	613
increase in enrollment	%	-16.64

STUDENT DEMOGRAPHICS

American Indian / Alaskan Native	%	0.59
Anglo / White	%	60.86
Asian	%	6.85
Black / African American	%	11.55
Hispanic	%	17.03
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	3.13
Male	%	49.51
Female	%	50.49
Low SES	%	16.63

STAFF DEMOGRAPHICS

American Indian / Alaskan Native	%	0.00
Anglo / White	%	83.64
Asian	%	3.64
Black / African American	%	5.45
Hispanic	%	7.27
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	1.82
Female	%	98.18
Average years of experience	#	10.64
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

Student Ethnicity

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

3.13, 0.00, 0.59, 17.03, 11.55, 6.85, 60.86

Student Gender

- Male %
- Female %

50.49, 49.51

GT Students Gender

- GT males %
- GT females %

48.15, 51.85

CAMPUS CHARACTERISTICS		
Mobility rate	%	9.70
Drop out rate	%	n/a
Mobility / drop out rate year	text	2010-11
Average daily attendance for students	%	97.37
Average daily attendance for staff	%	95.61
# of discipline referrals in current year	#	21
# of discipline referrals in prior year	#	9
# English Language Learners (LEP)	#	21
# GT students	#	27
GT males	%	51.85
GT females	%	48.15
# students in 504 program	#	23
# Tier I students	#	358
Tier I students	%	75
# Tier II students	#	72
Tier II students	%	15
# Tier III students	#	47
Tier III students	%	10
# SPED students	#	81
# students tested/not qualified for SPED	#	4
LEP students	%	4.11
change in discipline referrals	%	133.33
served through SPED services	%	15.85

DO NOT ENTER VALUES WITH SIGN
i.e. 50 should be entered as 50, not 50 or .5

Staff Ethnicity

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

Values shown: 0.00, 0.00, 0.00, 7.27, 5.45, 3.64, 83.64

Staff Gender

- Male %
- Female %

Values shown: 1.82, 98.18
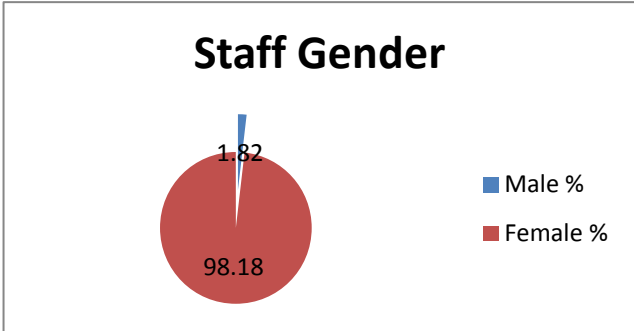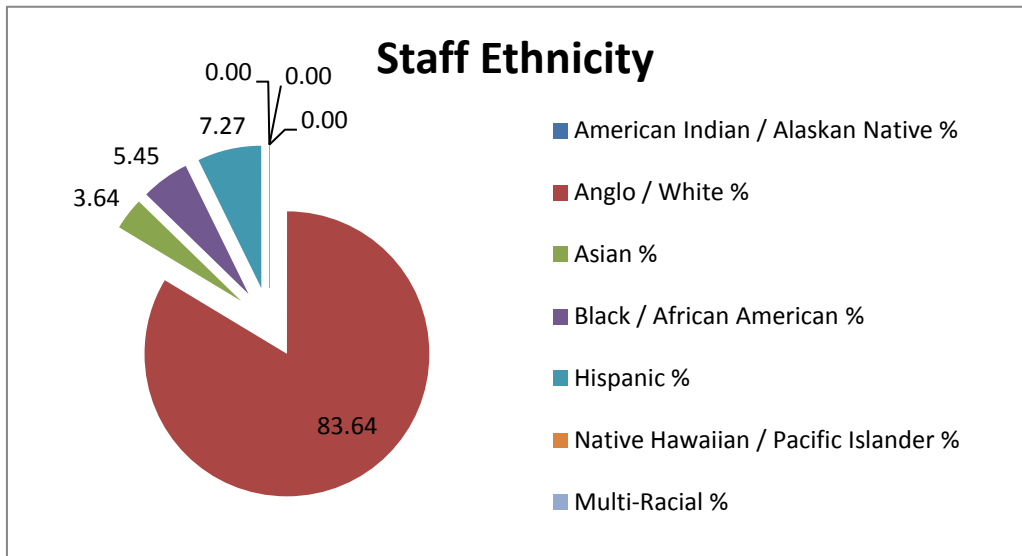
Title I School-Wide Components
2013-2014

1. Summary of the Comprehensive Needs Assessment of the entire
2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of
3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the
5. Strategies to attract high-quality highly qualified teachers to high-
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program. (Teacher
9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education,

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District Goal 1	We will provide a meaningful and challenging curriculum that acknowledges and supports individual differences.										
Campus Goal 1	We will provide a meaningful and challenging curriculum to ensure academic success for all students.										

1.1	Objective 1	Students performing below level in reading in Grades K-5 will receive targeted instruction delivered by the classroom teacher and/or a Title I Tutor.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	75%	85%			Enter >= or <= below
						Actual:					>=
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	75%	100%			
1.1.1	Targeted skills will be supported by push-in/pull-out instructional model based on student needs. (TI-1, 2, 3, 8, 9)	Classroom teacher, Title I Tutors	Literacy Level Instruction (LLI) kits, Student Support Team (SST), I-Station, Title I Funds	I-Station Assessments, DRA 2 data, Running Records, Lesson Plans, Walk-Throughs	Every 9 week reporting period	Actual:					>=

1.2	Objective 2	Students performing below level in math in Grades K-5 will receive targeted instruction delivered by the classroom teacher and/or a Title I Tutor.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	75%	85%			Enter >= or <= below
						Actual:	75%				>=
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	75%	100%			
1.2.1	Targeted skills will be supported by push-in/pull-out instructional model based on Title I student needs. (TI-1,2,3,8,9)	Classroom teacher, Title I Tutors	TEMI, 1st Steps Diagnostic Assessments, Title I Funds, Beginning of Year Classroom Assessments	Lesson Plans, Assessments, CBAs, Progress Reports, Report Cards Walk-Throughs	Every 9 weeks reporting period	Actual:	75%				>=

1.3	Objective 3	100% of classroom teachers K-5 will utilize consistent instructional strategies and vocabulary across the curriculum to support the TEKS.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	75%	100%			Enter >= or <= below
						Actual:	70%				>=

	District Goal 1	We will provide a meaningful and challenging curriculum that acknowledges and supports individual differences.										
	Campus Goal 1	We will provide a meaningful and challenging curriculum to ensure academic success for all students.										
	Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**							
						Target:	100%	100%				
1.3.1	Content Specific Vertical Teams will meet 5 times during the school year (K-5). (TI-1, 2, 3, 4, 8,9)	Administrators,Classroom Teachers, CAMP teachers, Special Pops staff,Instructional Coach	Vertical Team Planning Form	Meeting agendas, completed planning form, meeting observations	5 scheduled dates per team (August - April)	Actual:	100%				(green)	>=
						Target:	100%	100%				
1.3.2	Content Specific Cluster Vertical Teams will meet 3 times during the school year (K-2; 2-3; 3-5) (TI-1,2,3,4,8,9)	Administrators,Classroom Teachers, CAMP teachers, Special Pops staff, Instructional Coach	TEKS, CBA data, STAAR data, District data	Meeting agendas, completed planning form, meeting observations	3 scheduled dates per team (October - April)		100%				(green)	>=
								100%				
1.3.2	One Math and One Science Vocabulary word will be highlighted each week.(Ti-1,2,3,8,9)	Administrators, Vertical Math Team, Vertical Science Team	Math and Science Vocabulary cards, Daily Announcements, Elliott Live, Bulletin Boards in Cafeteria	Student illustrations defining the targeted vocabulary word, CBAs	Weekly		100%				(green)	>=

			3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
				12-13	13-14	14-15		
1.4	**Objective 4**	100% of our daily instruction will be aligned to state/FISD curriculum and focus on "Big 3".	Target:	90%	100%			Enter >= or <= below
			Actual:	90%			(green)	>=

	Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**							
						Target:	100%	100%				
1.4.1	Monitor instruction through walk-throughs 4 times a year for each teacher. (TI-3,5,)	Campus Adminstrators, Campus Instructional Coach	PDAS Instrument, Walk-Through Forms, coaching sessions	Observations, Coaching Sessions, Walk-Through Reports	September - May	Actual:	75%				(red)	>=
						Target:	100%	95%				
1.4.2	Utilize monthly staff meetings for professional development. (TI-3,4,8)	Campus Administrators; Instructional Coach; 1st Steps Math Sustainment Team; Cooperative Learning Structures Team; Individual Staff Members; ESL Teacher	Forethought, TEKS, Lesson Plans, Campus Professional Development Days, Staff Meetings, 1st Steps Materials, Cooperative Learning Structures materials	Meeting agendas,Walk-Throughs, PDAS Observations, Grade Level Team Meetings, Lesson Plans	August - June	Actual:	80%				(red)	>=

District Goal 1	We will provide a meaningful and challenging curriculum that acknowledges and supports individual differences.										Click the button below to update status indicators
Campus Goal 1	We will provide a meaningful and challenging curriculum to ensure academic success for all students.										

1.5	Objective 5	Elliott will utilize an instructional coach to provide daily intensive, accelerated instruction for identified at-risk students.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	70%	70%			Enter >= or <= below
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	70%	70%			
1.5.1	Utilize a push-in/pull-out instructional model based on the needs of at-risk students. (TI-2,3,4,5,8)	Instructional Coach, Administrators	State Compensatory Education Funds-I FTE @ $54,710, Walk-Through forms, At-Risk Student list, Literacy Assessment Data, Intervention Forms	Walk-Through Reports, Lesson Plans, Literacy Assessment data, CBA data	Monthly			70%		(green)	>=

1.6	Objective 6	Elliott will utilize an instructional coach to provide daily job-embedded, research based best practices professional development for teachers with at-risk students.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	70%	70%			Enter >= or <= below
						Actual:	40%			(red)	>=
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	70%	70%			
1.6.1	Daily modeling/coaching of effective instructional strategies. (TI-2,3,4,5,8,9)	Instructional Coach, Administrators	State Compensatory Eudcation Funds-1 FTE @ $54,710, Walk-Through forms, Coaching Logs	Walk-Through Reports, Coaching Logs, STAAR Data, CBA Data, Literacy Data	Monthly			40%		(red)	>=

1.7	Objective 7	Elliott Elementary will support the transition of students between campuses and programs with 100% fidelity.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	100%	100%			Enter >= or <= below
						Actual:	100%			(green)	>=
				Formative and/or	Benchmark						

	District Goal 1	We will provide a meaningful and challenging curriculum that acknowledges and supports individual differences.										
	Campus Goal 1	We will provide a meaningful and challenging curriculum to ensure academic success for all students.										
	Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline							
						Target:	100%	100%			
1.7.1	Coordinate services provided to students transitioning from Early Childhood to Elliott Elementary through ARD meetings, folder exchanges and campus orientations. (T1: 7,10)	Administration, Special Education Staff, ESL Facilitator, Counselor	Receipt of records, ARD Minutes	Successful transition of records and services	August - June	Actual:	100%					>=
						Target:	100%	100%			
1.7.2	Provide support for 5th grade students and families during the transition to Middle School by scheduling visits with MS Counselor and on MS campus. (T1: 6, 10)	Elliott Adminstration, MS Administration, ES/MS Counselor, 5th Grade Teachers	Schedule, Local Funds	Successful transition of records and services	March	Actual:	100%					>=

District Goal 2	We will utilize assessments to transform teaching and learning to ensure student success.										Click the button below to update status indicators
Campus Goal 2	**We will utilize assessments that monitor for individual student achievement in order to transform teaching and learning.**										

2.1	Objective 1	Increase the percentage by 5% of the ALL student group in Grades 3-5 who meet Final Level II or above passing standard on STAAR Reading Assessments.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:		60%	65%		Enter >= or <= below
						Actual:	55%				>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	100%	100%			
2.1.1	Students will receive small group/individual targeted instructional support in the area of reading to close gaps. (TI-1, 2,3,8,9)	Classroom Teachers; Instructional Coach; Part-time Title 1 tutors	Title 1 funds; Comp. Ed. Funds	DRA 2; Running Records; I-Station assessments; Lesson Plans	Daily	Actual:					>=
						Target:	100%	100%			
2.1.2	45 minutes of after school tutoring will be held one afternoon weekly in grades 1-5. (TI-1,2,3,8,9)	Classroom Teachers; Instructional Coach	Content specific materials, Weekly Tutoring Form	DRA 2; Running Records; I-Station assessments	October 29th-April 19th	Actual:					>=
						Target:	100%	100%			
2.1.3	Students will read a variety of genre to include poetry and nonfiction text. (TI-2,3,8)	ELAR teachers, Instructional Coach, Librarian	Guided Reading Library; Reading Street, Grade level TEKS, School-wide Genre Study Challenge	Lesson Plans; Vertical Teams, Student Participation in the Genre Challenge	September - May	Actual:					>=

2.2	Objective 2	Increase the percentage by 5% of the ALL student group in Grades 3-5 who met passing standard (50%) on STAAR Math Assessments.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:		54%	59%		Enter >= or <= below
						Actual:	49%				>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	100%	100%			
2.2.1	Students will receive small group/individual targeted instructional support in the area of math to close gaps. (TI-1, 2,3,4,8,9)	Classroom Teachers; Instructional Coach; Part-time Title 1 tutors	CBAs; Daily Work; Title 1 funds;	Lesson Plans, CBA Data	September-May	Actual:					>=
						Target:	100%	100%			
2.2.2	45 minutes of after school tutoring will be held one afternoon weekly for students in grades 1-5. (TI-1,2,3,8,9)	Classroom Teachers; Instructional Coach	CBAs, Daily Work, Weekly Tutoring Form	CBA results, Teacher observations	October 29th-April 19th	Actual:					>=
						Target:	90%	90%			
2.2.3	Grade level websites K-5 will publish lists of online applications and other resources for parents to access from home. (TI-1,6)	Technology Facilitator; Classroom Teachers	Approved Websites, Grade level websites/newsletters	Grade level websites/newsletters	Ongoing	Actual:					>=

							3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
District Goal 2		We will utilize assessments to transform teaching and learning to ensure student success.										**Click the button below to update status indicators**
Campus Goal 2		We will utilize assessments that monitor for individual student achievement in order to transform teaching and learning.										

						3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
2.3	**Objective 3**	Students in all grade levels will participate in daily writing opportunities in all content areas.				Target:	90%	95%	100%		Enter >= or <= below
						Actual:					>=
	Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**						
						Target:	90%	90%			
2.3.1	Students will receive targeted instructional support in the area of writing to close gaps. (TI-1,2,3,4,8,9)	Classroom Teachers; Instructional Coach; Part-time Title 1 tutors	Daily Work; Title 1 funds; Journals	Lesson Plans, Walk-Throughs, Observations	Daily	Actual:					>=
						Target:	100%	100%			
2.3.2	K-2 grades will increase narrative and expository writing opportunities. (TI-2,3,4,8,9)	Classroom Teachers; Vertical Teams; Vertical Cluster Teams, Instructional Coach	Writer's Workshop; Lesson Plans; Campus Professional Development	Lesson Plans, Walk-Throughs, Observations	Ongoing	Actual:					>=
						Target:	100%	100%			
2.3.3	Grammar instruction will be included in all weekly lesson plans (K-5th) (TI-2,3,4,8,9)	Administrators, Classroom Teachers, Instructional Coach	Writer's Workshop; Lesson Plans	Weekly Lesson Plans	daily	Actual:					>=
							100%	100%			
2.3.4	Students K-5 will use journals daily for writing in all content areas . (TI-1, 2, 3, 4, 8, 9)	Administrators, Classroom Teachers	Student journals	Walk-throughs, Lesson Plans, Observations	Daily						
							100%	100%			
2.3.5	To support consistency in building common vocabulary across grade levels while building individual student reading and writing vocabulary, Everyday Writers Student Handbooks will be purchased for students in Grades 2-5.(TI-1, 2, 3, 8,9)	Administrators, Classroom Teachers, Instructional Coach, Title I Tutors	Student Handbooks	Increase in reading and writing vocabulary, STAAR assessments, daily writing	Daily						

						3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
2.4	**Objective 4**	Increase the percentage by 5% of African-American students in Grades 3-5 who meet Final Level II or above passing standard on STAAR Reading Assessments.				Target:		50%	55%		Enter >= or <= below
						Actual:	45%				>=
	Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**						
						Target:	100%	100%			
2.4.1	Students will receive direct instruction in a small group/individual classroom setting to address specific areas of need. (TI-1,2,3,4,8,9)	Classroom Teachers; Instructional Coach; Part-time Title 1 tutor	DRA 2, Daily Small Group/Individual Instruction, 3rd grade LLI Kit	Running Records, I-Station, DRA 2, Leveled Literacy Instruction (LLI) Grade 3	3-5 times weekly	Actual:					>=

	District Goal 2	We will utilize assessments to transform teaching and learning to ensure student success.										
	Campus Goal 2	We will utilize assessments that monitor for individual student achievement in order to transform teaching and learning.										
2.4.2	45 minutes of after school tutoring will be provided one afternoon weekly. (TI-1,2,3,8,9)	Classroom Teachers	Content specific materials, 2012-2013 STAAR results, I-Station, Running Records, DRA 2	Weekly tutoring lesson plans	Weekly	Actual:						

District Goal 2		We will utilize assessments to transform teaching and learning to ensure student success.								
Campus Goal 2		We will utilize assessments that monitor for individual student achievement in order to transform teaching and learning.								

2.5	**Objective 5**	Increase the percentage by 5% of Special Education students in Grades 3-5 who meet Final Level II or above passing standard on STAAR Reading Assessments.			**3 Year Goal**	**Actual Data**			**Impact**	**Relationship of Data to Target Value**
						12-13	**13-14**	**14-15**		
					Target:		40%	45%		Enter >= or <= below
					Actual:	35%				>=

	Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**					
						Target:	100%	100%		
2.5.1	Students will receive instruction that supports grade level TEKS and individual student IEPs. (TI-I,2,3,4,8,9)	Resource Teachers; Classroom Teachers; Instructional Coach	IEPs, TEKS, I-Station assessments, DRA 2, 2012-2013 STAAR results	Daily instruction, IEP goals, Walk-Throughs	Daily	Actual:				>=
						Target:	100%	100%		
2.5.2	45 minutes of after school tutoring will be provided one afternoon weekly. (TI-1,2,3,8,9)	Sp. Ed. Resource Teachers	Content specific materials, IEPs, 2012-2013 STAAR results, I-Station, DRA 2, Running Records	Weekly tutoring lesson plans	Weekly	Actual:				>=

2.6	**Objective 6**	Increase the percentage by 5% of Hispanic students in Grades 3-5 who meet Final Level II or above passing standard on STAAR Reading Assessments.			**3 Year Goal**	**Actual Data**			**Impact**	**Relationship of Data to Target Value**
						12-13	**13-14**	**14-15**		
					Target:		36%	41%		Enter >= or <= below
					Actual:	31%				>=

	Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**					
						Target:	100%	100%		
2.6.1	Students will receive direct instruction in a small group/individual classroom setting to address specific areas of need. (TI-1,2,3,8,9)	Classroom Teachers; Instructional Coach; Part-time Title 1 tutor; ESL Teacher	DRA 2, Daily Small Group/Individual Instruction, I-Station, CBAs, English Proficiency tests	Running Records, I-Station, DRA 2, CBAs	3-5 times weekly	Actual:				>=

District Goal 3	We will recruit and retain exceptional personnel and provide ongoing and relevant professional development that translates into student engagement.										Click the button below to update status indicators
Campus Goal 3	We will recruit and retain exceptional personnel and continually provide quality professional/staff development to support professional growth.										

3.1	Objective 1	We will provide time each year within the school day for teachers to meet for collaborative planning in order to develop SMART goals.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	100%	100%			Enter >= or <= below
						Actual:	100%			🟩	>=
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	100%	100%			
3.1.1	Teachers will meet in grade level collaborative planning 5 times during the school year. (TI-2,4)	Classroom teachers; A.P. ; Counselor; Principal; Campus Instructional Coach	Grade level specific SMART goals; Content specific campus/district materials/professional resources	Agendas, Planning Form	Scheduled meetings September - April	Actual:	100%			🟩	>=

3.2	Objective 2	We will provide leadership opportunities at the campus level for professional growth.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	65%	70%			Enter >= or <= below
						Actual:	35%			🟥	>=
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	50%	60%			
3.2.1	Staff members will conduct various training during the school year during staff meetings.(TI-,3,4)	Campus Administrators; Instructional Coach; Classroom teachers; ESL Teacher	1st Steps Math Training; Coopertive Learning StructuresTraining; Coaching strategies; Technology; ELAR; ESL	Lesson Plans, Walk-Throughs, Classroom Observations	Monthly staff meetings; scheduled district PD days held on campus	Actual:	35%			🟥	>=

District Goal 3	We will recruit and retain exceptional personnel and provide ongoing and relevant professional development that translates into student engagement.	
Campus Goal 3	We will recruit and retain exceptional personnel and continually provide quality professional/staff development to support professional growth.	

3.3	Objective 3	We will interview and hire highly qualified professional teacher candidates/paraprofessionals in an effort to support diversity among our campus staff.	3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
				12-13	13-14	14-15		
			Target:	85%	85%			Enter >= or <= below
			Actual:	85%				>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline		12-13	13-14	14-15	Impact	
						Target:	85%	85%			
3.3.1	Highly qualified professionals/paraprofessionals of diverse populations will be interviewed as appropriate to fill open campus positions. (TI-1,3,5)	Campus Administrators; Grade level teams	FISD Human Resources Dept.; FISD Job Applicant Tracker, Individual Resumes; Staff Recommenations; Student Teachers	Resumes, Interviews	Per campus need	Actual:	85%				>=

District Goal 4	We will allocate resources to areas of greatest need.
Campus Goal 4	Our campus resources will be allocated to areas of greatest need.

4.1	Objective 1	We will increase the quantity and quality of independent student reading resources available in classrooms K-5.	3 Year Goal	Actual Data 12-13	13-14	14-15	Impact	Relationship of Data to Target Value
			Target:		50%			Enter >= or <= below
			Actual:					>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline							
						Target:		100%				
4.1.1	Orange Level Leveled Literacy Instruction (LLI) Kits will be purchased for Kindergarten teachers to provide daily literacy support for emerging readers. (TI-1, 2, 3, 8,9)	Principal, Instructional Coach, Classroom Teachers	Title I Funds to purchase 3 kits	DRA2, Running Records, Book Level Monitoring Chart, I-Station	5 days weekly (November -May)	Actual:						>=
						Target:		100%				
4.1.2	Reading A-Z subscriptions will be purchased (1 for K, 1 for 1st, 1 for 2nd and 1 for Sp. Ed.) (TI1,2,6,9)	Instructional Coach; Administrators; Classroom Teachers, Sp. Ed. Teachers, Title I Tutors	Title I funds to purchase 4 subscriptions	DRA 2, Running Records, Book Level Monitoring Chart, I-Station	November - December	Actual:						>=
4.1.3	All Kindergarten students will receive 8 different titles of nursery rhyme Keep Books for their personal browsing boxes and at-home libraries.	Administrators, IC, Classroom teachers	Title I funds to purchase 2 sets	DRA 2, Running Records, Book Level Monitoring Chart, I-Station	December							

4.2	Objective 2	Materials will be purchased for Elliott families attending our Math/Science Night to have a take-home activity.	3 Year Goal	Actual Data 12-13	13-14	14-15	Impact	Relationship of Data to Target Value
			Target:		100%			Enter >= or <= below
			Actual:					>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline							
						Target:		100%				
4.2.1	Each student attending our Math/Science Night will receive a take-home math game. (TI-2,6,9)	Principal, Instructional Coach, A.P., Vertical Math Team, Vertical Science Team	Dice, Task Cards, Baggies, Sign-In Sheets	Attendance at Math & Science Night	16-Jan-13	Actual:						>=

District Goal 5	We will vigorously enforce policies and procedures which promote a safe and healthy environment.	Click the button below to update status indicators
Campus Goal 5	Our Elliott community will vigorously enforce policies and procedures which promote a healthy, safe, orderly, and caring learning environment.	

5.1	Objective 1	We will promote engagement in physical activity as a way to support a healthy lifestyle each year.	3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
				12-13	13-14	14-15		
			Target:	25%	35%			Enter >= or <= below
			Actual:	35%				>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	20%	30%			
5.1.1	The gym will be open daily from 7:10-7:30 to encourage early arrival students to participate in a variety of physical activities. (TI-10)	P.E. Coach, P.E. Para	P.E. Equipment	Grades 3-5 Fitness Gram; Number of students participating in gym activities daily	September - May	Actual:	35%				>=
						Target:	100%	100%			
5.1.2	Students in grades K-5 will participate in physical activity for 135 minutes weekly according to 19 TAC. 74.2. during P.E. classes as well as during scheduled 30 minute recess periods. (TI-10)	Principal, P. E. Coach, P. E. Para, Classroom teachers	Texas Education Agency, P.E. equipment, Daily Campus Schedule, Grade Level Outdoor equipment, Weekly Lesson Plans, Physical Activity websites	P.E. Classes, Scheduled 30 minute recess periods	Daily		90%				>=
								95%			
5.1.3	Students will participate in Jump Rope For Heart in February, 2013 (TI-1, 10)	Administrators, P.E. Coach, Jump Rope for Heart Coordinator	Jump Rope for Heart materials provided by The American Heart Association	Student Participation	21-Feb-14						

5.2	Objective 2	Olweus Bullying Prevention Program activities will be used yearly to educate students about what constitutes bullying behavior and its prevention.	3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
				12-13	13-14	14-15		
			Target:	100%	100%			Enter >= or <= below
			Actual:	100%				>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	100%	100%			
5.2.1	Students in Grades K-5 will meet in PLCs with the A.P. and Counselor 5 times during the school year. (TI-1, 2, 10)	Counselor; Assistant Principal	Olweus Bullying Prevention Program materials; Counselor materials; Morning Announcements	Bullying Incidences, Office Referrals, Weekly Class Meetings, Student Survey	Scheduled PLC meetings held September - April.	Actual:	100%				>=

5.3	Objective 3	Elliott will promote healthy lifestyles by encouraging students to eat nutricious snacks.	3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
				12-13	13-14	14-15		
			Target:	100%	100%			Enter >= or <= below
			Actual:					>=

District Goal 5	We will vigorously enforce policies and procedures which promote a safe and healthy environment.										Click the button below to update status indicators
Campus Goal 5	Our Elliott community will vigorously enforce policies and procedures which promote a healthy, safe, orderly, and caring learning environment.										
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:		50%			
5.3.1	Elliott will participate in a "21-Day Challenge" to promote healthy snacks. (TI-1,2,10)	Adminstrators, Staff	Kids Teaching Kids Cookbooks	Student participation	January, 2013						>=
						Target:					

5.4 Objective 4 — Elliott Staff will participate in "Active Shooter" training.

5.4	Objective 4	Elliott Staff will participate in "Active Shooter" training.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:		100%			Enter >= or <= below
						Actual:					
	Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline						
						Target:		100%			
5.4.1	SRO will provide training to all staff members.(TI-1, 10)	Administrators, SRO	Training Materials	Staff Participation	20-Nov-13	Actual:					

5.5 Objective 5 — We commit to becoming a Healthy School Zone Campus in order to promote a healthy lifestyle.

5.5	Objective 5	We commit to becoming a Healthy School Zone Campus in order to promote a healthy lifestyle.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:		100%			Enter >= or <= below
						Actual:					
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:		75%			
5.5.1	Online application will be submitted .(TI-1,10)	Administrators, P.E. Coach, Nurse, Cafeteria Supervisor	Online Application, Healthy School Zone Website	Application Results	Submission of Application February 2, 2014; Notification of Approval, May 2014	Actual:					

					3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
						12-13	13-14	14-15		

District Goal 6	We will monitor growth and plan for a systematic process to ensure quality programs and facilities.									Click the button below to update status indicators
Campus Goal 6	We will monitor growth and plan accordingly to ensure quality programs are in place and that facilities accommodate our student population.									

					3 Year Goal	**Actual Data**			**Impact**	**Relationship of Data to Target Value**
						12-13	13-14	14-15		
6.1	**Objective 1**	Each year we will promote science instruction that supports active learning and a high level of student engagement.			Target:	75%	85%			Enter >= or <= below
					Actual:	75%				>=

	Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**					
						Target:	50%	55%		
6.1.1	A Science Lab will be established for the purpose of active learning and high level of student engagement for all students. (TI-2,3,9)	Administrators, Grade Level Science Reps & Campus Science Vertical Team; Classroom Teachers	Campus Science Materials	Scheduled Use of Science Lab	Weekly	Actual:	15%				>=

	District Goal 7	We will encourage and promote a climate that engages families in the education of their children.							
	Campus Goal 7	We will encourage and promote a climate that supports active family engagement in school related activities.							

7.1	Objective 1	Elliott families will participate in a school-wide Math & Science Night each year.		3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
					12-13	13-14	14-15		
				Target:		100%			Enter >= or <= below
				Actual:					>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline				Impact	
						Target:		40%		
7.1.1	Students in grades K-5 will 'teach' parents specific grade level concepts using math manipulatives and engaging in hands-on activities. (TI-2, 6)	Administrators, Grade Level Teachers, Instructional Coach; Vertical Science Team; Vertical Math Team	Classroom manipulatives; Plastic frames; Table signs; Baggies;Dice, FISD Print Shop; Sign-In Sheets	# in Attendance, Number of Take-HomeActivites Distributed; Sign-In Sheets	16-Jan-13	Actual:				>=

District Goal 8	We will establish a process that cultivates open and timely communication with our public.										Click the button below to update status indicators
Campus Goal 8	We will maintain up-to-date communication with our Elliott families and community through a variety of media.										

8.1	Objective 1	Our Elliott Website will be a major communicator of campus and grade level information to our Elliott families every year.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		Enter >= or <= below
						Target:	100%	100%			
						Actual:	90%				>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	85^%	95%			
8.1.1	The Elliott website will provide parents and students with relevant school-wide as well as grade specific information. (TI-1,2,6,9)	Technology Facilitator; Classroom Teachers; Administrators	Content Specific websites; Grade Level Newsletters; Campus/District Specific Information	Parent Feedback; Attendance at School Activities	Ongoing Updates	Actual:	85%				>=

8.2	Objective 2	We will encourage feedback each year from Elliott families to gain insight about campus strengths/weaknesses in order to improve our campus and the success of our students.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		Enter >= or <= below
						Target:	100%	75%			
						Actual:	100%				>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	50%	25%			
8.1.2	A parent survey will be sent out to encourage feedback about our campus strengths/ways to improve. (TI-1,6)	Technology Facilitator; CIT; Principal	Google.docs/CIT Meetings	# of Surveys completed	Spring	Actual:	15%				>=

District Goal 9	We will strive to convey the importance of participating in the electoral process and service and involvement in community.	
Campus Goal 9	We will strive to support the importance of active participation in school and community activities.	

9.1	Objective 1	Students in Grades 3-5 will elect student council representatives each year through the democratic voting process.	3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
				12-13	13-14	14-15		
			Target:	70%	100%			Enter >= or <= below
			Actual:	100%				>=

	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
						Target:	85%	95%			
9.1.1	Students in Grades 3-5 will elect 2 representatives and I alternate to participate on the campus Student Council.	Classroom Teachers; Student Council Sponsors	Student Speeches, Ballots	Election outcomes	30-Oct-12	Actual:	71%				>=

District Goal 10	We will foster understanding of the world around us and how our differences and similarities shape the world.									
Campus Goal 10	We will celebrate the differences and similarities that are a part of our Elliott community.									

10.1	Objective 1	We will provide opportunities for students to learn about a variety of cultures each year.				3 Year Goal	Actual Data			Impact	Relationship of Data to Target Value
							12-13	13-14	14-15		
						Target:	100%	100%			Enter >= or <= below
						Actual:	100%	100%			>=

Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline							
						Target:	100%	100%			
10.1.1	A Diversity Day that promotes cultural awareness and understanding of differences will be scheduled during the Spring semester. (TI-2,6)	Administrators; Campus Celebrations/Recognition Committee; Staff; Music Teachers; Classroom Teachers	Parents, Community	Meeting minutes; Event Information (Fliers, Website, etc.)	May, 2013	Actual:	100%				>=

District Goal	
District Goal	
Campus Goal	

	Objective		**3 Year Goal**	**Actual Data** 12-13	13-14	14-15	**Impact**
			Target:				
			Actual:				

Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**				
					Target:			
					Actual:			
					Target:			
					Actual:			
					Target:			
					Actual:			

	Objective		**3 Year Goal**	**Actual Data** 12-13	13-14	14-15	**Impact**
			Target:				
			Actual:				

Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**				
					Target:			
					Actual:			
					Target:			
					Actual:			
					Target:			
					Actual:			

	Objective		**3 Year Goal**	**Actual Data** 12-13	13-14	14-15	**Impact**
			Target:				

District Goal										
Campus Goal										
					Actual:					
	Strategy	**Staff Responsible**	**Resources**	**Formative and/or Summative Evaluation**	**Benchmark Timeline**					
						Target:				
						Actual:				
						Target:				
						Actual:				
						Target:				
						Actual:				

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Frisco ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all FISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

General Uses of Funds

Frisco ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments. Grades, local benchmarks and teacher input are considered for continuous monitoring. A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

State Compensatory Education (SCE)

Section 2: Student Eligibility

Frisco ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §37.007 during the preceding or current school year;

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §29.052;

11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus. Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

Procedures for Identifying Eligible Students

The district contact will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the PEIMS clerk at Acker Special Programs Center.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section 6: Program Evaluation

Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students