



Five Palms Elementary

2018-
2019
Action
Plan

District Call to Action

All students will enjoy successful education experiences to empower them to make decisions and enrich their lives in the future they create.

FIVE PALMS Core Beliefs

1. We believe a teacher will be able to encompass a safe, nurturing environment while demonstrating respect for students, families, and community.
2. We believe innovative teachers create relevant and enjoyable learning experiences that result in innovative learners.
3. We believe a teacher shows leadership by establishing behavioral and academic expectations so students can attain their highest potential.

CAMPUS CORE BELIEFS

We will develop strong relationships by nurturing, supporting, and encouraging all stakeholders.

All personnel will work cohesively to create a positive support system and encourage self-worth and integrity in the school and community.

All grade levels will collaborate and communicate in a professional and personal manner through vertical alignment and professional development in order to meet the needs of the students.

We will plan creative and rigorous lessons while monitoring student's mastery through formal assessments and will include families in their child's academic development

We will appropriate and maximize the use of funds to provide opportunities for students to develop their skills for their future.

School Achievement Targets

Board Goal 1: The percentage of graduates who will qualify for community college/university, military, or industry certification will increase from 62% to 85% for graduating class of 2022.

Board Goal 2: The percent of students who perform at the masters grade level standard (formerly Level III) for all grades in state mathematics exams will increase from 8% to 40% by the year 2022.
Math (level3)

Board Goal 3: The percent of students who perform at the masters grade level standard (formerly Level III) for all grades in state reading exams will increase from 9% to 45% by the year 2022.

	2017	2018	2019
3rd grade Reading/ELA			
Approaches Grade Level	45	50	55
Meets Grade Level	23	28	30
Masters Grade Level	13	18	19
3rd Grade Math			
Approaches Grade Level	45	50	55
Meets Grade Level	12	17	20
Masters Grade Level	3	8	10
4th grade Reading/ELA			
Approaches Grade Level	66	71	75
Meets Grade Level	30	35	38
Masters Grade Level	14	19	20
4th Grade Math			
Approaches Grade Level	70	75	80
Meets Grade Level	44	49	54
Masters Grade Level	18	23	25
5th Grade Math			
Approaches Grade Level	76	81	83
Meets Grade Level	37	42	45
Masters Grade Level	6	14	15

5th grade Science	77	82	
Approaches Grade Level	63	68	
Meets Grade Level	20	25	
Masters Grade Level	5	10	
5th Grade Reading			
Approaches Grade Level	69	78	82
Meets Grade Level	19	31	34
Masters Grade Level	6	13	15
ATTENDANCE	96	97	
Elementary			
1 st grade – READING on grade level (reading)	28%	40	
	45%		
2 nd grade –READING on grade level (reading)	35	45	
Middle			
6 th grade –READING on grade level (reading)			
7 th grade –READING on grade level (reading)			
8 th graders TSI (ELA/RDG)			
HIGH SCHOOL			
SAT SCORE AVERAGE			
DUAL CREDIT			
ADVANCED PLACEMENT			
COLLEGE ACCEPTANCE			
SCHOLARSHIPS			

Needs related to improving the quality of instruction- CILT team and admin. Using the Campus Needs Assessment tool and learner outcomes in combination with Learning Walks, Walk-through data, RtI, STAAR scores and attendance data determine that the following are areas of need for our campus.

- **Focus on Early Literacy for K-3(PD needed) (Connect/Elaborate)**
- **Guided Reading (K-2)/Math (Involve/Elaborate)**
- **PLC focus on Data Analysis (Connect/Inquire, Master)**
- **LO/DOL Rigor(TEKS//Lead4ward) (Connect/Inquire)**
- **Accountable Talk, Write to Learn, Think Pair Share, Exit Tickets (Inquire)**
- **Focus on positive learning environment by implementing PBIS, CKH, Model(Inquire/Involve)**
- **Increase Attendance each month by building relationships with families (Connect)**

System evaluation (philosophy, processes, implementation, capacity)

- **PLC: Administrator attendance, IC and MCL alternate bi-weekly attendance, including agenda to review data analysis to identify struggling students and develop a plan of support and instructional practices.**
- **RtI: Review all submitted documentation during monthly meetings to monitor students' progress.**
- **T-TESS: Align Campus and District goals and ensure feedback is provide feedback within 48 hours.**
- **PBIS and Capturing Kids' Hearts: Implement strategies to reduce off task behaviors and establishes and sustains a learning environment that is developmentally appropriate and responds to students' needs and strength.**
- **Attendance: Provide incentives for students, work with District Truancy Officer and communicate with parents.**

Actions-1st 30 days

- Opportunity Culture- Texas
 - finalize MCL and RA teaching and support schedule
 - begin intervention, rotation, clubs and planning rotations
- Professional Development- August 2018
 - Curriculum Updates/Instruction (district and campus)
 - Opportunity Culture-Texas Updates
 - Vision and Core Values
 - T-TESS Review and Goal Setting
 - Handbook and Procedures
- Post Campus Core Values in high-traffic areas including teachers' lounge, lobby, cafeteria and hallways
- Data Analysis/Tracking
 - analyze 2018 STAAR data to identify struggling students
 - administer Fountas and Pinnell BAS to all 1st – 3rd grade students
 - set up data wall/binders to track student progress and goals
 - goal setting meetings with all students PK-5
- Finalize Campus Improvement Plan/Action Plan and communicate expectations to staff
- T-TESS
 - Goal Setting Meetings with every teacher (review goals and classroom action plan)
 - Begin classroom walk-throughs and feedback meetings
- Attend grade level PLCs to analyze data, develop action plans and support/coach instructional practices

Actions -90 days

- Administer District Assessments
- Administer Campus Made Assessments
- Assessment Data Analysis (½ day planning grades K-5)
 - 1 per semester 50% Complete
 - update data walls/binders
 - conduct student goals conferences to update progress/update goals
 - grade level/classroom action plan
- Begin clubs rotation during 45-min enrichment/intervention block
- 1st 9 Weeks RtI meetings during grade level PLC meetings

School Action Plan Template

Key Action One: Students in K-3 will use Fountas & Pinnell reading system to increase reading level.

70 % of students will be read on grade level using the Balanced Literacy and F & P Benchmark Assessment system.

Root Cause-

Minimal use of Balanced Literacy:

- Teachers require additional Professional Development for guided reading to increase readers fluency, accuracy and comprehension skills to encompass the five components of reading.
- Teachers need to be able to recognize various student learning styles in order to prescribe appropriate strategies to individualize student needs.
- Teachers need to thoroughly understand what the students must know and be able to do in learning outcomes through vertical alignment
- deconstruct the TEKS to enhance rigorous instructional plans.

Indicators of success *Students need to be on the following grade levels by the end of the grade level*

- Pre-K and head start students will be on chronological age appropriate level.
 - Pre-K at 80% by end of the year
- K-2 grades on reading level. 70 % by end of 2nd semester
- 3-5 70% of students will meet approaches level according to STAAR
- Implementing the Balanced Literacy approach (90% of the time) allows teachers to differentiate the learning through guided reading, literacy stations, word study, independent reading and writing.
- Increase Tier 1 students by progress monitoring on a monthly basis.
- Monthly progress monitoring in I-Station ISIP to monitor and adjust instruction.

Specific actions – school leaders

- Provide professional development (F & P), guided reading.
- Consistent walkthroughs and providing academic feedback on instruction
- Build Professional Learning Communities.
- Learning Walks will occur three times per semester with post conference.
- Analyze Isip reports to monitor and adjust instruction.
- Data analysis during PLC to provide instructional strategies and resources to ensure student success.
- Provide Professional Development on unwrapping TEKS to enhance

instruction for rigor and alignment.

- Implementing the Balanced Literacy approach allows teachers to differentiate the learning through guided reading, literacy stations, word study, independent reading and writing.
- Provide Professional Development on usage of Quantile data. Summer PD
- Teachers will apply SSAISD Learning Framework to plan and deliver instruction.
- Teachers will administer F & P Benchmark Assessment System to identify students' independent reading levels.
- Teacher will use swivel device to monitor and assess own teaching strategies.
- Teachers will implement use of the Reading Comprehension Toolkit in Reading and Writer's workshop.

Specific actions – staff (*What specific action steps will the staff take to accomplish the objective?*)

- Teachers will look at Istation monthly and F and P three times a year to plan for feedback.
- Specific meaningful LO and DOL.
- Plan collaboratively.
- Modeling lessons for feedback with I.C.
- Plan strategic checks for understanding.
- PD for teachers.
- Vertical Alignment of grade levels.
- Learning Walks.
- Create Indv. reading goals.
- Tier 3 120 min on I station.
- Use Content Rich Materials to create Rigorous Lesson plans to increase depth of knowledge.
- 1st - 5th grade Teachers will meet every other week to disaggregate data weekly to provide targeted accelerated instruction.
- Grade level chairs, MCL and instructional coach will provide a copy of PLC minutes.
- Principals, instructional coach and MCL will provide professional development to meet the needs of teachers.
- Teachers will become familiar with student data to identify strengths and weaknesses to provide targeted instruction.
- Teachers will use swivel and meet with I.C. to create personal growth plan

Key Action One: Students in K-3 will use Fountas & Pinnell reading system to increase reading level.

70 % of students will be read on grade level using the Balanced Literacy and F & P Benchmark Assessment system.

S Who: All General and Special Ed Teachers

t a f f D e v s .	What: Implementing Balanced Literacy Empowering writers I-Station Fountas and Pinnell Benchmark Assessment System Guided Reading
	When: F & P Aug.1-4, 2018 IStation-Continual Guided Reading-Aug, 2018
	Where: Admin. and Five Palms Elementary

Proposed item	Description	Amount
Staff development		
Materials/resources	leveled readers	\$800
	printer	\$1,200
	ink	\$3,000
	laptops	\$500
	supplies (cardstock, paper, etc.)	\$500
Purchased services		\$1,000
	IStation	\$3,000
	tutors	\$2,000
	Comprehension Toolkits(PD)	\$1,100
Leveled Readers (PD)		\$1,000
other		
TOTAL		\$17,000

Funding sources:
199/211

Key Action Two: Sustain math proficiency to 70% or above for K-5 students

Root Cause

- Lack of Knowledge of Math Standards
- Lack of Academic Vocabulary instruction
- Lack of Professional Development
- Lack of effective strategies that target differentiated instruction
- Lower grades are lacking Fundamental math skills
- inconsistent teacher made common assessments
- Lack of teacher understanding to create rigorous aligned assessments.
- Lack of Rigorous lesson planning and alignment

Indicators of success (*Measurable results that describe success.*)

- when data tool is implemented teachers will be able to see increase of data points
- students will be able to track own progress
- Increase STAAR Scores by 10%
- Meet domain 2

Specific actions – school leaders

- Professional Development
- Implement KILGO
- Lesson Planning and Curriculum development
- Utilize Quantile Data
- Effective Strategies that target Differentiated instruction
- Walk throughs 50% complete
- Learning walks
- Provide Manipulatives and Resources
- Provide make and takes
- Administer MAP (2-5)/CPAA (K-1) 50% complete (BOY/EOY)

Specific Action Staff :

- Teachers will complete Lesson plans utilizing Content Rich Materials which are rigorous and increase depth of knowledge.
- Teachers/students will create class goals that will allow students to track individual progress.
- Teachers will use quantile data to set goals and provide student feedback.
- Teacher will attend professional development based on T-TESS goals.
- Teachers will meet during PLC's to analyze data and create action plans.
- Teachers will meet during PLC's to create make and takes for math activities.

- Teachers will meet as a grade level to discuss and create common assessments aligned with unit standards.
- Use MAP/CPAA data to drive instruction.

Key Action Two: increase math proficiency to 70% or above for K-5 students

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Who: Teachers, Admin, MCL, IC

When: August Campus Led Professional Development

Where: PLC room #104

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Proposed item	Description	Amount
Staff development	Guided Math	\$500
Materials/resources	Mentoring minds Forte-Ferrier F & P	\$1000
Purchased services		
Other		
Other		
TOTAL		\$1,500

Funding sources: Title I

**Key Action Three:
Increase Parent Involvement by creating opportunities for parents to participate in various school functions in different capacities.**

Root Cause:

- Lack of parental involvement.
- commute to bilingual clustering of schools.
- Low socioeconomic population where both are parents work resulting in fewer opportunities.
- New to campus.

Indicators of success:

- Increase parent involvement in clubs, activities and various school functions.
- Establish a Booster Club
- Implement Watch Dogs
- Parent volunteers

Specific actions – school leaders

- Invite parents to participate in various school functions.
- Provide opportunities for parents to become involved in school committees.
- Parent sign up volunteer list.
- Place notices on social media.

Specific actions – staff (*What specific action steps will the staff take to accomplish the objective?*)

- solicit parent involvement in the classroom.
- Implement parent clubs and committees.

Key Action Four: Increase student attendance to state daily minimum 96%

Root Cause:

- Community unaware of impact on student success rate.
- Parent uninformed of state law

Indicators of success

- 96% or above on daily average
- increase student scores by 5%.

Specific actions – school leaders

- daily announcements.
- weekly recognition for perfect attendance.
- incentives for attendance.
- phone calls, visual signage as reminders.
- perfect attendance awards.
- administration phone calls to parents of excessive absences of students.
- administration working collaboratively with truancy officer to follow up with parents regarding attendance concerns.
- attendance clerk will initiate phone call to parents.

Specific actions – staff (*What specific action steps will the staff take to accomplish the objective?*)

- classroom student recognition
 - teacher initiated phone calls to parents.
 - displaying bulletin boards
 - classroom incentives
 - school-wide incentives
- School-wide student recognition
 - Incentives
 - Bike raffle drawing at end of year
 - Santikos movie tickets
 - chick fil-a
 - Parent awards

Key Action Four: Increase Parent Involvement by creating opportunities for parents to participate in various school functions in different capacities.

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Who: Teachers

What:
Increase Parent Involvement

When: On Going

Where: Five Palms Elementary

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Proposed item	Description	Amount
Staff development		
Materials/resources	Snacks Flyers Incentives	1000.00
Purchased services		
Other		
Other		
TOTAL		1000.00

Funding sources:
199