

Grand Prairie Independent School District
Ellen Ochoa STEM Academy at Milam Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

Our Mission

[The Ellen Ochoa STEM Academy at Milam Elementary](#) is a PK-5 Choice school. The mission of The STEM Academy at Milam Elementary is to encourage student interest in science, technology, engineering, and mathematics through expanded learning opportunities, hands-on laboratory and coursework and a focused STEM curriculum that presents a real-world experience for our students. Additionally, the academic curriculum offers all courses required by the State of Texas for the mastery of standards for each grade level.

Ochoa seeks to broaden opportunities for students in science, technology, engineering, and mathematics by fostering an early interest in these critical areas of study. Through use of a dedicated STEM and Engineering curriculum combined with corporate partnerships, expanded emphasis on technology, and specialized school design elements, we are confident we can instill confidence and interest in STEM studies for elementary students.

Vision

Our Vision

The vision of The Ellen Ochoa STEM Academy at Ben Milam Elementary is to provide our students with safe, nurturing and engaging learning environment where they become creative inquirers and communicators. Through collaboration with parents, community and District high schools we leverage available resources to offer students focused study in the areas of science, technology, engineering, and mathematics at the elementary level. Additionally, corporate partnerships offer enhanced opportunities for interaction with engineers and scientists – providing students real-world insight and hands-on experience with leaders in these specialized fields.

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(T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ochoa STEM Academy at Ben Milam was formally called Ben Milam Elementary. We have been a fully functioning STEM Academy for two years as a state of the art campus. We have a student count of over 876. We are a school of choice with an emphasis on STEM (Science, Technology, Engineering and Math).

Ethnic distribution is 76.36% Hispanic, 12.7% African American, and 6% white. The numbers for each ethnicity remained the same throughout the school year. At-risk data shows Socio-Economic as the top category with 738 student designations which is 85%. At-risk data shows 619 students or 71% and our Limited English Proficient students compose of 47% of our campus population.

CIP Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEC 4.001 (b) (3)) (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data Drive Management)

The CIP formative review process is being done in conjunction with preliminary budget planning for the 2015-16 school year. Improvements are targeted to correlate and maximize special revenue funds to expected CIP goals. Particularly Title I School wide Program campuses will include improvements in the area of comprehensive planning. Improvements will include:

- * Documented connections of expenditures to planned services
- * Integration of technology in student achievement

Demographics Strengths

- Demographics have remained consistent from 2014-15 school year to 2015-16.
- At-risk numbers and Economic Disadvantage numbers are similar to the prior school year.
- School of Choice has brought students from throughout all areas of the district.
- School of Choice has brought students from outside of district.

Demographics Needs

1. Coordination of planning for instruction, budgeting and expenditures to improve services for at-risk students and low achieving students
2. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs of Special Ed and Economically Disadvantage.
3. Incentive to increase attendance and tardies.
4. Data evaluation strategies to identify student needs efficiently based on objectives and teacher
5. Every student aware of where they are academically and where they need to get to successfully achieve their 1 year growth measure.
6. Technology to support use of universal screen and targeted technology applications to support learning gaps greater than 2 years.

Student Achievement

Student Achievement Summary

CIP Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC §4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections)

Ochoa STEM academy achieved a Met Standard in the Performance Index on all STAAR assessments in the 2014-15 school year. Accountability Rating Met Standard; Student Achievement = 61(60 Target), Student Progress = 38 (30 Target), Closing Performance Gap = 30 (28 Target), Graduation Rate = 19 (target 12). No Distinction Designation obtained.

Ochoa/Milam's Accountability rating is Met Standard. We did not receive Distinction Designation for Reading or Mathematics. Improvements in these areas are noted for in our plan.

System Safeguards = Performance Rates 6 of 14= 43% and Participation Rates = 6out of 6 = 100%.

TAP School Goal 2015-16

School Goal: By May 2016, student achievement for 2nd through fifth grade in the critical elements of reading comprehension will increase by 20% based on September 2015 beginning of year assessment for 2nd and 3rd and 2015 STAAR results for 4th and 5th. 2nd Grade: Sept. Baseline from District ELA Exam increase 20% by EOY District ELA Exam, 3rd Grade: Sept. Baseline from District ELA Exam increase by 20% by EOY STAAR Reading Exam, 4th Grade: 60.7% to 72.8%, 5th Grade: 43.6% to 52.32% Campus will increase Index 1 from 61% to 70%, Index 2 from 38 to 45, Index 3 from 30 to 35 and Index 4 from 18.7 to 21 based on April STAAR results in grades 3rd through 5th. By May 2016, student instructional reading levels on DRA2/EDL2 for Pre-K, Kinder and 1st grade will increase with: Pre-Kinder – NR to level A/1,Kinder – NR to level 6,1st grade – level 6 to level 20,And/Or all students making a year's growth from their BOY DRA2/EDL2 reading assessment.

Student Achievement Strengths

- 2015 Accountability Rating Met in Student Achievement, Student Progress, Closing Performance Gaps and Graduation Rate.

Student Achievement Needs

1. TAP Implemented with fidelity through TLT (TAP Leadership Team) meetings, cluster, walk through data, field testing strategies prior to implementing them across the campus, and tracking and trending data of the individual student.
2. Effective implementation of RTI Model that will encompass baseline identification and track and trend through Benchmark, DRA and TPRI data.
3. Effective research-based instructional materials to increase math and reading scores to move into Q1 against the comparison group and the increase the percentage Final Level II
4. Addition of FastForward to students that scored below 70 on STAAR last year and 2 grade levels below reading level expected.
5. Increase % of Final level II or Above by 20%.
6. Effective differentiation strategies to ensure that the diversity of the student based is met to ensure student achievement in all content, in all grade levels.
7. Effective implementation of Commit Math Project throughout the campus.
8. Resources/time to support 'at risk' students that fall behind in class work by participating in Saturday 'Just Do It' Day!
9. Students will attend Saturday sessions to make up lost learning, 1 day equals 2 hours.
10. Plus 10 initiative for all grade levels (Math, Reading, Science)
11. Writing initiative and support for students scoring below 2 in 4th grade.
12. Science scores were below 50% - will require science questions that is formatted like STAAR exam after each lesson. Hands on labs two to three times a week to make connection.
13. Hands on 'maker spaces' to allow students real world experience.
14. Tutoring prior to the day starting.

School Culture and Climate

School Culture and Climate Summary

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and GPISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

As we continue to transition from General Elementary Campus to a STEM (Science, Technology, Engineering, and Technology) campus an added facet of culture has been added. The culture of STEM focused - problem solving and building students toward a project solution based learning. The culture paradigm shift actually strengthens the need for parent involvement as well as community and STEM based company partnerships.

The engineering curriculum (Project Lead the Way) that will be added to the 2015-16 school year will further emphasize the culture of future engineers, problem solving and leadership focus.

This summer 95% of our teachers participated in Capturing Kids Hearts (CKH) training allowing Ochoa to practice the CKH on a daily basis throughout the campus. Supporting the adult and student population throughout the campus on a daily basis.

Character development training is another component added to the student curriculum on a weekly basis. This session is lead by the counselor and provides teachers with follow up activities in the classroom to reinforce the character trait of the month. Reminding students they have choices and can lead/form the culture and climate of the campus.

Current campus efforts are in compliance with GPISD guidelines. Data analysis is slated to include review of safe schools data. This analysis will also review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

DIP Goal 7: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC §4.001(b)(8)] [TEC §11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC §11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff and Demographics Sections)

School Culture and Climate Strengths

- Focus on *Rachel's Challenge* and *Capturing Kids Hearts*
- CKH Process Champion Team Implemented

- Committees focusing on Campus Priorities established.
- Support from PIC and Family Liason.
- Monthly Parent/Student Night focusing on Science, Technology, Engineering and Math.
- Handprints on Hearts
- Monthly Counselor Breakfast with parents
- STEM Focus Field Trips
- Collegial Culture - Professional Career Day
- College Week
- +10 recognition
- Internship with Dubiski Students to support science and engineering focus/initiative
- Author's wall of Writing
- Prompt of the month
- Growing the Gift challenge

School Culture and Climate Needs

1. Develop community/corporate partnerships with the intent to connect learning to the real world through the student's eyes.
2. Monitor attendance, discipline records and student participation in supplemental programs to document culture and climate improvements
3. Parent survey to determine baseline impression of campus culture and build from data obtained.
4. Intentional Recruitment of volunteer and partnerships to focus on parent and community involvement migrating toward STEM focus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

IP Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model)

Training portfolio established with the focus on lesson development, double coded questioning, technology integration for Ochoa teachers to accomplish thoughtout the school year. Tracking system in place to trend records to determine affects toward positive attendance and feedback from Ochoa/Milam teachers. Sessions include:

- *TAP*
- *Dual Language Academic Environment*
- *Content Specific Vocabulary*
- *School Climate/Culture*
- *Guided Reading (training for teacher/parents)*
- *Guided Math (training for teacher/parents)*
- *First Steps Math*
- *Word Journey*
- *Empowring Writers*
- *RTI*
- *Commit Math*
- *Career Path*
- *Project Lead the Way*
- *Clubs implemented in the school day*
- *PLC added to teacher school day*

Staff Quality, Recruitment, and Retention Strengths

- All teachers required to attend and apply CKH Protocol
- All Teachers trained in Project Lead the Way
- Teachers accepted a set of standards identified to ensure Ochoa was a STEM campus with a focus on science, technology, engineering and math -

thinking on how to apply the engineering process throughout lessons.

- Campus based training plan is well planned with a focus that supports all STEM initiatives and implemented with fidelity.
- Eduphoria is utilized to track teachers' participation in District training
- Technology integration training through IMS/AMS and Technology Teacher.

Staff Quality, Recruitment, and Retention Needs

1. Improve documentation on attendance, feedback and implementation of campus training plan
2. Continue monitoring Eduphoria records for tracking Campus and District training
3. Establish evaluation process to watch for strategies learned in training is being taken back to the classroom.
4. Master/Mentor calibration and focus on growth of teacher and student achievement as they go hand in hand - feedback on what is needed and what is provided.
5. Ensure PD (cluster) strategies are being implemented effectively in the classroom on a regular and on-going basis.
6. Release opportunities for teachers to watch other team members that are 'doing it right'.
7. Effective recognition of things done well and a focus on that skill based on data and student engagement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The STAAR assessment is closely tied to core curriculum. We will add supplemental instructional resources for teachers to support students during tutoring to build student learning gaps. Ochoa/Milam will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement. Weekly PLC will focus on unpacking PA, identifying learning components that will support academic success of the targeted SE. STEM Teacher will focus on STEM component to ensure the focus is evident throughout the campus thru lessons, projects and opportunities for campus wide STEM focus.

The needs assessment process identified the need for improvements in use of progress monitoring data. Benchmark assessments are geared to the STAAR test but were not always aligned with units of instruction and timelines. The Data Review process now consists of short student assessments, in quiz format, at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review the data for performance adjustments necessary to ensure student success. Goal 2 in the DIP and all CIPs includes a performance objective on better alignment of curriculum to instruction to assessments to reflect this change. RTI will track/trend data on individual students and by class (teacher). TAP Leadership Team will lead data meetings on a monthly basis with the grade level team.

CIP Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections)

Curriculum, Instruction, and Assessment Strengths

- Support for lesson plan implementation from District Personnel as well as iCoach, mentor teacher and Master teachers
- Weekly scheduled PLC to unpack PA
- Two expected planning sessions per week per grade level - 1 to plan and 1 to model
- Effective scientifically based researched materials to supplement teaching and learning efforts
- DEFINE STEM
- Project Lead the Way implementation
- Parent Night focusing on all components of Science, Math, Technology and Math
- STEM through Literature focus through training and observation.
- TAP strategies implemented and rolled out to EVERY class, EVERY student.
- Campus wide use of Empowering Writers and Word Study protocol.
- Campus wide introduction of Word Journey to focus on word structure which in turn supports vocabulary development and comprehension.
- STEM Scope

- Elementary Engineers
- Dubiski Intern Support

Curriculum, Instruction, and Assessment Needs

1. Data Reviews at the 9 week period for Progeress Monitoring. BOY, MOY and EOY for TPRI/Tejas Lee, DRA/EDL
2. Focused, instructional lead data reviews of all data, ensuring connection to what was taught, effectiveness and how to spiral into future learning.
3. Continued focus on effective supplemental instructional materials
4. Baseline to determine in supplemental instructional materials are bringing value to student achievement.
5. Data analysis driving lesson planning.
6. Focused walk through on lesson planning to delivery to student achievement
7. Team Planning to enhance quality of lessons.
8. District strategist participation in planning sessions by grade level.
9. Implementation of PLC weekly for all grade levels that focus on unpacked PA and instruction that drives student academic progress.
10. Implementation of weekly Cluster (Embedded PD) for all grade levels.
11. ICoach implementation.
12. Master Teacher teaming with struggling teachers on a weekly basis.
13. Mentor Teachers focus is coaching on instruction and student achievement.
14. Data analysis driving individual student achievement goals.
15. Problem Base Learning Internet Resource Performance goals.
16. Implementation of FastForward to trend and montitor student progress.

Family and Community Involvement

Family and Community Involvement Summary

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan (CIP) as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting Principal Boothe at any time during the year.

CIP Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC §4.001(b)(1)] (T1A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Parent Liason has established a series of parent information meetings ranging from nutrition, college readiness and child development classes. Points to Ponder with the Principal sessions will continue this year on a monthly basis for parents to discuss ideas/concepts focused on campus improvement. Monthly learning sessions have been established for parent/students to experience the concepts driving the campus, Science, Technology, Engineering and Math.

Family and Community Involvement Strengths

- Parent Community Liaison offers orientation to all parents to resources available to monitoring student progress
- Volunteers include UTA, Lockheed Martin, Grade level Parent Meetings, Dubiski Sr. Interns and Engineering Team.
- Monthly Parent/Student sessions to focus on STEM initiative.
- Student/Parent Goal Setting Sessions to ensure all are aware of where the scholars are academically and where they need to get to demonstrate a year's growth in academic learning.
- Points to Ponder Meetings with Principal
- Monthly Counselor/Parent breakfast

Family and Community Involvement Needs

1. Improve documentation of activities with the intent to evaluate the effectiveness of the initiatives (continue or not to continue)
2. Increase family and community participation in scheduled events
3. Increase parent volunteers presence for mentoring, tutoring and teacher support.
4. Parent survey to ensure what is needed and what we are providing.
5. Training for parent volunteers to mentor/tutor students.

6. Data wall to update parents on data progress. Keeping the parents involved in student academic awareness which coorelates to campus growth.

School Context and Organization

School Context and Organization Summary

Context and Organization for Ochoa/Milam includes addressing data and customer feedback to support changes and improvements. A paradigm shift from traditional teaching and learning to intentionally incorporating the students in the engineering process of solve a problem throughout the learning environment. This will include training and application of planning through the engineering cycle and delivery. This is not something that occurs over night, but through a series of trainings, implementation, and review of processes. Thereby implementing the engineering process through our teaching and delivery model. The TLT will review effective implementation of the required Decision-Making Processes and proper documentation of these efforts.

School Context and Organization Strengths

- Active participation of parents in the CIC and PTA efforts
- STEM teacher in place to work with the STEM Director from the district.
- Teacher commitment to the vision/mission of Ochoa
- Teachers participated in Caputuring Kids Hearts Training over the summer
- Four teachers became Train the Trainers of Engineering Curriculum - Project Lead the Way
- Eight teachers pareticipating in Perot STEM program over the summer and continuing throughout the school year.
- Volunteers and partnerships within the community that share the campus vision.

School Context and Organization Needs

1. Continue deployment of training and implementatin of TAP to ensure consistency in strategies and vocabulary across the campus.
2. Improve documentation procedures for better feedback on campus operations
3. Team facilitation of instructions based on data analysis.
4. Implementation of TAP for new teachers and continued development for last year's teachers. (ensure adaquate blending)
5. Implementation of Project Lead the Way.
6. STEM focused Field Trips - Perot, outdoor learning center, PB for every grade level.
7. Maker Spaces developed to support the engineering model through problem solving and discovery.
8. Outdoor learning center build out to provide space for STEM learning experiences as it relates to the real world. (Ozone garden, living/non-living, climate change, etc)

Technology

Technology Summary

Ochoa STEM Academy has Interactive white boards in all classrooms, in Media Center and Project Room. In addition to classroom projectors, there are two open area classroom areas with projectors to support integrated learning. All teachers have iPads, laptops and access to Discovery and Define STEM applications. Students have access to MAC Computers and iPads during their technology rotation weekly and further access to iPads in a 2:1 ratio in classroom instruction.

Current campus efforts are documented as successful and in compliance with the GPISD Technology Plan. Efforts will continue as currently designed. The CIC will review current and potential technology based curriculum, supplemental instructional programs and compliance with the District and Campus training plan for technology usage in the classroom.

DIP Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement and Staff Sections)

STAR Chart Summary:

KEY AREA SUMMARY

Key Area Key Area Total Key Area STaR Classification

I. Teaching and Learning 20

II. Educator Preparation and Development 16

III. LeaderShip, Admin., Instructional Support 18

IV. Infrastructure for Technology 22

Technology Strengths

- Ochoa/Milam is compliant with GPISD Technology Plan
- Campus based Technology Specialist
- Discovery integration
- IMS/AMS concentrated on Ochoa
- Technology rotation in student schedules
- 2:1 ratio of technology devices in every grade level
- Laptop carts available to teachers/classrooms to check out.
- Interactive boards, Ipads and Laptops for all teachers.

Technology Needs

1. Integration of technology in the classroom as a integration, not a 'add on'
2. Include Technology applications in the Campus Training Plan
3. Additional Computer Cart for implementation of FastForward
4. Additional Computer Cart for ensure each grade level has access to a computer card on a daily basis.
5. Additional document camera for kinder and 1st (14 total) to allow student work to be the teaching reference in every classroom.
6. Student based training for teachers to ensure effective implementation of tools into student's hands.
7. Teacher based training for teacher use of apps, technology and implementaiton of all

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: Ochoa STEM Academy student achievement data will reflect continuous academic growth while continuing to make progress towards the highest level of student achievement as defined and measured by local and State assessments.

Summative Evaluation: STAAR results, Indices 1-4 and Distinctions.

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: Ochoa STEM Academy will implement effective services and strategies for identified student groups: SPED, Gifted and Talented, LEP and specific student groups identified by assessments.

Summative Evaluation: Baseline BOY assessments will be conducted for all grade levels that do not have STAAR baseline data (4th and 5th Graders) to determine what the +10 baseline will be. Monthly individual student data sheets and grade level data sheets will track progress.

Goal 1: Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: Ochoa STEM Academy will implement a 6th Play, Visit What You Value, to improve progress monitoring and to ensure effective program implementation.






Summative Evaluation:

- 1) Purposeful walk-through focus weekly based on PLC focus - recorded in Eduphoria
- 2) Purposeful walk-through focus based on learning acquired from Cluster - recorded in Eduphoria
- 3) TAP leadership team will have a purposeful walkthrough based on TLT session - recorded in Eduphoria and/or CODE
- 4) Universal Screener data will identify students in need of additional intervention based on screening data.
- 5) FastForward data will track/trend student progress and/or additional intervention/instruction

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: Ochoa will refine and expand activities for building college-bound and workforce-ready students with strong character, ethics and integrity.






Summative Evaluation: Index 4, District Plan, Campus Plans

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) College and Career Day focusing on student interest to determine which sessions students attend.</p>	2, 6	Counselor and Committee focusing on purpose of event.	Sign-in sheet Student writing				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Students will research and present information on the college of their choice.</p>	2, 6	Classroom Teacher	Student Presentation Rubric				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: Ochoa will design and implement instructional alignment to ensure student growth.

Summative Evaluation: Teaching and learning documentation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Weekly PLC with purpose of unpacking Performance Assessment to identify skill sets required for student success.</p>	1, 2, 3, 4	iCoach, Master Teacher, classroom teacher	Agenda Unpacking Circle Lesson Frame				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Weekly Cluster teaching strategies for reading comprehension that have been field tested for success with Ochoa students.</p>	1, 2, 3, 4	Master Teacher Mentor Teacher	Agenda Presentation Focused Walk Through to see what's learned in Cluster is being implemented in the classroom (Eduphoria/CODE)				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) FastFoward will be added to student curriculum whose reading level is two levels behind grade level and/or below 70 on STAR the previous school year.</p>	1, 9	Classroom Teacher FastForward Coach Administrator	Fastforward weekly/monthly report				
<p>Critical Success Factors CSF 1</p> <p>4) Once a week, PE, Music, Art and Technology will implement low SE in math (K-5) and Science (5th) into curriculum</p>	1	Specials Teachers STEM Facilitator Administrators	Benchmark data by SE				
<p>Critical Success Factors CSF 1</p> <p>5) Writers' Workshop for students scoring a 1 on the baseline writing sample written on August 31st.</p>	1, 8	iCoach Classroom Teacher Mentor/Master Teacher	Writing Sample Scores in January Monthly writing samples from classroom.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)






Performance Objective 3: Ochoa will implement all School Improvement Program requirements for the District and designated campuses as measured by implementation reports to the Texas Education Agency.

Summative Evaluation: School Improvement Program reports and end of the year data.

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 4: Ochoa will document state required curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence.


Summative Evaluation: Social Studies curriculum, Departmental documents, campus session records.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Clou9 Character Program implemented on a monthly bases through Student PLC to reinforce citizenship and character development through structured lessons.</p>	1	Counselor Administrator	Follow up activity completion in classroom. Decrease in office referrals.				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 5: Ochoa will continue to develop and expand Programs and Schools of Choice opportunities to meet the needs of each learner and implement a full review process for these programs to address effectiveness and necessary improvements.

Summative Evaluation: Choice programs, enrollment data. Review process documentation.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implementation of Project Lead the Way (PLTW) Curriculum on a weekly basis in every classroom.	9						
							

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 6: Ochoa students will be introduced to the Engineering Process through Project Lead The Way (PLTW) Curriculum on a weekly basis.

Summative Evaluation: PLTW rubric will be used to determine success. Show Case of student work and recognition will be conducted three times in the 2015-16 school year.

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 7: Students will be challenged with solving problems by being exposed to maker spaces throughout the campus. Objective is to grow problem solving ability for students participating which in turn, takes that problem solving skills to the classroom.

Summative Evaluation: Student work proving problem solving strategy being utilized to solve the posted problem.

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 8: STEM Clubs - focusing student attention on STEM related activity on a daily basis.

Summative Evaluation: Lesson Plan/Objective
Student Product
Sign In Sheet

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 9: Dubiski Interns assisting in developing classroom science and/or engineering lessons for 4th and 5th grade. Focusing on low SE's or SE's that have been low in the past.

Summative Evaluation: Lesson Plans

Student benchmark scores (increased)

Goal 3: Ochoa will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.

Performance Objective 1: Ellen Ochoa STEM Academy at Miliam Elementary will follow all GPISD Finance Department guidelines, as well as new EDGAR regulations for special revenue, for timely procurement of goods and services. schowill follow all GPISD Finance Department guidelines, as well as new EDGAR regulations for special revenue, for timely procurement of goods and services.

Summative Evaluation: Sign in sheet for EDGAR training
Sign in Sheet for finance procedure guideline training
Budget alignment

Goal 3: Ochoa will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.

Performance Objective 2: Ellen Ochoa STEM Academy at Miliam Elementary will include teachers, parents and community members in the planning process for program development and related spending.

Summative Evaluation: CIC Agenda
CIC Votes
CIC Minutes

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 1: Ochoa will annually document the Highly Qualified (HQ) Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.

Summative Evaluation: HQ evaluation data: 100%.

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 2: Ochoa will design and implement a Human Capital Development Initiative and training plan approved by the Education Improvement Committee, to align instruction with evidence based practices.

Summative Evaluation: Eduphoria records. Plan documentation

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 3: Ochoa will develop a culture that promotes the exercise of leadership skills among staff and students.

Summative Evaluation: Leadership training records

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 4: Ochoa will implement the TAP program throughout the campus with fidelity, giving teachers a path from Career Teacher to Mentor Teacher to Master Teacher.

Summative Evaluation: CODE data

Coaching Plans

Individual Growth Plan s (IGP)

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 5: Four teachers contribute to the academic growth of becoming certified train the trainers for Project Lead the Way (PLTW).

Summative Evaluation: Training Agenda
Lesson Plans for PLTW lessons
Projects delivered on a quarterly basis.

Goal 4: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 6: Eight Teachers accepted into Perots' STEM program where teachers are asked to participate in a program that develops their STEM knowledge, developing and deploying on campus STEM initiatives.

Summative Evaluation: Certification of Participation
Training Agenda/Schedule
Lesson Plans representing training

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 1: Ochoa will build a positive school connection with families and parents by increasing the number of contacts between families/parents and teachers by 10% annually.

Summative Evaluation: Parent/School Compacts signed and on file. Schedule and attendance for parent sessions and visits.

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 2: Ochoa will build capacity of parents to support student learners by offering a minimum of five academic workshops per year. (Include Love and Logic Parent and Community Guidelines, Title I Parent Liaisons, Customer Service focus.)

Summative Evaluation: Training records agenda and sign in sheet, Title I Liaisons schedules and calls/communication

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 3: Ochoa will measure and increase parent/community satisfaction through planned information gathering strategies including but not limited to surveys.

Summative Evaluation: Satisfaction surveys, session feedback

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement, Technology and Staff Sections)

Performance Objective 1: Ochoa will increase STaR ratings in all areas to the Advanced or Target levels.

Summative Evaluation: STaR ratings longitudinal data.

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement, Technology and Staff Sections)

Performance Objective 2: Ochoa will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

Summative Evaluation: Training completion records. Feedback from campus personnel. Inventory records. Purchasing records. Applications

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement, Technology and Staff Sections)

Performance Objective 3: Teachers will utilize 'flip chart' programs to present content in a minimum of three lessons per days to ensure there is active technology integration in every class room at Ochoa.

Summative Evaluation: Lesson Plan
Student engagement recorded in CODE and/or Eduphoria

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement, Technology and Staff Sections)

Performance Objective 4: Integration of computer use in ever grade level a minimum of three products every two weeks throughout all grade levels and all curriculum content.

Summative Evaluation: Lesson Plans
Student project/product/presentation
Video News

Goal 7: Ochoa will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 1: Ochoa will use the 2013-2014 Safety Audit as a benchmark to ensure the safety and well-being of students, staff, parents and community members and will report annually to the Board of Education.

Summative Evaluation: Safety Plan document. Training data.

Goal 7: Ochoa will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 2: Ochoa will utilize research based curriculum to create a culture where students are safe and secure emotionally while at school to learn.

Summative Evaluation: Program documentation (CKH, Rachel's Challenge, campus based)

Goal 7: Ochoa will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 3: Cloud9 Program presented monthly to each grade level that emphasize and extend lessons into the classroom that support a safe and disciplined environment.

Summative Evaluation: Lesson Plans
Classroom extension lessons
Decrease in discipline referrals

Goal 7: Ochoa will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children)] [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 4: 100% of Ochoa teachers will be trained in CKH protocol. The protocol will be the primary focus for developing student expectation.

Summative Evaluation: Social Contract in every room.
CKH ques and Language across the campus
Decrease in discipline referrals.

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: Ochoa will support process improvements for at-risk student identification and services.

Summative Evaluation: Identification process document. Campus records. CIP references.

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: Ochoa will reduce dropout rates and increase graduation rates for all students tat or above the rate set by the Texas Education Agency.

Summative Evaluation: AEIS data.

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: Ochoa will implement H. B. 5 requirements regarding Accelerated Instruction for at risk students.

Summative Evaluation: AI records, 2 AI Strategists added (schedules and services)

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 4: Ochoa will utilize a universal screener to ensure that every at-risk student is identified through data and provided targeted intervention sessions to assist in filling the gaps and bringing the student the skill sets required to be successful.

Summative Evaluation: STAR/360 report

Dibels

Lesson Plan reflecting intervention

Student progress monitoring sheets

Title I

Schoolwide Program Plan

Ellen Ochoa STEM Academy at Milam Elementary operates a Title I Schoolwide Program due to the percentage of low income students. Annually we review the schoolwide concept and the targeted assistance concept with parents and faculty via the Campus Improvement Committee (CIC) to elect to continue the Schoolwide Program or Targeted Assistance Program Plan.

The Schoolwide Program Plan is reviewed and updated annually during the Comprehensive Needs Assessment process. This process includes a review of the 10 Components of a Title I Schoolwide Program with connections to the eight Goal Areas within our Campus Improvement Plan.

1. Student Achievement
2. Curriculum and Instruction
3. Fiscal Responsibility
4. Highly Qualified and Effective Teachers
5. Parent and Community Involvement
6. Instructional Technology
7. Safe and Disciplined Environments
8. Dropout Prevention

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our Campus Improvement Committee (CIC) utilized guidance from TEA Region 20ESC to develop the Comprehensive Needs Assessment process. The Comprehensive Needs Assessment (CNA) begins with the Summative Evaluation of the prior year's Campus Improvement Plan. GPISD provides student achievement data and progress monitoring reports. We include our Report Card and relevant PEIMS data with the System Safeguards report. Our CIP includes a checklist of additional data reviewed. The CIC coordinates this review with campus administrators and teachers.

The Campus Improvement Plan includes a new Performance Objective regarding shared decision-making improvements, focusing on improved implementation of the CIC structure. Each strategy in the CIP format provides a pick list choice option for the Component(s) addressed by that Strategy

2: Schoolwide Reform Strategies

Schoolwide Reform Strategies are reviewed, updated and incorporated into the CIP annually. For the 2015-2016 schoolyear these reform strategies are addressed:

- Develop improved interventions for students struggling with academics and/or designated as at risk of dropping out of school.
- Improve and support Programs and Schools of Choice.
- Improve program coordination particularly between Title I and SCE funds.
- Focus Parent and Community Involvement sessions on student academic achievement as requested by parents.
- Implement GPISD 6 Plays with a new focus on Visit What You Value, an effort to monitor our efforts and produce specific outcomes to measure success.

3: Instruction by highly qualified professional teachers

Goal Area 4 in our CIP addresses professional development strategies to ensure 100% compliance with HQ regulations and to further ensure that our teachers are being highly effective in the classroom, particularly with students who are struggling academically or are at risk of dropping out of school. A major component of this effort is supported centrally with the services of Title II Curriculum Facilitators supported by Content Strategists, funded from Title I and State Compensatory Education. An Instructional Coach (iCoach) serves our campus to bring these services directly to the classroom teacher.

Professional Development activities are also expanding through the use of online training opportunities as well as training sessions. In addition to GPISD services and online training opportunities, our campus designs a Campus Training Plan approved by the CIC and the Principal to address teachers' needs specifically identified at our campus.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

A major component of this effort is supported centrally with the services of Title II Curriculum Facilitators supported by Content Strategists. An Instructional Coach (iCoach) serves our campus to bring these services directly to the classroom teacher. Professional Development activities are also expanding through the use of online training opportunities as well as training sessions.

In addition to GPISD services and online training opportunities, our campus designs a Campus Training Plan approved by the CIC and the Principal to address teachers' needs specifically identified at our campus.

5: Strategies to attract highly qualified teachers

GPISD monitors applicants for HQ standards and requirements during the hiring process and transfer process if teachers change campuses and/or assignments. Other recruitment efforts include a competitive salary and benefits package and the continuously improving reputation of our school and the entire district. Our current expansion of Programs and Schools of Choice is proving to be an excellent recruitment effort for the all of GPISD.

6: Strategies to increase parental involvement

GPISD allocates the required amount of Title I funds to our campus specifically noted for Parent and Community Involvement, function 61. We plan the majority of our efforts around academic based sessions for parents to address feedback and surveys requesting more help with home based learning. Our campus efforts are supported by GPISD Parent Involvement Centers.

GPISD funds a Parent/Community Liaison for our campus. This person works at our school and at one of the GPISD Parent Involvement Centers. Via the annual Health and Services Fair GPISD Parent/Community Liaisons establish a much improved line of communication with our parents. An annual survey, as well as feedback sheets from meetings or sessions, is recorded to gain input from our customers. From this feedback our campus is increasing the number of parent sessions offered to include more information on home learning and increasing student achievement. Our Parent/Community Liaison also assists with distributing and documenting parent receipt of our Parent Involvement Policy and Parent/School Compacts.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

GPISD is expanding preschool programs across the district. All comprehensive Title I elementary schools in GPISD offer Kindergarten. We provide parent information to parents regarding the Pre-Kindergarten program at Bonham Early Childhood Center and the new Crockett Early Childhood Center. GPISD students are screened for reading readiness at the transition to into elementary school programs to focus individualized strategies as needed.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Ellen Ochoa STEM Academy at Miliam ES participates in the Progress Monitoring process each 3, 6 and 9 weeks periods, designed and led by Research and Evaluation staff. Professional Learning Groups of campus administrators and classroom teachers are trained on how to interpret achievement data and related information and how to focus teaching and learning plans to improve the achievement of individual students. Our CNA process includes teachers in the CIC data review sessions to better address the overall instructional plan.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Student academic services are designed and implemented based on student achievement data and Public Education Information Management System (PEIMS) data regarding students identified as at risk of dropping out of school. The thirteen categories of at risk designations show five categories based on pure academic measures, such as STAAR failures or Limited English Proficiency, and eight categories of psycho-social measures, such as homelessness or pregnancy/parenting. PEIMS information regarding at risk designations is included as a primary source of data during the Comprehensive Needs Assessment (CNA) process. Strategies are developed from this work in Goal Area 8 of our CIP.

Tutoring efforts are well documented. Our teachers also implement strategies specific to students who experience difficulty mastering any of the state's standards to provide effective, timely additional assistance. These efforts are supported by State Compensatory Education funds as well as Title I funds.

10: Coordination and integration of federal, state and local services and programs

The CNA process and the CIP development process include a review of our Title I budget, as well as general operating funds and State Compensatory funds. Our CIP structure captures proposed expenditures for each Strategy and allows us to adjust out budget as necessary to accomplish our planned efforts.

Federal programs such as Title I, Title II, Title III and IDEA are budgeted during the same process with General Operating funds and State Compensatory Education (SCE) funds. This coordinated process avoids supplanting and provides the most effective financial support of campus strategies across all Goal Areas of the Campus Improvement Plan. Perhaps the most notable example of this coordination is the implementation of the Title II effort to improve the overall professional development and instructional delivery by our teachers. The basic program of Facilitators is funded by Title II. Title I funds and SCE funds complement the program by funding additional Strategists to expand the program. General Operating funds, SCE funds and Title I funds extend services directly to the classroom.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelly Diane Delay	T&L ICoach	Title 1	1

Plan Notes

CIP Summative Evaluation

Campus Improvement Plan (CIP) Summative Review 2014-2015

CAMPUS: *Ochoa STEM Academy at Ben Milam* **PRINCIPAL:** *S. Boothe*

The annual CIP Summative Review requires Principals and the Campus Improvement Committee to revisit the Comprehensive Needs Assessment narrative included in the Plan4Learning template, the four Formative Reviews, and each Goal, Performance Objective and Strategy of the CIP. The final written product is the first step in generating the Comprehensive Needs Assessment (CNA) for the 2015-2016 CIP.

Goal Area 1, Student Achievement:

Students will demonstrate exemplary performance in comparison to national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. [TEC §4.001(b)(7)] [TEC §11.251-11.253] (T1,A SW #1, #2, #8, #9, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6)

What Needs were listed in the CNA for Student Achievement (Plan4Learning)?

1. Effective research-based instructional materials to increase math and reading scores to move into Q1 against the comparison group and the increase the percentage Final Level II
2. Meet or exceed Index target goals of: (2015-16 Goals vs 2014-15 actual)
 - o 70% (from 61%) in Index I
 - o 45% (from 38%) in Index II
 - o 35% (from 30%) in Index III
 - o 25% (from 18.7%) in Index IV

Students were met with individually to identify their individual targets for benchmarks which would lead to academic success on STAAR and preparedness for the coming school year. Incentives were awarded to students that achieve and/or exceeded their targeted goals.

3. Effective differentiation strategies to ensure that the diversity of the student based is met to ensure student achievement in all content, in all grade levels.

iStation and STAR Math were added to the campus as universal screener tool this year to identify students more quickly that are struggling by specific SE. The tools will continue to be used and implemented with fidelity along with teacher education of how to read and effectively utilize the reports generated from each screener. Therefore, this objective will remain on our 2014-15 CIP.

Master Teachers served as Case Managers to ensure proper instruction and documentation was being produced to ensure progress was being tracked. Master/Mentor teachers provided weekly Professional Development (PD) for research based strategies to ensure strategies being implemented were research based and consistent across the campus. Master Teachers also conducted field test on strategies prior to introducing to campus to ensure they were effective with Ochoa students.

Goal Area 2, Curriculum and Instruction:

Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC §4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 5 Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5)

1. Data Reviews at the 3, 6, and 9 week period for Progress Monitoring
2. RTI process and documentation is adhered to with fidelity to ensure that targeted, data driven instruction is provided to every student.
3. Continued focus on effective supplemental instructional materials
4. Data analysis driving lesson planning.
5. Team planning to enhance quality of lessons.
6. PLC that focus on actual delivery as it relates to specific class data.
7. District strategist participation in planning sessions by grade level.
Vertical planning session times scheduled.

- 8.
9. ICoach implementation.

Data review sessions were held by grade level for 3 and 6 week common assessments to identify the SE's that the majority of the grade level did not master. Teachers reviewed the question, the SE and the lesson in which was provided to check for alignment and how to spiral the SE through the next 3 weeks of teaching to ensure maximum mastery for the identified SE for the next 3 week assessment. Complete campus data analysis was conducted for the 9 week assessment, this allowed teams to look at the questions and student responses as a vertical team. The objective here was to open communication between the vertical teams to see how the SE was taught or not taught in the previous years and to allow all team members to see the value in teaching to the SE.

The iCoach and Master Teachers participated in all lesson planning sessions and provided the teachers with pacing calendars, suggestions to teach the upcoming SE's and supported with content when gaps were identified.

In addition to the iCoach the district math strategist was on campus two of the four weeks out of the month. Her focus was to detail what SE's were coming and ensure that the SE was being taught to the specificity required for students to master the SE on the 9 week assessment and ultimately the STAAR.

Supplemental material focus was the concept of teaching 3-d to 2-d to encourage maximum learning outcome. Supplement aides were demonstrated in the common planning as well as by the iCoach and strategist throughout the year.

Master/Mentor teachers provided weekly Professional Development (PD) for research based strategies to ensure strategies being implemented were research based and consistent across the campus. Master Teachers also conducted field test on strategies prior to introducing to campus to ensure they were effective with Ochoa students.

For the 2015-16 school year the data reviews will continue with an emphasis on building in more spiral opportunities and ensuring individual student mastery through differentiation through student learning styles.

The campus did meet standards in all four indexes, and raised the reading efficiency toward reaching the DRA/EDL reading goals, however, we fell short of mastery across all grade levels to meet the expected reading level. Therefore, our focus for next year is reading, reading comprehension and reading instruction with fidelity. Master Schedule will begin the day with 60 minutes of guided reading, the proposed minutes of reading (WWW, sentence of the day, writing) will be embedded into each grade levels' master schedule. Wednesday staff meetings will focus on 20 Days of Reading (which makes a habit) and Cluster focus will be reading comprehension strategies that will support FIG 19 components.

Goal Area 3, Fiscal Responsibility:

GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC §44.025-44.026] (FAR Module 2, §2.6)

Our need for this goal was to maintain a balanced budget that supports the needs of our students to ensure academic success.

Ochoa did maintain a balanced budget and met the required spending deadlines for Title I.

Goal Area 4, Highly Qualified/Effective Personnel:

Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. [TEC §4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 5 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7)

1. Improve documentation on attendance, feedback and implementation of campus training plan
2. Continue monitoring Eduphoria records for tracking Campus and District training
3. Establish evaluation process to watch for strategies learned in training is being taken back to the classroom.
4. Mentor program expectation - feedback on what is needed and what is provided.

Ochoa was 100% HQ compliant. All staff completed the required GPISD training as well as the campus training. The teachers were quick to identify writing and guided reading as a deficient in their training portfolio and they were intentional in getting the training required to ensure they had the skill sets to teach their students.

Reflection for 2015-16 school year:

- 50% new teachers added to campus (new to GPISD)

1. CKH (Capturing Kids Hearts) training conducted with all team members July 14, 15, and 16th

2. Empowering Writers – Narrative – July 20th
3. Guided Math – August 14th

Goal Area 5, Parent/Community Involvement:

**Parents and community members will be full partners with educators in the education of GPISD students. [TEC §4.001(b)(1)] (T1,A SW #6)
(GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8)**

1. Improve documentation of activities with the intent to evaluate the effectiveness of the initiatives (continue or not to continue)
2. Increase family and community participation in scheduled events
3. Home learning opportunities tailored to achievement data
4. Parent survey to ensure what is needed and what we are providing.

The bi-monthly campus events that focused on Science, Technology, Engineering and Math were events continued to be a successful venue to get parents into Ochoa. We averaged over 400 parents in attendance for each month in the 2014-15 school year. For our engineering model we asked parents and students to help Frosty get out of a challenging experience. This raised parent awareness of how the engineering model is just problem solving put into a model. Our second grade class participated in an engineering project that developed a water filtration system, the city of Grand Prairie came and monitored the water once the filters were developed. In addition to the STEM focus activities, our parent liaison conducted parent sessions on ESL, child discipline and homework strategies. All of which were well attended by parents.

Goal Area 6, Instructional Technology:

Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3)

1. Integration of technology in the classroom as a integration, not a 'add on'
2. Include Technology applications in the Campus Training Plan
3. Student based training for teachers to ensure effective implementation of tools into student's hands.
4. Teacher based training for teacher use of apps, technology and implementation of all.

iPad were utilized in classrooms of all grades this year. Students utilized learning apps that built their spelling, phonics, reading, math and research projects. Student progress was made based on an increase in spelling scores by 20%, reading fluency increased 27% and math automaticity recognized an increase from 50% of the class to 65% of the class being able to recall math facts applicable to their grade level.

Third through Fifth graders increased research projects developed and presented on laptops and/or iPads from 1 a month in the 2013-14 school year to a minimum of 2 a month in the 2014-15 school year.

Looking Forward:

With the addition of Computer CARTs purchased in the 2014-15 school year, every grade level will have access to a computer COW which will allow for research and products to be conducted in every grade level on a weekly basis using technology. Additionally, it is a non-negotiable for the coming school year for all teachers to have flip chart (smart board) integrated lessons (a minimum of two a day) as well as two lessons a day with iPad use.

Goal Area 7, Safe and Disciplined Environment:

GPISD will continue to improve and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and

mental health in all students, their families and employees. [TEC §4.001(b)(8)] [TEC §11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC §11.253 Coordinated health services] (GPISD 5 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6)

- Intentional integration of Capturing Kids Hearts program into the culture and climate of the campus.
- Consistent discipline across the campus that ensures maximum teaching and learning is occurring throughout the school day.

Capturing Kids Hearts was attended by 80% of our teachers. The Social Contract was implemented in all classes as well as for the professional staff at Ochoa. Discipline referrals declined from ten a day to an average of three referrals a day. AP and Counselor Intern were added to the campus this year which allowed us to have more adult contact with the students. The AP and Counselor Intern conducted student classes on character and leadership during weekly PLC's as their teachers were in their grade level PLC.

Reflection for 2015-16 school year:

- 50% new teachers added to campus (new to GPISD)

1. CKH (Capturing Kids Hearts) training conducted with all team members July 14, 15, and 16th

Goal Area 8, Dropout Prevention:

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC §4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 5 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5)

1. Coordination of planning for instruction, budgeting an expenditures to improve services for at-risk students and low achieving students
2. Learning opportunities and supplemental instructional materials to address achievement data and individual student needs of Special Ed and Economically Disadvantage.
3. Incentive to increase attendance and tardies.
4. Data evaluation strategies to identify student needs efficiently based on objectives and teacher.

Ochoa recognized a 96.8% attendance rate, which was an increase from the previous year by .4%. We did not implement with fidelity the attendance incentive that we had in the prior school year. Looking forward we will have 9 week recognition programs, monthly affirmation assemblies and clubs on Fridays should assist in lowering the Friday absences.

Looking Forward: AP Intern will be responsible for home visits of excessive tardies to ensure students are not in need of assistance.

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Sharon Boothe	Administrator
Classroom Teacher	Cindy Borrego	Teacher
Classroom Teacher	Rylee Durant	Teacher
Classroom Teacher	Claudia Gaona	Teacher
Classroom Teacher	Yuri Gonzalez	Teacher
Classroom Teacher	Rocio Hernandez	Teacher
Classroom Teacher	Ivone Medina	Secretary
Classroom Teacher	Alejandro Padilla	Teacher
Classroom Teacher	Cat Terry	Inclusion Teacher
Non-classroom Professional	Taryne Dismuke	Master Teacher
Non-classroom Professional	Joyce Hawkins	STEM Facilitator
Parent	Brian Fuller	Parent
Parent	Simon Jackson	Parent
Parent	Laura Meza	Parent
Parent	Vincent Meza	Parent