Campus Improvement Plan

Stribling Elementary

Ms. Valerie Calhoun, Principal
2013-2014

BISD Mission Statement

The Mission of the Burleson Independent School District is to engage and support every learner with a rigorous curriculum so that they graduate college and career ready.

BISD Vision Statement

Burleson Independent School District's vision is for every learner to graduate with 21st Century problem solving and reasoning skills, ready to embrace their dynamic future.

Stribling Mission Statement

We are doers of hard things.

Stribling Vision Statement

Under Construction!

Stribling Site-Based Decision Making Team
2013-2014

Member	Term(s)	Name
Teacher	1 Year	Lindsey Leeman
Teacher	2 Years	Kelly Orr
Teacher	1 Year	Wendy Massey
Teacher	2 Years	Shannon Woolard
District Office Representative	1 Year	Brenda Smith
Non-Teaching Professional	2 Years	Felicity Coronado
Paraprofessional	1 Year	Betty Noyola
Parent	2 Years	Robin Kilburn
Parent	1 Year	
Community Member	2 Year	Karen Sanders
Community Member	1 Year	
Business Member	2 Years	Stephanie Brannon
Business Member	1 Year	

4 Classroom Teachers- to be nominated and elected by the teaching staff
1 District Office Representative- to be nominated and elected by non-teaching professional staff
1 Non-teaching Professional – to be nominated and elected by all professional staff assigned to that campus
1 Paraprofessional – to be nominated and elected by all campus staff
2 Parent Members- must advertise/solicit and must have a child currently enrolled
2 Community Members- must advertise/solicit and must reside in the district
2 Business Members – must advertise/solicit/not necessary to have a business in the district

Campus Needs Assessment
Executive Summary

A review of 2012-2013 data for Stribling Elementary reveals that Stribling will continue to work to develop grade level skills in math and reading. Opportunities for parents to be actively involved in supporting our academic goals will increase. A new campus goal of integrating authentic literacy into the daily curriculum will be implemented.

Areas to Be Addressed
1. Math sub-pops of Special Education and Hispanic.
2. Reading in the sub-pop of Special Education.
3. Development of a plan for campus wide authentic literacy.
4. Increase opportunities for parents to be actively involved.
5. All assessments—Special Education.

Solutions to Areas to Be Addressed

1.   Collaboration with district and campus math specialists, grade level teams to develop academic plans for the sub-pops.
2. Collaboration with district and campus reading specialists, grade level teams to develop academic plans for the sub-pops.
3. Authentic literacy goal team will develop the campus integration plan with input from the campus.
4.   Stribling will keep in mind our student families as we provide increased opportunities to actively involve our community.
5. Frequent monitoring and review of the IEP's will be conducted to guide instruction and assess progress.

Campus Needs Assessment
Data Sheets

Goal #1: We Will Maintain Safe Schools and be Prepared For, and Capable of Responding to, Unusual Incidents and Emergencies with the District and Community.					
	AREA	**GROUP**	**MEASURED BY**	**QUANTITATIVE CRITERIA**	**MET GOAL**
	Safety	Campus Wide	Crisis Management Plan and Roster	Increase number of staff certified in CPR from _5__ to __10__	
	Discipline Management	All Students	PEIMS Discipline Data, Bullying Reports	Decrease the number of reported safety incidences from __3_ to __1___	
	Discipline Management	All Students	PEIMS Discipline Data	Decrease the number of discipline referrals from __161___ to ___144____	
	Discipline Management	All Students	PEIMS Discipline Data	Decrease assignments to ISS and OSS from ___49___ to __39____	
	Discipline Management	All staff and students	PEIMS Discipline Data	Decrease number of placements in DAEP from __2___ to __1___	

GOAL #2: We Will Continuously Improve Student Performance						
CATEGORY	**AREA/SUBJ.**	**GROUP** **Grade_5__**	**MEASURED BY** **Data Sources**	**CURRICULUM CHECKPOINTS** **Measurable Objectives**	**STAAR** **Measurable Objectives**	**Met**
Assessment	Reading	ALL		% score of summed checkpoints increased from__77___to___85__	% of students meeting Level II Performance will increase from 81___to__90_	
		Am/Al Native		% score of summed checkpoints increased from____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Hispanic/Lat		% score of summed checkpoints increased from__74___to__81___	% of students meeting Level II Performance will increase from __76_to__85_	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from___78__to__85___	% of students meeting Level II Performance will increase from __82_to__90__	
		2 or More Races		% score of summed checkpoints increased from___76__to_____83_	% of students meeting Level II Performance will increase from ___82_to__90__	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from__70___to___77__	% of students meeting Level II Performance will increase from __67__to__73__	

GOAL #2: We Will Continuously Improve Student Performance						
CATEGORY	**AREA/SUBJ.**	**GROUP** Grade_5__	**MEASURED BY** **Data Sources**	**CURRICULUM CHECKPOINTS** **Measurable Objectives**	**STAAR** **Measurable Objectives**	**Met**
Assessment	Math	ALL		% score of summed checkpoints increased from__70___to__77___	% of students meeting Level II Performance will increase from __81__to___90_	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Hispanic/Lat		% score of summed checkpoints increased from__59___to__65___	% of students meeting Level II Performance will increase from ___78_to__85__	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from__71___to___78__	% of students meeting Level II Performance will increase from __81__to__90__	
		2 or More Races		% score of summed checkpoints increased from___74__to__81___	% of students meeting Level II Performance will increase from __82__to___90_	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from___52__to___60__	% of students meeting Level II Performance will increase from _66___to__72__	

CATEGORY	AREA/SUBJ.	GROUP Grade__5__	MEASURED BY Data Sources	CURRICULUM CHECKPOINTS Measurable Objectives	STAAR Measurable Objectives	Met
Assessment	Science	ALL		% score of summed checkpoints increased from__79___to_86____	% of students meeting Level II Performance will increase from _80___to__88__	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Hispanic/Lat		% score of summed checkpoints increased from__73___to__80___	% of students meeting Level II Performance will increase from __78__to__85__	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from__79__to__86___	% of students meeting Level II Performance will increase from __81__to__90__	
		2 or More Races		% score of summed checkpoints increased from___75__to__82___	% of students meeting Level II Performance will increase from _83___to___91_	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from___65__to__71___	% of students meeting Level II Performance will increase from __63__to_70___	

GOAL #2: We Will Continuously Improve Student Performance

CATEGORY	AREA/SUBJ.	GROUP Grade_4____	MEASURED BY Data Sources	CURRICULUM CHECKPOINTS Measurable Objectives	STAAR Measurable Objectives	Met
Assessment	Reading	ALL		% score of summed checkpoints increased from__72___to_80____	% of students meeting Level II Performance will increase from __72__to__80__	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from__71___to___78__	% of students meeting Level II Performance will increase from _75__to__83_	
		Hispanic/Lat		% score of summed checkpoints increased from__68___to__74___	% of students meeting Level II Performance will increase from _74__to_81__	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from__72___to__80____	% of students meeting Level II Performance will increase from __72__to__80__	
		2 or More Races		% score of summed checkpoints increased from___74__to__81___	% of students meeting Level II Performance will increase from ___68_to__74__	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from_62____to__70___	% of students meeting Level II Performance will increase from __54__to_60___	

GOAL #2: We Will Continuously Improve Student Performance						
CATEGORY	**AREA/SUBJ.**	**GROUP** **Grade__4__**	**MEASURED BY** **Data Sources**	**CURRICULUM CHECKPOINTS** **Measurable Objectives**	**STAAR** **Measurable Objectives**	**Met**
Assessment	Math	ALL		% score of summed checkpoints increased from__77___to_84____	% of students meeting Level II Performance will increase from __74__to_81__	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from___76__to__83___	% of students meeting Level II Performance will increase from _58__to__63__	
		Hispanic/Lat		% score of summed checkpoints increased from__82___to__90___	% of students meeting Level II Performance will increase from __77_to_84__	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from__77___to___84__	% of students meeting Level II Performance will increase from __74__to__81__	
		2 or More Races		% score of summed checkpoints increased from__64___to__70___	% of students meeting Level II Performance will increase from __67__to__73__	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from___66__to__72___	% of students meeting Level II Performance will increase from __54__to__60__	

GOAL #2: We Will Continuously Improve Student Performance						
CATEGORY	AREA/SUBJ.	GROUP Grade__4__	MEASURED BY Data Sources	CURRICULUM CHECKPOINTS Measurable Objectives	STAAR Measurable Objectives	Met
Assessment	Science	ALL		% score of summed checkpoints increased from___78__to__85___	% of students meeting Level II Performance will increase from _____to_____	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from___69__to__75___	% of students meeting Level II Performance will increase from _____to_____	
		Hispanic/Lat		% score of summed checkpoints increased from__77___to__84___	% of students meeting Level II Performance will increase from _____to_____	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from___78__to_85____	% of students meeting Level II Performance will increase from _____to_____	
		2 or More Races		% score of summed checkpoints increased from___83__to___91__	% of students meeting Level II Performance will increase from _____to_____	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from___62__to__68___	% of students meeting Level II Performance will increase from _____to_____	

GOAL #2: We Will Continuously Improve Student Performance

CATEGORY	AREA/SUBJ.	GROUP Grade_4__	MEASURED BY Data Sources	CURRICULUM CHECKPOINTS Measurable Objectives	STAAR Measurable Objectives	Met
Assessment	Writing	ALL		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from __63__to__70__	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from ___61_to__67__	
		Hispanic/Lat		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from __68__to__74__	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _63__to__70_	
		2 or More Races		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _59___to__64__	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _49__to_53__	

GOAL #2: We Will Continuously Improve Student Performance						
CATEGORY	**AREA/SUBJ.**	**GROUP** **Grade_3__**	**MEASURED BY** **Data Sources**	**CURRICULUM CHECKPOINTS** **Measurable Objectives**	**STAAR** **Measurable Objectives**	**Met**
Assessment	Reading	ALL		% score of summed checkpoints increased from___71__to__78___	% of students meeting Level II Performance will increase from _73__to__80__	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from_70____to__77___	% of students meeting Level II Performance will increase from _73__to_80__	
		Hispanic/Lat		% score of summed checkpoints increased from___69__to__75___	% of students meeting Level II Performance will increase from _69__to_75__	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from__71___to__78___	% of students meeting Level II Performance will increase from _74__to_82___	
		2 or More Races		% score of summed checkpoints increased from__62___to_68____	% of students meeting Level II Performance will increase from _63__to__70__	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from___60__to__66___	% of students meeting Level II Performance will increase from __49_to_53__	

CATEGORY	AREA/SUBJ.	GROUP Grade__3__	MEASURED BY Data Sources	CURRICULUM CHECKPOINTS Measurable Objectives	STAAR Measurable Objectives	Met
GOAL #2: We Will Continuously Improve Student Performance						
Assessment	Math	ALL		% score of summed checkpoints increased from___80__to___88___	% of students meeting Level II Performance will increase from _76__to_83__	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from__73___to__80___	% of students meeting Level II Performance will increase from _59__to_64__	
		Hispanic/Lat		% score of summed checkpoints increased from__85___to___93__	% of students meeting Level II Performance will increase from _75__to_82__	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from___79__to___86___	% of students meeting Level II Performance will increase from _77__to_84__	
		2 or More Races		% score of summed checkpoints increased from__75___to__82_____	% of students meeting Level II Performance will increase from _57__to_62__	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from____70_to__77___	% of students meeting Level II Performance will increase from __53__to__58__	

GOAL #2: We Will Continuously Improve Student Performance						
CATEGORY	**AREA/SUBJ.**	**GROUP** Grade_3___	**MEASURED BY** Data Sources	**CURRICULUM CHECKPOINTS** **Measurable Objectives**	**STAAR** **Measurable Objectives**	**Met**
Assessment	Science	ALL		% score of summed checkpoints increased from___78__to___85___	% of students meeting Level II Performance will increase from _____to_____	
		Am/Al Native		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Asian		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		Black/AA		% score of summed checkpoints increased from___91_to___100__	% of students meeting Level II Performance will increase from _____to_____	
		Hispanic/Lat		% score of summed checkpoints increased from__79___to__86___	% of students meeting Level II Performance will increase from _____to_____	
		Hawa/Pacific		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		White		% score of summed checkpoints increased from___78__to___85___	% of students meeting Level II Performance will increase from _____to_____	
		2 or More Races		% score of summed checkpoints increased from___79__to___86__	% of students meeting Level II Performance will increase from _____to_____	
		EcoDis		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		At-Risk		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		LEP		% score of summed checkpoints increased from_____to_____	% of students meeting Level II Performance will increase from _____to_____	
		SpEd		% score of summed checkpoints increased from___73__to__80___	% of students meeting Level II Performance will increase from _____to_____	

Goal #3: We Will Employ Efficient and Effective Processes					
	AREA	**GROUP**	**MEASURED BY**	**QUANTITATIVE CRITERIA**	**MET GOAL**
	Attendance	Students	PEIMS Attendance	Decrease student absences from 2,485 to 2,237	
	Attendance	Students	Attendance Data	Increase number of Truancy Court appearances for students with excessive absences from 2 to 5.	
	Health	Campus Nurse	Immunization Records	Ensure Immunization Compliance for 100% of students.	

Goal #4: We Will Develop and Maintain Strategic Parent Engagement and Community Partnerships					
	AREA	*GROUP*	*MEASURED BY*	*QUANTITATIVE CRITERIA*	*MET GOAL*
	Engagement	*Father/Father figure*	*Watch DOGS program*	*Increase number of fathers actively participating on campus from 0 to 20.*	
	Engagement	*Adult Family Members*	*Principal's Book Club*	*Increase opportunities to build relationships with each other and administrators from 0 to 1.*	

Campus Improvement Plan
2013-2014

Goal #1: Stribling will maintain a safe and orderly environment.

Objective #1: All campus personnel will be knowledgeable about their role and responsibility in keeping the campus safe for students and staff.

Strategy/Activity	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Create and submit a Campus Response Team roster identified by role and responsibilities, access and egress plans and updated campus map and site plan.	Administrators	First week of school	Time and effort	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.
2. Construct campus procedures based on district EMS format and place in Emergency binders to be distributed to all staff.	Administrators	First week of school	Binders provided by the district. Paper for documents.	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.
3. Crisis manuals will be used and kept current with updated class rosters and identified student tasks by all staff members.	All staff	2013-2014 school year.	Manuals provided by district	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.
4. Train staff regarding procedures for drills and emergencies.	Administrators	Within first 3 weeks of school.	Collaboration, Time & Effort	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.
5. Monthly safety drills will be practiced and monitored.	All staff and students	Monthly	Time and effort; Crisis Management Manuals	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.
6. All staff will wear their district identity badges and visitors will be issued badges while in the building.	All staff and visitors	2013-2014 school year.	Badges provided by district	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.
7. A core group of staff members will receive training or continue yearly CPI updates to assist in crisis situations.	Campus administration, Crisis Team	2013-2014 school year.	CPI training provided by the district	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.

Strategy/Activity	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
8. Increase number of staff certified in CPR	Staff and Students	2013-2014 school year.	Crisis Management Plan and Roster	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.
9. Conduct one (1) review per six (6) review of effectiveness of Crisis Plan	Staff and Students	2013-2014 school year.	Crisis Management Plan and Sign in.	Documents kept of Emergency Manuals distribution and execution of drills.	100% of manuals are distributed, processes are understood and all drills are in compliance.
10. Develop safe and efficient procedures for hallways, common areas and student arrival and dismissal.	Teachers, Leadership Team, Administrators, Parents	Prior to beginning of school	Time and Effort	PDSA with staff regularly	PDSA process with staff at the end of the year.
11. Educate parents and students on procedures.	Administrators, Teachers	During first week of school	Time and Effort	PDSA with staff regularly	PDSA process with staff at the end of the year.

Objective #2: Provide students with an optimal learning environment.

Strategy/Activity	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Continue discipline management plan with detailed offenses and actions	All administrators	2013-2014 school year	Time and effort; Student Skyward	PDSA with Campus Leadership, Review of discipline referrals	Discipline Report at end of year; PDSA with Campus Leadership
2. Educate parents, students, and staff on the discipline plan.	Administrators	2013-2014 school year	Time and effort	PDSA with Campus Leadership, Review of discipline referrals	Discipline Report at end of year; PDSA with Campus Leadership
3. All campus staff will support and implement Love and Logic when ineracting with all students	All Staff	2013-2014 school year	Time and effort	PDSA with Campus Leadership, Review of discipline referrals	Discipline Report at end of year; PDSA with Campus Leadership
4. Create and implement anti-bullying school-wide program. Kindness Matters Mondays.	Administrators, Counselor	2013-2014 school year	Time and effort	PDSA with Campus Leadership, Review of discipline referrals	Discipline Report at end of year; PDSA with Campus Leadership
5. Integrate healthy lifestyle and choices discussion throughout the school year(CATCH).	CATCH Committee, students, all staff	2013-2014 school year	Time and effort	PDSA with Campus Leadership, Review of discipline referrals	Discipline Report at end of year; PDSA with Campus Leadership
6. School-wide CATCH a Star event that promotes health and fitness.	CATCH Committee, students, all staff	September 2013 Community Family Field Day	Time and effort	PDSA with Campus Leadership, Review of discipline referrals	Discipline Report at end of year; PDSA with Campus Leadership
7. Red Ribbon Week will emphasize making good decisions and staying drug free.	Counselor, Teachers, Students	Oct. 2013	Time and Effort	Student and staff participation	Discipline referrals; Counselor reports; PDSA process at the end of the year.

Strategy/Activity	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
8. Counselor visits to classrooms to provide guidance lessons using character education.	Counselor	2013-2014 school year	Guidance Curriculum materials provided by district	Student and staff participation	Discipline referrals; Counselor reports; PDSA process at the end of the year.
9. Present program for all students that teach good character traits	Counselor, Principal	January 2014	Counselor budget	Student and staff participation	Discipline referrals; Counselor reports; PDSA process at the end of the year.
10. Staff will award Star Cards to students who display good character. We will have a Star Card drawing for ten students each Friday.	Staff, School Administration	Weekly	Time and human resources. PTO will provide $300 annually		
11. Character Students (1 from each class) will be chosen each six weeks by the teacher and recognized by staff.	Counselors, Teachers	Each six weeks	Time and effort, Campus Budget $50 for certificates		
12. Students will be recognized by displays on bulletin boards	Counselor	2013-2014 school year	Time and effort, bulletin board supplies		

Objective #3 :   Stribling will provide a coordinated school Health Program to Teach children how to be healthy for a lifetime.

Strategy/Activity	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Fitness Fridays will be implemented involving students participating in moderate, vigorous physical activity.	P.E. teacher	weekly	PE materials	Students indicate an increase in their level of understanding of healthy choices.	Evidence of student application of healthy choices as demonstrated through the foods they eat and physical activities they participate in.
2. Posters will be created by students in art that provide examples of Go-Slow-Whoa foods and these foods will also be discussed once a week during announcements.	Art teacher	Materials developed during beginning of year.	time and effort	Students indicate an increase in their level of understanding of healthy choices.	Evidence of student application of healthy choices as demonstrated through the foods they eat and physical activities they participate in.
3. Students and their families will participate in Runner's Club twice weekly.	Runners Club sponsors and volunteers	weekly	time and effort	Students indicate an increase in their level of understanding of healthy choices.	Evidence of student application of healthy choices as demonstrated through the foods they eat and physical activities they participate in.

GOAL: # 2: STRIBLING WILL CONTINUALLY IMPROVE STUDENT PERFORMANCE.

TARGET #1: 100% OF THIRD, FOURTH AND FIFTH GRADE STUDENTS WILL PASS ALL PORTIONS OF THE STAAR TESTS.

APPROACH:	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Implement district curriculum scope and sequence through the use of the district Pacing Guides	Classroom teachers and campus administration, Instructional Coach.	Daily	District curriculum documents, resources found on Eduphoria.	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
2. Learning targets ("I can" statements) will be posted and reviewed daily in each core subject and included in lesson plans.	Teachers, Administrators	2013-2014 school year	Forethought; Time and effort; Materials (if needed)	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
3. Administer BISD checkpoints to check for mastery of learning. Use the student self assessment forms to monitor mastery of learning targets and communicate progress with parents in parent friendly language.	Principal, Assistant Principal, Counselor, teachers	BISD Checkpoint schedule	BISD Checkpoints	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
4. Authentic Literacy will be used across the curriculum. One way for this to occur is Jr. Great Books.	Teachers, Vertical Teams, Administration	Daily	Time and effort	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
5. Science will be targeted by utilization of BEST kits, hands-on activities practiced weekly in all classrooms and focusing on vocabulary.	Campus administration, science lead teachers, all campus science teachers	2013-2014 school year	BEST kits; human resources and time; District provided lead teacher	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
6. Support school-wide use of a Comprehensive Balanced Literacy Reading Framework as communicated to teachers through the Focal Points.	Principal, Assistant Principal, Reading Goal Team, Teachers, Donna Cox, Jane Morse	August 2013-June 2013	Literacy Library Daily Five First Class Conference , Focal Points, Daily Five-first grade	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI

7. Continue to select leveled instructional reading materials that address the range of readers in campus classrooms for guided reading to support differentiated instructional best practices.	Administration, Instructional Staff	2013-2014 school year	Literacy Library, Human Resources, Time and effort	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
8. Use disaggregated data from STAAR, TPRI, checkpoint tests, common assessments to determine student needs and to identify students who are at risk.	Principal, Assistant Principal, grade level teams	On-going throughout the school year	Results of STAAR, Checkpoints, common assessments; PLC time for data analysis	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
9. District pacing guides will be used to drive instruction in all core subjects.	Teachers, Administrators, IC	2013-2014 school year	Time and human resources	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
10. Daily 5 (language arts management process) will continue with CAFÉ strategies in first grade.	Teachers	2013-2014 school year	Human resources and time	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
11. Accelerated Reader and Reading Incentive Programs will be utilized to encourage home reading and monitor reading progress. Included in Kindergarten.	Teachers, Administrators, Reading Specialist, Librarian	2013-2014 school year	Time and effort	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
12. ELPS will be included in the core curriculum and teachers will use SIOP (sheltered instruction) strategies, especially with ESL students.	Teachers, Support staff, ESL lead teacher	2013-2014 school year	ELPS; SIOP books	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI
15. Monitor student reading progress as measured by the TPRI, iStation, and QRI.	Administration, Teachers, Reading Specialist	2013-2014 school year	Time and Effort, District Training, TPRI intervention manual	Submitted Documents Data on Aware	Testing Results from STAAR Reading, Math, Science & Writing; Commended rates on Reading, Math, Science & Writing and QRI

16. Have PLC discussions in grade level teams and create appropriate intervention plans. Conduct ILT meetings and include support staff and parents.	Teachers, parents, counselor, administration, IL Team	Weekly	Time and effort, AWARE data	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
17. Provide a variety of supplemental interventions for at risk students including math and reading tutoring.	Classroom teachers, reading specialist, early literacy para, tutors	Will evaluate appropriate students to participate each six weeks	Comp Ed funds , Compensatory Funds-Reading Specialist . Comp ed resource materials .	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
18. ESL students will be serviced by an ESL certified teacher. This teacher will also use a variety of SIOP instructional practices.	ESL classroom teachers, SIOP trainer Sarah Molina	On-going	SIOP training	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
19. Teachers set whole-class SMART goals and regularly monitor progress through PDSA toward the achievement of those goals.	Classroom teachers	2013-2014 school year	Performance Excellence tools	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
20. Students will monitor their progress using performance excellence criteria such as data folders, progress reports, checkpoint assessments, STAAR results, TPRI data, common assessments and grades.	Classroom teachers, Administrators, Counselor	Every six weeks and at appropriate intervals after assessments	Data from TAKS, TPRI, assessments and checkpoints; student data folders	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
21. Teachers will participate in extended PLC meetings by grade level to disaggregate data, create RTI intervention plans for at-risk students (including ESL & ECD), extension opportunities for GT students and creation of common assessments.	All teachers, Administrators, Counselor, support staff	Twice per month and early release days. Extended PLC occurs once every six weeks.	Testing data, ILT Processes for academics and behavior, Time and effort	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
22. Conduct Intervention Leadership Team(ILT) meetings for students with academic or behavioral needs and design and provide Tier II and Tier III interventions.	Teachers, ILT Team, Administrators, Parents	Weekly	ILT Process Maps, ILT Forms, Data from documentation, Time and effort	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
23. Migrant and homeless students will be identified and provided appropriate support services.	Classroom teacher, counseor, parents	2013-2014 school year	time, backpack ministry (pac-min)	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings

24. Technology will be utilized to allow for differentiation and added depth and complexity of the curriculum.	Classroom Teachers, Instructional Coach, Instructional Coach for Technology	2013-2014 school year	Web 2.0, Distance Learning Lab, Accelerated Reader, Classroom and Lab Computers	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
25. Administrators will monitor the progress of ESL students.	Principal, Assistant Principal, Special Education Team, classroom teacher	ESL and Special Education students' grades are monitored and copies of student modifications are reviewed.	Time and effort, Skyward	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
26. Provide trend lines of convergence by student group (all students, White, African American, Hispanic, EcD, LEP and special education) toward less than a 6% gap and advancement with campus targets over each STAAR test.	Campus Principal	June 2013- September 2014	Time and Effort, AEIS reports, and PBMAS	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
27. We will create targets for improvement using the following for summative evaluation: At least 4 of 8 areas will be above the line of linear regression on NCES JFTK reports.	Campus Principal	June 2013- September 2014	AEIS Comparable schools report	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
28. Librarian will meet periodically with grade level PLC meetings to explore ways to support classroom curriculum and early literacy.	Librarian	2013-2014 school year	Time and Effort	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
29. Implement mentoring program to improve relationships and student learning.	mentors	2013-2014 school year	Time and Effort	Student Data Folders Progress Reports	Data folders, STAAR results, Report Cards, Agendas, PLC & ILT meetings
30. The GT Specialist and Instructional Coach will work with all classroom teachers to provide extension and enrichment opportunities to allow for differentiated instruction through the gradual release of responsibility model to facilitate student needs.	Gifted and Talented Teacher, G/T certified classroom teacher, Instructional Coach	2013-2014 school year	Staff professional development with emphasis on differentiation and depth and complexity.	Teacher lesson plans will allow for differentiation for GT students.	100% of identified gifted and talented students pass STAAR with 90% receiving commended scores.

31. The GT Specialist and Math Specialist will work with students in Math Club to teach higher order math games. Students will teach and facilitate these games in the classroom setting through the use of math buddies.	Gifted and Talented Teacher, Math Specialist	2013-2014 school year	Math Pentathalon Games Time and Effort	Teacher lesson plans will allow for differentiation for GT students.	100% of identified gifted and talented students pass STAAR with 90% receiving commended scores.
32. Continue identification of GT students so that the Gifted population mirrors the district/campus population, and continue identification of their area of giftedness.	Campus Administration, TAG Teacher	2013-2014 school year	Time and Effort, GT Funds	Teacher lesson plans will allow for differentiation for GT students.	100% of identified gifted and talented students pass STAAR with 90% receiving commended scores.
33. Gifted Specialist frequently communicates with parents regarding student progress through parent meetings, written communication, and end of year parent night.	GT Specialist	2013-2014 school year	Time and Effort, GT Funds	Teacher lesson plans will allow for differentiation for GT students.	100% of identified gifted and talented students pass STAAR with 90% receiving commended scores.
34. Ensure and monitor that all IEP's are written at grade level and are standards based.	Administration	2013-2014 school year	Time and effort, human resources, SEM		
35. Monitor appropriate use of special education IEP software to ensure data integrity.	Administration	2013-2014 school year	Time and effort		
36. College & Career readiness will be emphasized through college/career week. School-wide Title I Component #10	Teachers, Administrators	2013-2014 school year	Time and effort; posters; community members	Students will show increased awareness of higher education opportunities.	Students will indicate intentions of pursuing continued education in the future.
37. Display photographs showing staff who attended various colleges and universities.	Librarian	2013-2014 school year	time and effort	Students will show increased awareness of higher education opportunities.	Students will indicate intentions of pursuing continued education in the future.
38. Weekly Career emphasis will be given during announcements.	Administrators	October 2013-May 2014	Time and effort; Information from colleges	Students will show increased awareness of higher education opportunities.	Students will indicate intentions of pursuing continued education in the future.
39. Discuss goal-setting for future plans for higher education and career readiness	Classroom Teachers	2013-2014 school year	time and effort	Students will show increased awareness of higher education opportunities.	Students will indicate intentions of pursuing continued education in the future.

GOAL: # 3: We will employ effective and efficient processes.

Objective #1: Meet and maintain an ADA of 96% during the 2011-2013 school year.

APPROACH:	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Give incentives for perfect attendance.	Administrators	2013-2014 school year	Donations for rewards	Increased Attendance Rates on Skyward Reports.	AEIS Reports
2. Send letter to absentees after absence #5 & #8	Attendance Clerk, Asst. Principal	2013-2014 school year	Funds for postage	Increased Attendance Rates on Skyward Reports.	AEIS Reports
3. Involve ASAP officers with attendance problems	Attendance Clerk, Asst. Principal	2013-2014 school year	Judge Monk, ASAP Officers	Increased Attendance Rates on Skyward Reports.	AEIS Reports

Objective #2:   Utilize vertical teams and campus leadership teams when making decisions

APPROACH:	PERSON(s) RESPONSIBLE	Timeline	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
1. Utilize leadership team in making campus level decisions.	Administrators, Team Leaders, Support Staff	2013-2014 school year	Time and effort	Monthly staff meetings and periodic feedback.	End of Year PDSA and Reflection Tools; AEIS reports
2. Create goal teams to develop campus guidelines to support the vision of our campus.	Administrators, Team Leaders, Support Staff	2013-2014 school year	Time and effort, campus and district data	Monthly staff meetings and periodic feedback.	End of Year PDSA and Reflection Tools; AEIS reports
3. Create vertical teams to analyze and work with school wide data	Administrators, Support Staff	2013-2014 school year	Time and effort, campus and district data, core curriculum	Monthly staff meetings and periodic feedback.	End of Year PDSA and Reflection Tools; AEIS reports

GOAL #4: Stribling will Develop and Maintain Strategic Community Partnerships

TARGET #1:   Parents and Community Members will be Stakeholders in the Education of Our Students

APPROACH	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. The Stribling website will remain current and filled with information about upcoming events, various programs, grade level news and links to helpful parent information.	Principal/Technology Specialist	Weekly	Time and Effort; District Web Master/Campus Website facilitator	Participation in events and reciprocal communication	Parent Satisfaction Survey
2. Stribling will update the website about programs at Stribling and provide direction for what they can do at home to emphasize and reinforce the programs.	Counselor, Teachers, Administrators	Monthly	PTO Resources; Time and Effort; Honeywell	Participation in events and reciprocal communication	Parent Satisfaction Survey
3. Each teacher at Stribling will maintain a classroom website that will follow district guidelines and contain current information.	Classroom Teachers	2013-2014 school year	Training for new staff; Time and Effort	Participation in events and reciprocal communication	Parent Satisfaction Survey
4. Stribling will fully utilize the district calendar for Stribling events to inform parents of the events scheduled in order to coordinate our events with their personal calendar.	Receptionist	Updates when new dates are added to the Stribling calendar	Time and Effort	Participation in events and reciprocal communication	Parent Satisfaction Survey
5. Stribling will use the Parent Link Alert messaging system to keep parents informed with updates while reducing paper and copier usage.	Principal	Weekly updates	Time and Effort	Participation in events and reciprocal communication	Parent Satisfaction Survey
6. Stribling choir students will perform for a variety of audiences throughout the year.	Music Teacher and Choir students	October, December, May	Choir Activity Fund; Time and Effort	Students will participate in community building.	Each child at Stribling will participate in some type of community service project.

7. Stribling will participate in a Toy Drive during the month of December.	Staff	December, 2013	Time and Effort	Students will participate in community building.	Each child at Stribling will participate in some type of community service project.
8. The campus will provide gently used uniforms for students in need as provided by current student donations.	Office Staff, Nurse, Counselor	2013-2014 school year	Time and Effort	Students will participate in community building.	Each child at Stribling will participate in some type of community service project.
9. Schedule two PTO general meetings that provide parent training/information in addition to the PTO meeting.	PTO Executive Board; Administrators; Teachers and Staff	2013-2014 school year	PTO Human Resources; PTO Budget Funds; Time and Effort	We will track the participation of parents in a variety of activities throughout the year in order to design future activities for our Stribling families.	Stribling will reach an average of 75% of the families attending school events and/or participating in school volunteerism.
10. Schedule PTO family nights such as Spirit Nights, Family Fun Night, etc. in order to welcome our parents to our school.	PTO Executive Board; Administrators; Teachers and Staff	2013-2014 school year	PTO Human Resources; PTO Budget Funds; Time and Effort	We will track the participation of parents in a variety of activities throughout the year in order to design future activities for our Stribling families.	Stribling will reach an average of 75% of the families attending school events and/or participating in school volunteerism.

Goal#5: We will recruit, hire, and retain a highly qualified staff.

Target #1 : Ensure that Stribling Elementary has the highest qualified staff possible as measured by the percentage of teachers holding graduate degrees and ESL certifications.

Approach	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Attend job fairs to recruit highly qualified applicants.	Principal, Assistant Principal	Spring 2013	Time and effort and District promotional materials.	Monitor teacher goals.	Measure growth in ESL certifications. Increase from 8 to 16.
2. All teachers will be ESL certified by the end of the year.	Principal, Assistant Principal	2013-2014	District reimbursement	Monitor teacher goals.	Measure growth in ESL certifications. Increase from 8 to 16.
3. Mentor teachers will be assigned and introduced to new faculty and staff at a new teacher luncheon.	Counselor, principal, team leaders, Mentor Manager and Mentor Teachers	Fall 2013	Campus activity funds, time and effort	Mid-year teacher satisfaction survey.	End- of- year teacher satisfaction survey.
4. Team building; review of school mission and vision, and commitment to communication will be integrated into staff development opportunities to improve staff attitude, inclusiveness and morale.	Principal	2013-2014	Time and effort	Mid-year teacher satisfaction survey.	End- of- year teacher satisfaction survey.