Targeted Elements of the Chapter 11
Campus Improvement Plan – Channelview Campus

Describe campus performance in each index:

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Provide targeted elements from the CIP that, if implemented with fidelity, will focus on academic achievement and provide the best opportunity for the campus to meet state accountability standards:

TARGET ELEMENT 1: All teachers & the principal will use quality data to inform classroom instruction and intervention to ensure that RSPA scholars pass 65% of all STAAR exams taken.
TARGET ELEMENT 2: All teachers & the principal will engage in and/or facilitate professional learning opportunities to improve teacher quality to retain 90% of our teaching staff.
TARGET ELEMENT 3: RSPA staff will reduce disciplinary removals from the classroom and the school by 20% each.

Provide strategies (high priority action items) that will be developed and implemented for each targeted element:

TARGET ELEMENT 1 STRATEGIES:
1.) Create a data wall to outline baseline data and CBA data to ascertain scholar progress. (C & I room - 3rd – 5th: STAAR data [colored dots, with legend, instead of scores] & CBAs as a starting point, then enhance the wall with more data as benchmarks and other assessments are taken; 2nd: CBAs as a starting point, then enhance the wall with more data as benchmarks and other assessments are taken)
2.) Create a Data-Driven Team (DDT) that will assist with data analysis and next steps.
3.) Utilize teacher-generated formative assessments to gauge retention and learning.
4.) Utilize assessment data to place scholars in appropriate groupings within Alternative Learning Time (ALT) period (i.e. intervention period during the school day).
5.) Conduct teacher observations of classroom instruction & grade-level meetings to ascertain proficiency of the implementation of instructional cycle and authentic scholar engagement.

TARGET ELEMENT 2 STRATEGIES:
1.) Create lesson plans that describe the use of effective instructional strategies, intervention and assessment.
2.) Direct teachers to conduct peer-to-peer observations to foster learning and improve pedagogy.

3.) Create individualized professional development plans based on quality data for struggling teachers.

4.) Train staff members on the how to create an effective PLC (i.e. the establishment of norms, use of an agenda, data analysis, establishment of goals, using the '4 essential questions' to drive planning, etc.).

5.) Create a 'Vertical Team' to foster and ensure vertical alignment.

6.) Establish mentors for inexperienced and struggling teachers.

7.) Meet with instructional coaches to discuss challenges and next steps for professional learning.

8.) Provide modeling for struggling teachers.

9.) Coordinate professional learning opportunities with Region IV support staff to facilitate workshops in the areas of: 1.) Accountability & Leadership, 2.) Reading, ESL & SS, 3.) Sp. Ed., 4.) Science, and 5.) Math.

TARGET ELEMENT 3 STRATEGIES:

1.) Train staff to ensure the successful implementation of a behavior matrix to foster appropriate & consistent discipline management.

2.) Utilize 'Crew Meetings' to engage scholars and foster self-discipline and peer-to-peer accountability.

3.) Identify teachers who are struggling with classroom management and provide guidance, assistance and professional development, if needed.

4.) Develop parent partnerships to make them feel included in the discipline management process.

5.) Implement school-wide events to reinforce conflict resolution & help curtail disciplinary issues, especially as bullying (i.e. 'Red Ribbon/Anti-Bullying' Week, Unity Day, 'See You at the Pole')

6.) Ensure the counselor provides classroom guidance through character development lessons.

7.) Implement individualized behavior contracts w/ learners to mitigate behavioral concerns.

8.) Create lessons around a character trait for each month that scholars will be expected to exemplify.

9.) Award 'Scholar of the Month' per grade level to worthy scholars who exemplify the specified character trait for the month.

10.) Create incentive plan for scholars to reward good behavior.

Describe the system (including 30-60-90 day checkpoint(s) that teachers and/or administration will use to track data for monitoring and adjusting the effectiveness of each targeted element):

TARGET ELEMENT 1 SYSTEMS:
I-Station was used as a universal screener for reading at the beginning of the year. Data from that and STAAR Math results from the '16-'17 school year were used to create initial ALT groups and for teachers to know scholars' achievement level at that point. Data walls will be created by starting with preliminary data (i.e. STAAR and I-Station) and added upon with CBA data. During weekly grade-level meetings, teachers will gather, analyze and utilize data to plan lessons, discuss instructional strategies and set goals with respect to scholar mastery of concepts/objectives. Data will also be gathered, analyzed and discussed during monthly vertical meetings to ascertain alignment and further inform instruction & classroom interventions. The principal will create a 'Data-Driven Team' (DDT) that will gather, analyze and discuss formative assessment data (i.e. data from teacher Q & A, 'Exit Tickets', quizzes, exams, Study Island results, etc.) on a bi-weekly basis to inform next steps with respect to ALT interventions. She will attend the meetings detailed above to ensure they are having productive conversations and that decisions around instruction and intervention are data-driven (e.g. does the data tell us to 'spiral back' to a concept/objective or reteach it, which scholars will be group with which teacher, and what concepts/objectives should be taught during ALT). Our 30-day tracking checkpoint will consist of gathering the data from teacher-generated exams to determine new ALT groupings. Our 90-day checkpoint will consist of analyzing CBA data to determine concepts/objectives that require spiraling or re-teaching in classrooms, concepts/objectives that need to be taught during ALT and new ALT groupings.

TARGET ELEMENT 2 SYSTEMS:
Campus instructional coaches and the principal will monitor lesson plans when they are submitted biweekly to ensure that the following are present: TEKS and/or learning targets, instructional strategies, interventions & assessments. 'Peer-to-peer' teacher observations will occur at least once per semester and as needed, particularly for novice & struggling teachers. The principal will not only require submission of a certificate of attendance for professional learning activities, but they will also require that teachers identify the strategies they are going to commit to implementing. She will observe teachers at least once every three weeks to ensure effective implementation of the strategies. She will monitor vertical alignment meetings, which will take place monthly. She will also attend professional learning activities that instructional coaches will conduct on three Friday afternoons during each month to strengthen teachers' instructional delivery & strategies. She and her data team will use 30-day checkpoints that will consist of catering the professional learning opportunities that the instructional coaches facilitate based on the principal's classroom, assessment data, and grade-level meeting observations.

TARGET ELEMENT 3 SYSTEMS:

& major acts of misbehavior) to ascertain challenges (i.e. teachers struggling with classroom management and scholars who are causing disciplinary challenges) on a biweekly basis (i.e. '14-day' checkpoints). *They* will also look at scholars who are on behavioral contracts to determine their effectiveness. The principal will also observe 'Crew' Meetings that teachers facilitate in their classrooms to ascertain the development of a positive classroom culture. The 90-day checkpoint will include the analysis of parent and scholar surveys to ascertain customer satisfaction regarding school climate. Adjustments to the discipline management plan and incentive plan will be also made, if necessary.

LIST WHAT ADULT BEHAVIOR(S) ARE EXPECTED TO CHANGE IN ORDER FOR STUDENT OUTCOMES TO IMPROVE:
- Principal will create a data wall for progress monitoring.
- Principal will create a purposeful and strategic calendar in which they organize their daily tasks to positive impact scholar engagement and achievement.
- Principal will create and work with DDT to analyze pertinent data.
- Principal will observe and facilitate grade-level and vertical meetings.
- Principal and teachers will analyze data more frequently to inform decision-making.
- Teachers will conduct meetings using the tenets of a PLC.
- Teachers will conduct peer-to-peer observations.
- Teachers will utilize the school's behavior matrix to redirect and improve scholar behavior.