

Amarillo Independent School District
Sleepy Hollow Elementary
2016-2017 Goals/Performance Objectives/Strategies



Board Approval Date: September 19, 2016

Mission Statement

Graduate every student prepared for success beyond high school.

CORE VALUES

Amarillo ISD has established four core values that specify how we will bring value to our students and community, guide our decision-making process, and help determine the outcome or answer to major issues.

CORE VALUE: STUDENT PERFORMANCE

The district's focus is to improve the academic performance of all the students it serves. Our teaching is aligned to the Texas Essential Knowledge and Skills and focused to meet our students' needs in order to foster the skills necessary for their future success. Learning is evaluated, in part by performance on state assessments, as well as other important student achievements.

CORE VALUE: CUSTOMER SERVICE

Great communities have great schools. Great schools provide quality educational services. They do so by building positive, constructive relationships with students and parents. The individual student is the focus. Rather than treating students as a group, AISD staff will treat each student as an individual with his or her own special set of unique needs and goals. Listening to parent concerns and requests demonstrates a high degree of respect and concern. Providing solutions, when possible, demonstrates the partnership we want with parents.

CORE VALUE: QUALITY STAFF

Student performance and effective district operations are directly related to staff quality. Highly qualified staff plan and deliver appropriate strategies and actions to ensure success. In addition, the district values and understands the benefits of a diverse educational staff and the importance of quality student-adult relationships.

CORE VALUE: COST EFFECTIVENESS

Great communities expect good stewardship of the public resources. Resources will be effectively used in ways that improve student performance and

provide quality experiences that will enhance each child's future.

Belief Statements

Developed by the Amarillo ISD Board of Trustees, June 2006

1. We believe all students can learn given the proper motivation, time and resources.
2. We believe that education is the equalizer in our society and that our schools can and should provide a culture of hope for all children.
3. We believe students benefit when provided appropriate, distraction-free learning environments and personalized instruction.
4. We believe students will rise to meet high expectations and take responsibility for their own learning.
5. We believe all of our students should graduate from high school prepared to earn a living wage or ready to pursue a college education or additional training.
6. We believe decision-making should involve the use of quality data when appropriate.
7. We believe parents should be meaningfully involved with their child's education, and that parents and school share the responsibility to see that children have what they need to be successful in school.
8. We believe schools are an essential part of neighborhood communities and that the community plays a role in the education of its children.
9. We believe resources should be focused on the district's mission to prepare our students for life after high school.
10. We believe classroom lessons that authentically engage students will result in high levels of student learning.

Modified: September 2010

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Goals









Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 1: CAMPUS 1: During the 2016-2017 school year, there will be a 15% increase in students achieving Level III, advanced performance on all STAAR assessments.

Evaluation Data Source(s) 1: STAAR results, iStation results, six-week common assessments, AVMR testing

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Reading Recovery and LLI teachers will provide services to students identified at-risk in reading.	Principal, Assistant Principal	Running Records, DRA, iStation				
Funding Sources: SCE - \$33,815.69						
2) CAMPUS 1: Kindergarten teachers will provide an extended day (30 minutes) of tutoring time for at-risk kindergarten students.	Principal, Assistant Principal, Literacy Coach	Text reading levels, iStation				
Funding Sources: SCE - \$101,447.07						
3) CAMPUS 1: All math teachers will be trained in Advantage Math. Math Recovery and Numeracy instruction will be utilized with students who have been identified with a deficit.	Principal, Assistant Principal	Lesson plans will reflect Advantage Math (Numeracy) strategies				
4) Teachers will design interdisciplinary lessons focusing on critical thinking and problem solving.	Teachers, Principal, Assistant Principal	Forethought Lesson Plans, STAAR Results, Observation				
5) Technology will be integrated into lessons when appropriate through the use of desktops, students response systems, document cameras, projectors, laptops, Smart Boards, and iPads.	Principal, Assistant Principal	Lesson plans will include integration of technology.				
6) CAMPUS 1: Teachers will work in collaborative teams to analyze STAAR data using the CCP (Common Collaborative Process)	Administration, teachers	Lesson Plans, PLC notebooks				














<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>7) Response to Intervention time is built into the daily schedule for all students. Individual students, including Hispanic, economically disadvantaged, and special education, will receive additional support in Math and Reading as needed.</p>	<p>Administration, teachers</p>	<p>RTI student data, cluster assessment data, observation</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 2: CAMPUS 2: Sleepy Hollow will provide rigorous balanced literary instruction to ensure 100% of students display a year's growth in reading level for the 2016-17 school year.

Evaluation Data Source(s) 2: Fountas and Pinnell Benchmark assessment, Reading Levels, iStation results, running records with comprehension conversations

Summative Evaluation 2:










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) CAMPUS 2: All reading teachers will be trained in Balanced Literacy. Balanced Literacy best practices will be emphasized in K-5th to ensure consistency of instruction.	Principal, Assistant Principal, Literacy Coach	Lesson plans will include Balanced Literacy components. Fountas and Pinnell, iStation, STAAR				
2) CAMPUS 2: Identify students who are in need of a reading intervention, including students identified as having dyslexia.	Literacy Coach, Principal, Assistant Principal	iStation, Teacher observation, Running Records				
3) CAMPUS 2: Interventions or acceleration to meet student needs will be provided.	Teachers, Administration	STAAR, Common Assessments, iStation, Fountas And Pinnell Benchmark Assessment, Running Records, Observation				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 3: CAMPUS 3: During the 2016-17 school year, 100% of Sleepy Hollow teachers will collaboratively participate in intentional vertical alignment of instruction using the Vertical Alignment Document to track and record necessary adjustments to instruction in order to increase student achievement on targeted processing standards to an 80% success rate.

Evaluation Data Source(s) 3: STAAR results, Common Cluster Six Weeks Assessments, Vertical Alignment Document

Summative Evaluation 3:


















Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) CAMPUS 3: Vertical alignment through campus vertical teaming in the areas of reading and writing, math, and science. Vertical teams will meet once a six weeks to target weakest TEKS and collaborate to improve learning. Teachers will create a measure of success and bring data to each vertical team meeting.	Administration, Literacy Coach, and teachers	Data on weak TEKS from each six weeks (K-5), review of cluster common assessment data (1-5), STAAR				
2) CAMPUS 3: Target TEKS will be revisited and documentation will be used to track adjustments to instruction.	Administration, Literacy Coach, and teachers	Data on weak TEKS from each six weeks (K-5), review of cluster common assessment data (1-5), STAAR				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 4: In the 2016-17 school year, students in special populations will receive the appropriate instruction and support to ensure their needs are met so that 95% meet the passing standard set by the state on STAAR testing.

Evaluation Data Source(s) 4: STAAR results, Reading Levels

Summative Evaluation 4:










Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Special Education students will receive instruction aligned with their IEP goals in the general education classroom (inclusion) and in the Special Education classroom.	Administrators, Special Education teachers and assistants	Observation, IEP Progress Reports, Common Cluster Benchmark Assessments, STAAR, STAAR ALT				
2) At-Risk students will receive small group intervention in reading, writing and/or math. I-Station, LLI, Think Through Math and other district approved, research-based interventions will be provided.	Administrators, Teachers, and Tutors	STAAR, Observation, Common Cluster Benchmark Assessments				
3) Sleepy Hollow will work with those students identified as dyslexic and provide them with support needed in the classroom to help them continue to grow as readers and writers. Students with severe dyslexia will be enrolled in district approved corrective reading programs.	Administration and Teachers	Fountas and Pinnell, iStation, Common Cluster Benchmark Assessments				
4) ELL students will receive grade-level ELPS-supported instruction in the classroom and Imagine Learning computer intervention as needed.	Administrators and Teachers	ELPS are included in Forethought lesson plans, Observation, Progress monitoring using the PLDs				
5) GT differentiated activities will be utilized in classrooms with GT students. Gifted and Talented trained teachers will participate in professional development to obtain their annual six hour update.	Administration and Teachers	Forethought lesson plans, GT Progress Reports, Student Products				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: AISD will improve the culture of high achievement and academic performance for all students.

Performance Objective 5: (Clarity) Teachers will utilize effective teaching strategies, including the use of technology, so that by June 2017, the Clarity survey will show growth in targeted areas of collaboration, critical thinking, and creativity when compared to the previous year.

Evaluation Data Source(s) 5: Clarity Survey: collaboration, critical thinking, and creativity

Summative Evaluation 5:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Provide teacher training to improve technology instruction especially in the areas of collaboration, critical thinking, and creativity.	Principal, DLL, teachers	Clarity Survey				
2) Teachers will utilize technology to communicate with students and have students collaborate outside of the classroom walls	Principal, DLL, teachers	Clarity Survey				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Amarillo ISD will demonstrate fiscal responsibility by operating efficiently and effectively to meet its mission.

Performance Objective 1: During the 2016-17 school year, 100% of the campus instructional budget will be spent on training, resources, supplies, and field-based instruction which will directly impact and recognize student achievement.

Evaluation Data Source(s) 1: Activity Fund records, budget reports

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Expenditures will be monitored monthly by the campus principal.	Principal, Secretary	Monthly budget/accounting reports will reflect monies spent.				
2) All SCE expenditures will be approved by the administrator and will meet allowable guidelines.	Principal, Secretary	Monthly budget/accounting reports will reflect monies spent.				
3) Activity funds will be spent to enhance student learning activities and needs. Teachers and staff submit requests for principal approval for funds to be allocated for instructional materials	Principal, Secretary	Activity Fund records				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 1: Sleepy Hollow will see an increase in parent involvement of 10% due to communication and information provided to parents in a variety of ways.

Evaluation Data Source(s) 1: School Newsletters, Phone Calls, School Texting Service, Social Media, School Website

Summative Evaluation 1:















Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Parents will understand and support the safety drills, visitor check-in process, and secure (locked) building.	Principal, Assistant Principal	Parent Night, Parent Conferences, observation				
2) Parents will participate in training/meetings to assist them in working with their child academically. Meeting will include, but are not limited to: Student Safety and Social Media, Makerspace Family Night, and Family Science Night.	Administrators and teachers	Observation and feedback				
3) Communication with parents will consist of: school newsletters, phone calls, school texting service, social media, and the school website	Administrators and teachers	feedback				
4) Skyward Access on-line is available for parents to monitor their child's grades throughout the year.	Administration	Feedback				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 2: Through the use of Positive Behavior Interventions and Supports (PBIS), Sleepy Hollow will continue to take a proactive approach to reduce the number of total office referrals by 5%.

Evaluation Data Source(s) 2: Office Referral Data

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Each classroom at Sleepy Hollow will implement PBIS to promote positive behavior on campus.	Teachers and Administration	Discipline data, Forethought lesson plans				
2) Through the PBIS and other strategies, discipline incidents will be taken care of and the campus will use the DAEP site for placement of a student only after a multitude of other actions have been administered.	Teachers, Administration	Discipline Data, Office Referrals				
3) Discipline data will be analyzed for recidivism and disproportionality of student groups.	Administration	Skyward Discipline Reports				
4) Sleepy Hollow staff will be trained in behavior interventions - TBSI (Texas Behavior Support Initiative). Strategies will be implemented through the PBIS program and Handle with Care staff are trained annually.	Behavior specialists, Administration	Discipline Data, Parent Conferences				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						











Goal 3: Amarillo ISD will work to build positive relationships with its customers in an environment that is safe and student focused.

Performance Objective 3: Through a variety of safety and crisis training sessions, all students and staff will feel safe and students' needs will be met.

Evaluation Data Source(s) 3: Crisis Management Handbook, Security Drills

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) Teachers and school counselor will instruct students in drug and violence prevention, harassment, physical and verbal aggression and bullying prevention.	Teachers, Administration	Observation, Counselors lesson plans				
2) Students will participate in regular safety drills (tornado, fire, and lock and secure) throughout the year.	Teachers, Administration	Observation				
3) When a student is identified as pregnant, the student will be referred to a district counselor who is designed as a PRS/PEP Coordinator. The campus PRS/PEP coordinator will adhere to district procedures for coding and referring the student as needed.	Teachers, Administration, Counselor	Student Records, Attendance				
4) The counselor will provide information to students and parents regarding college and career readiness. A Career Day will be provided for the 5th graders that will get 5th graders in the mindset to "Map Their Plan".	Counselor, Administration	Lesson Plans, Career Day (5th grade)				
5) By integrating technology in our classrooms, Sleepy Hollow will increase student engagement, career awareness, competencies, and teach 21st century skills.	Teachers, Administrators	Observation, Lesson Plans				
6) The counselor will provide training with staff and students on suicide prevention, bullying, conflict resolution and drug and violence prevention	Principal, Counselor	Office Discipline Referral data; counseling logs and records				
7) Training will be provided to address physical, sexual and emotional abuse of children. Training will also include procedures for making referrals to CPS.	Principal, Counselor	Discipline Records; Counselor Records				
8) Sleepy Hollow Elementary will identify and report all students who qualify at homeless per the McKinney-Vento Act to our district homeless support office and offer services as needed.	Principal, Secretary	District Homeless Office reports				

9) Students will participate in the required minutes of physical education each week. They will also participate in the Fitness Gram Test to monitor their physical levels.	Teachers	Observation and Physical Fitness Gram results				
10) Attendance records will be monitored to ensure minimal absences. Parents will be contacted if attendance is unacceptable and a contract/plan will be created with the parent.	Principal, Assistant Principal, Secretary	Attendance records				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Amarillo ISD will ensure that our teachers work in environments conducive to their growth and that they meet highly qualified standards.

Performance Objective 1: For the 2016-17 school year, 100% of Sleepy Hollow teachers will participate in professional learning opportunities that support and promote student achievement.

Evaluation Data Source(s) 1: Staff development schedule/sign-in sheets

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) All faculty and staff will continue learning and adopting instructional practices learned in Inclusion Training in order to increase the time special education students spend in general education classrooms.	Principal, Assistant Principal, Special Ed Teacher	Inclusion support schedules, resource room student log				
2) Teachers will continue refining skills in strategies learned in prior professional development that increase students critical thinking and communicative skills, such as Visual Thinking Strategies and Padeia Socratic Seminar.	Principal, Assistant Principal	Lesson Plans indicating strategies being used and observation				
3) Our school Makerspace will be available to support academics using creativity, collaboration, communication and critical thinking skills designed to promote graduation students prepared for success beyond high school. Our Makerspace team of teachers will continue to improve the space and concept for our students.	Teachers and GT support	Increased engagement of students campus wide. Gallop poll results- Improve Hope and Entrepreneurship aspirations.				
4) Teachers will receive continued professional development and accountability to promote small group guided instruction and workshop model in all content areas.	Administration and Teachers	Lesson Plans indicating strategies being used and administrative walthroughs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Amarillo ISD will ensure that our teachers work in environments conducive to their growth and that they meet highly qualified standards.

Performance Objective 2: During the 2016-17 school year, 100% of professional staff recruited and retained will be Highly Qualified.

Evaluation Data Source(s) 2: Personnel records

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Oct	Jan	Apr	July
1) AISD Talent ED system will be utilized to identify highly-qualified candidates.	Administration	Interview Records				
2) Teachers and paraprofessionals will be encouraged and have opportunities to meet all certification requirements so they are highly qualified for their role.	Principal	Staff development records; certification records; personnel records				
3) District administrators participate in a variety of university job fairs to recruit possible candidates for the district.	Administration	Observation				
4) Our campus hiring process involves using teacher interview teams and information provided through Talent Ed.	Principial	Observation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	7	Response to Intervention time is built into the daily schedule for all students. Individual students, including Hispanic, economically disadvantaged, and special education, will receive additional support in Math and Reading as needed.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	7	Response to Intervention time is built into the daily schedule for all students. Individual students, including Hispanic, economically disadvantaged, and special education, will receive additional support in Math and Reading as needed.