

Waller Independent School District

Fields Store Elementary

2019-2020



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Comprehensive Needs Assessment

Needs Assessment Overview

The Fields Store Elementary School needs assessment process is described below. The schools comprehensive needs assessment committee met and formed subcommittees to evaluate the previous year's data. The subcommittees were: Demographics, Student Achievement, School Culture and Climate, Staff Quality/Professional Development, Curriculum Instruction and Assessment, Family and Community Involvement, School Context and Organization, and Technology. The committees evaluated program evaluations, survey results, and the following data: 18 - 19 Enrollment Data on Snapshot, 2018 Campus Accountability Table, Campus At Risk Indicators and numbers on campus, Fields Store STAAR data vs. State, Preliminary AYP 2018, 2018 PBMAS, 2018 TELPAS, Sample Teacher job description, 2018-2019 Retention Information, Sample TTESS Document, Curriculum Bundle, Sample Scope and Sequence, Unit Assessment/Benchmark Assessment Control Form, Fields Store Perception Surveys, Discipline Data from 16-17, 17-18 and 18-19, campus compacts, Bell schedules, campus maps, technology plan, STAAR Chart Results, Campus Technology Inventory. Documentation of the process includes meeting minutes, agenda, sign-in sheets, subcommittee folders with data reviewed and findings (completed worksheets from the Region 20 CNA tool), and the Fields Store Comprehensive Needs Assessment Summary.

Demographics

Demographics Summary

The student population of Fields Store Elementary School is: 1.15% African American, 54.4% White, 42.28% Hispanic, 3.17% all other races, 53.1% low socioeconomic status. The staff population of Fields Store is: 3.9% African American, 71.4% White, 0% Asian, 24.7% Hispanic, 0% Native American, 5.2% Male, 94.8% Female. Fields Store is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides). The average daily attendance rate for students is 96.04 %. Within various programs at Fields Store Elementary School, we serve a number of students. The numbers of students served are: 184 Limited English Proficient, 27 Gifted and Talented Program, and 83 Special Education Program.

* Development classroom and/or campus incentives for attendance

Our School-wide Title I program consists of parent involvement activities, computer based intervention programs, reading and/or math campus based interventionists, campus academic tutors for core subject areas, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of STAAR Acceleration teachers, instructional aides to assist at-risk students, homebound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of NCLB Highly qualified, supplemental materials to assist the HR department in recruiting HQ employees, and professional development outside the district, as well as consultants hired within the district to provide professional development.

Our Title III program consists of computer based intervention programs, bilingual campus academic tutors for core subject areas, bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification trainings, summer programming for identified students, and parent involvement activities.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Demographics Strengths

- Small group interventions helping with SpEd and LEP population

- Able to give appropriate accommodations and label LEP students
- 4 or more parent events
- 76%-100% ESL participates in ESL or bilingual

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2018-2019 school, year. **Fields Store Elementary** met three targets:

- Domain 1 - Student Achievement. Fields Store Elementary Score: Met
- Domain 2 - Student Progress. Fields Store Elementary Score: Met
- Domain 3 - Closing performance Gaps. Fields Store Elementary Score: Met

These scores result in Fields Store Elementary receiving a **2018 Texas Accountability Met Standard Rating**. The campus also earned three distinctions:

- **Science, Top 25% Academic Student Growth, Top 25%: Closing the Gaps**

Although we are proud of our scores, we know there is much more work to be done. On the 2018 STAAR, the following scores for all grades show the percentage at Approaches or above:

- All Subject -
- Reading Grade 3-79% (State 76, District 77)
- Reading Grade 4-79% (State 74, District 77)
- Reading Grade 5-87% (State 77, District 79)
- Math Grade 3 - 83% (State 78, District 83)
- *Math Grade 4 - 89% (State 74, District 85)*
- Math Grade 5 - 92% (State 83, District 83)
- Writing 4th Grade - 63% (State 65% District 61%)
- Science 5th Grade - 91% (State 74% District 85%)

A deep analysis of the above scores at grade level and by each student group reveals that almost all student groups have shown positive growth when comparing the 2018 and 2019 STAAR data. Intervention strategies will be implemented to accelerate learning and close this gap.

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2019 STAAR scores listed below:

- 4th Writing: 74% Whites - 47% Hispanic
- 5th Grade Math; 93% Whites - 92% Hispanic

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for

each individual student and by each standard. As earlier, individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Fields Store Elementary is an Additional Target Campus for SPED.

Student Achievement Strengths

- STAAR scores

School Culture and Climate

School Culture and Climate Summary

- Communication with administration team
- Direct counseling services with kids in need
- Faculty and team communication
- Transition throughout campus

School Culture and Climate Strengths

- Teachers creating strong reading and math scope and sequence
- Blue Ribbon School
- PTO
- Chromebook carts and iPad carts, 2nd-5th one-to-one devices
- Greetings in car rider line
- Safety - drills and procedures
- Positive school environment
- Remind 101, Class Dojo
- PRIDE
- Data Driven

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Campus website not specific
- Insurance rates and quality of insurance
- Benefits Package
- Increased substitute population
- Additional trainings for paraprofessionals

Staff Quality, Recruitment, and Retention Strengths

- Hire HQ teachers
- Retention of teachers
- Professional Development in core subjects
- Opportunities to move into positions of interest
- Job fair
- Starting salary and competitive pay
- Staff attendance

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow-up trainings to programs introduced so questions can be answered after using the program in the classroom and a good balance between formal and informal assessments to be used for interventions.
- More detailed and adjusted curriculum Scope & Sequences
- Science kits (Stem Scopes)
- Training on Rapid Assessments, DreamBox, and iStation

Curriculum, Instruction, and Assessment Strengths

- Developing Assessments according to the state standards
- Classroom decisions and instruction are based on data
- Professional development brought in from experts
- Data to assess needs
- Collaboration - Vertical and Horizontal

Parent and Community Engagement

Parent and Community Engagement Summary

- Increase in parental involvement in PTO, classroom, and planned activities throughout the year
- Activities that give back to the community
- More involvement of Watch Dog Dads
- Student calendars sent home in a timely manner

Parent and Community Engagement Strengths

- Internet for those who do not have it
- Drive Program
- SMART Night
- PTO supports family involvement with fundraisers and activities for kids
- Movie Night
- PTO/Spring Fling
- Career Day
- Science Night
- Communication - Remind101 and Calendar
- Relay for Life
- Curriculum Night
- Red Ribbon Week
- Angel Tree
- Momster Mash and Boots and Bling
- Glow Run

School Context and Organization

School Context and Organization Summary

- Consistent calendar program and schedule
- Monitor parent influence
- Volunteer home space (Confidential)
- Improve communication
- Increase Interventions

School Context and Organization Strengths

- Student ratio, 22:1 (Except 5th)
- Ability for teachers to identify and give input for students in need of interventions
- Gradelevels working on scheduling
- In-Class support scheduling
- STAAR camp
- Interventions devoted to math and reading
- Even distributions of students in classes
- Campus wide committees
- Family Involvement

Technology

Technology Summary

- Grade level specific staff development
- Computers as specials rotation
- Google classroom training and SMART training
- Earbuds and headphones for students

Technology Strengths

- 3-D printer
- every room has a smartboard
- accessible color printer
- poster maker
- iphones
- chromebook and ipad carts, 2nd-5th one-to-one
- new teacher ThinkPads and iPads
- maker space

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data




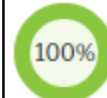
Goals




Goal 1: WISD and Fields Store Elementary will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: Special education writing scores will improve from 0% to 30% on STAAR Writing.

Evaluation Data Source(s) 1: 2019 STAAR scores compared with 2020 STAAR scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Training's provided to teachers to implement effective writing in the classroom: * Writer's Workshop *Lucy Calkin's Units of Study</p>		Lead - Instructional Facilitator Others Responsible - * Principal * Assistant Principal * All classroom teachers * Special Education teacher * Curriculum Coordinators	Implementation can be measured by confirming that teachers are including strategies in lesson planning. Impact can be measured through Unit Assessments and Benchmark Assessments, showing that achievement gaps between student groups are closing.	 90%		
<p>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 4: High-Quality Curriculum 2) Target 2nd, 3rd, 4th and 5th grade writing skills in all sub-pops.</p>		Leader: Teachers Other: Instructional Facilitator, Campus Administrators	Unit Assessments and Benchmarks, increase score over the prior year.	 100%	 100%	 100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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Goal 1: WISD and Fields Store Elementary will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 2: All student groups in grade K-5 will meet or exceed the standard on and of the year district or state reading assessments

Evaluation Data Source(s) 2: STAAR 2019 and 2020 data will be compared, along with Unit Assessments/Benchmark data.

Summative Evaluation 2:

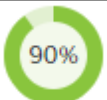



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Target 2nd, 3rd, 4th, and 5th Grade Reading to add value to our students, and increase the advanced academic performance level, through various enrichment programs such as, Fast ForWord, and I-Station.</p>		Lead: Instructional Facilitator, Classroom Teacher Other: Campus Administrators, Teachers	Higher percentage of students masters from the 2018-2019 school year.			
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum</p> <p>2) Target Kinder - 5th grade Reading by providing targeted Tier 2 and Tier 3 interventions to help move students to grade level using programs such as Countdown, Phonics Boost, Phonics Blast, and Soluciones.</p>						
= Accomplished = No Progress = Discontinue						

Goal 1: WISD and Fields Store Elementary will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 3: EL reading scores will increase from 67% to 70% or above and EL writing scores will increase from 47% to 55% or above on STAAR.

Evaluation Data Source(s) 3: 2019 STAAR/TELPAS scores
 PBMAS 2019
 Lesson plans will document usage.

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Develop and implement a plan to practice for the online Listening and Speaking TELPAS test using online tools, for 2nd-5th grade.		Campus administrators, instructional facilitators, teachers, EL Coordinators, Bilingual/ESL Director	Improved listening, speaking, and composite TELPAS scores.	 90%		
 = Accomplished  = No Progress  = Discontinue						

Goal 1: WISD and Fields Store Elementary will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 4: Students who do not master the second administration of the 5th Grade STAAR will be provided with intervention instruction during the summer prior to the third state administration of the test.

Evaluation Data Source(s) 4: 2020 STAAR results, 1st administration and 2nd administration

Summative Evaluation 4:













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Build a foundation of reading and math Students and teachers will receive supplies to create manipulatives to learn, reinforce and enrich reading strategies that students can utilize on the STAAR test and in classroom activities and assessments.</p> <p>Science Enrichment 2) Students and teachers will receive materials and supplies to enrich classroom activities during summer school. Materials purchased from Amazon for Science Enrichment \$118.</p>	2.4, 2.6					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 2: WISD and Fields Store Elementary will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1: Various teacher groups will collaborate in order to address various curriculum needs throughout the school year.

Evaluation Data Source(s) 1: M&M Meetings, Vertical Meetings, Team Meetings, Faculty Meetings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Conduct campus vertical meetings within the various content areas, to include a bilingual strand and a technology focus.</p>	2.4, 2.5, 2.6	Leader: Academic Lead Teacher Other: Instructional Facilitator, teachers	100% participation through all the grade levels where the teachers meet twice each semester.			
2) Weekly team meetings have an instructional focus through data analysis		Leader: Instructional Facilitator Other: Teachers	100% participation with grade level teachers			
3) Faculty meetings are conducted once a month to support instruction		Leader: Principal	100% participation			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: WISD and Fields Store Elementary will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 2: Teachers and instructional leaders will meet throughout the school year to investigate specific areas of needs.

Evaluation Data Source(s) 2: Unit Assessment and Benchmark Assessment Data, Teacher Formative Assessment

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Within team meetings look at data for student weaknesses and areas of need, beginning with STAAR data from 2019 and continuing with on-going campus data and comparative data - team-wise.		Leader: Team Leader Other: Campus Administrators, Instructional Facilitators	Weekly meetings, current updated list of students in interventions			
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> 2) Use professional development days to review data of various assessments and formulate a plan of action.	2.4, 2.5, 2.6	Leader: Content Directions Other: Teachers, Instructional Facilitator	100% participation			
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> 3) Use professional development days in district to devise a common scope and sequence and discuss best practices and latest information from the state.	2.5, 2.6	Leader: District Specialist Other: Teachers, Instructional Facilitator	100% participation			
= Accomplished = No Progress = Discontinue						

Goal 2: WISD and Fields Store Elementary will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 3: Staff will receive high quality professional development

Evaluation Data Source(s) 3: Sign-in sheets, certificates

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) 1. All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population: *ELPS *Valley Speech *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *Stem Scopes*Scientific Spelling. Title III will also provide funding for "Tier 1 reseach based strategies for EL's from John Seidlitz Education using materials and a workshop of the 7 Steps to a Language Rich Interactive Classroom. Curriculum Project *The DBQ Project *Stetson and Associates *Guided Reading *Neuhaus *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *SDE Math Training *Reader's & Writer's Workshop, *Patterns of Power, *Handwriting without Tears, Sistema de evaluacion de la lectura, grados K-2. PreK New Teacher Academy training, PD provided by Houghton Mifflin for Everyday Calendar Math for PreK along with training materials needed for PD. and classroom materials for implementation of new Texas PreKindergarten Guidelines updated 2015. Mathlink Consulting professional development for Pre-K through 5th grade math teachers, along with materials needed for PD (\$5120). HWOT. Training materials and professional books to support balanced literacy. Reader's and Writer's Workshop Training. Layered Comprehension Analysis Pyramid training, Professional reading for Instructional Coach, Units of Study Phonics with Carla Michalka, Heggerty Phonemic Awareness Curriculum and supplemental materials for implementation.</p> <p>2. Science Training-Exchange Day a. June 6, 2019 Break-Out! Creating Escape Games for the Science Classroom". Training for grades 3-12 teachers. Presenter, Laurel Frank from Region 4, District PD Campus cost: \$130</p>	2.4, 2.5, 2.6	Lead: Curriculum Content Coordinators, Campus Administrators Others involved: Consultants, such as: Shonda Guthrie, Elizabeth Martin, Dr. Elsa Cardenas-Hagan, Liz Evans, Linsey McCoun, John Seidlitz, Nicole Shanahan, Nicole Frazier, Patricia Morales, John Samara, Mathlink Consulting, Rebecca Koesel, Dawn Vinas, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Alana Morris, Carla Michalka	Completion of the minutes, agendas, and sign-in sheets from professional development events. Observation, through walk throughs, that the specific skills and knowledge acquired in training have been implemented.			

b. Teachers in attendance will receive "Escape Room Games in the Classroom Kit - by SMARTpath EDUCATION". Amazon is the vendor for the purchased kits. District PD, Campus cost is \$445.

Funding Sources: Title III (263) - 5600.00, Title One (211) - 5120.00

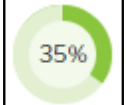
TEA Priorities
 Recruit, support, retain teachers and principals
 Build a foundation of reading and math
ESF Levers
 Lever 4: High-Quality Curriculum
 Lever 5: Effective Instruction

2) Using Title III for Math, Reading, and Writing STAAR related intervention materials in both Spanish and English for recent immigrants in their year 1 and 2 in US. Sheltered Instruction Plus Manuals PK-5 from Seidlitz Education distributed among Bilingual and ESL Teachers to use second language acquisition strategies for all TELPAS proficiency levels while teaching content area standards.
 SLAR-ELAR PK-2 TEKS Training with Dr. Patricia Morales. Guided Reading Toolkits materials PK-1st, and PK-2 book study materials. Title III funds will be utilized in grade K-2 using HEINEMAN Vendor to purchase Continuo de la lectoescritura, Expanded Edition, and also ESL Dictionaries in ELA for 4th /5th grade for EL's purchase thru Barnes and Noble. Title III funds will allow the purchase of Classroom Libraries for new arrivals from approved vendor-Step to Literacy, and Oxford University Press Dictionaries from B/N Booksellers for all EL's , and Seidlitz Education will provide Materials-7 Steps books (\$70.27) along with 7 Steps to a Language Rich-Interactive Classroom workshop.

2.4, 2.5, 2.6

District Coordinators, Principal, Teachers

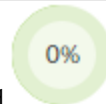
Campus Vertical Meetings District Horizontal Meetings



Funding Sources: Title III (263) - 248.47



= Accomplished



= No Progress




= Discontinue











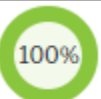
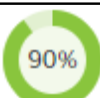
Goal 3: WISD and Fields Store Elementary will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1: 100% of staff will be trained and knowledgeable in procedures that guarantee the physical and emotional safety of children.

Evaluation Data Source(s) 1: Implementation will be measured through documented drills, observations, and staff development.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>1) Provide updated training for faculty and staff on crisis management, bullying, and provide staff with an emergency care kit.</p> <p>Develop and implement duty schedule to maximize supervision in all areas</p> <p>Participate in monthly fire drill, one obstructed exit drill per semester, one lock-down drill per semester and emergency procedures.</p> <p>Maintain a core team trained in TBSI protocol policies and procedures.</p> <p>The use of hand held wands from Charm-Tex for the use of reasonably suspicious of contraband or a weapon.</p> <p>The use of hand held radios from Bear Com Wireless Worldwide for the Office staff, to have immediate communication during an emergency with Title IV funds</p>	2.6	<p>Lead: Assistant Principal</p> <p>Others Involved: Principal, District Safety Officer,</p>	Sign-in sheets, drill logs, Training Certificates, Updated and Current EOP			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>2) Maintain a Core Team trained in TBSI protocol, policy and procedures.</p>	2.6	Lead: Campus Administration	Certificates of completion			
<p>ESF Levers Lever 3: Positive School Culture</p> <p>3) Fields Store Elementary will maintain a school-wide positive behavioral support system through the PRIDE framework.</p>	2.6	Lead: Assistant Principal Other: Principal, Teachers	Written School Plan			
<p>ESF Levers Lever 3: Positive School Culture</p> <p>4) 100% of staff will be trained and knowledgeable in guaranteeing student freedom from all forms of harassment.</p>	2.6	Lead: Campus Administration Other: Teachers and Staff	Implementation will be measured through staff development.			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>5) 100% of staff will complete all required compliance training.</p>	2.6	Lead: Campus Administrators	Staff certificates of completion.			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) Staff will be made aware and address the transition needs, academically, socially, and emotionally of students transitioning from early childhood programs into elementary school.</p>	2.6	Campus Instructional Staff, Counselors	Smooth transitions for students based on academic performance and behavior			
<p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Fields Store Elementary will assess and support the growth of social and emotional skills and learning.</p>	2.5, 2.6	Lead: Counselors Other: Campus Administration and Campus Instructional Staff				







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>8) Title IV funds will allow campus counselors to attend professional development training and events which further promote the safety and health needs of all students.</p>	2.5, 2.6	District and campus administrative team, school counselors	Campus counselors will attend the Texas School Counselor Association Conference in February 2020. Counselors will be better equipped to support the physical, social, and emotional needs of our students.			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>9) Through Title IV funding, students will participate in KINDNESS WEEK at school. Students will participate in activities to educate them on what bullying is and how to stop bullying or report bullying appropriately.</p>	2.5, 2.6	Leader: Counselor Others Involved: Principal, Assistant Principal, grade level teachers, special area teachers	1. Implementation: Each day throughout the week, students and teachers follow the plan provided by the school counselor that promotes no bullying week. Incentives are given to make this week successful, as well as school wide program to wrap it up. 2. The impact will be a decrease in referrals related to bullying incidents as well as students feeling confident in reporting and stooping incidents of bullying.			
<p>ESF Levers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>10) Using Title I funds, we will monitor and provide support to the homeless students identified on our campus.</p>	2.5, 2.6	Leader: Principal/Counselor Others Involved: Assistant Principal, Registrar, Grade Level Teachers, and Nurse	1. Implementation: Identify students who are enrolled with the homeless status. 2. The impact will be to provide the support they need to be successful in school.			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>11) Staff will attend the new mental health training called, "Are the Kids Alright," on August 8, 2019.</p>	2.5, 2.6	Leader: Counselor Others Involved: Principal, Assistant Principal, grade level teachers, special area teachers	Staff certificates of completion.			
Funding Sources: Title IV (289) - 150.00						
= Accomplished = No Progress = Discontinue						




Goal 4: WISD and Fields Store Elementary will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1: Fields Store Elementary will hire 100% Highly Qualified educators.

Evaluation Data Source(s) 1: Highly Qualified status documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) New teachers will be assigned to a mentor teacher.</p>	2.5	Leader: Principal Other: Mentor	Mentors will communicate with mentees bi-weekly and mentors will communicate with administration for collaboration.			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning</p> <p>2) Teachers are encouraged to obtain a higher level degree and additional certifications, to include ESL.</p>	2.5	Leader: Principal	Increase in staff participating in high level degree programs and 100% of staff highly qualified with an ESL certification.			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>3) Teachers and Paraprofessionals will attend training to enhance their knowledge and skills to meet student needs.</p>	2.5, 2.6	Leader: Principal Other: Curriculum Directors, Instructional Facilitator, Special Education Director	Use of training and skills on the job.			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>4) Staff Development provided for teachers and paraprofessionals to obtain staff development hours to maintain certification.</p>	2.5	Leader: Campus Administrators Other: Instructional Facilitator	100% of staff highly qualified			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: WISD and Fields Store Elementary will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 2: Provide a challenging curriculum that follows 100% of the districts scope and sequence and ensure that all TEKS are addressed successfully.

Evaluation Data Source(s) 2: Universal Screeners, Unit Assessments, Benchmark Assessments, and IStation Reports

Summative Evaluation 2:



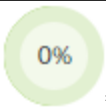

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction</p> <p>1) Weekly team meetings to focus on data, M&M Meetings (monitor and motivate)</p>	2.5, 2.6	Leader: Instructional Facilitator Other: Teachers	M&M meetings each Tuesday			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>2) District and campus instructional specialist will meet with teacher and administration to support instruction</p>	2.5, 2.6	Leader: Campus Administrators Other: Curriculum Coordinators, Instructional Facilitators, Teachers	Each teacher will be supported in appropriate researched-based instructional strategies to benefit all students			
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Provide instructional support in Math, Reading, Writing, and Science to grade level teams</p>	2.4, 2.5, 2.6	Leader: Curriculum Content Coordinators	Regular informal observation, modeling of lessons, and collaborative conversations among coordinators and teachers			
= Accomplished = No Progress = Discontinue						

Goal 5: WISD and Fields Store Elementary will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: 100% of Fields Store Elementary teachers will perform distinguished or accomplished as established in their goals they wrote in T-TESS appraisal system.

Evaluation Data Source(s) 1: Individual conferences on T-TESS goals written by teachers

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) 1) Campus administrators will conduct walk-throughs and observations based on TEA guidelines and board approved T-TESS calendar.	2.5	Leader: Campus Administrators Others: Curriculum Director, Human Resources Director	Walk-Throughs, observations, summative compared year-to-year, goal setting meetings	 35%		
 = Accomplished  = No Progress  = Discontinue						

Goal 6: WISD and Fields Store Elementary will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 1: All teachers will attend technology training throughout the year

Evaluation Data Source(s) 1: Agenda and Sign in sheet

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) Instructional Technologist will provide training to staff by grade level or based on individual need, incorporating Google classroom.</p>	2.5, 2.6	<p>Lead: Instructional Facilitator</p> <p>Others Involved: Principal, Asst. Principal, teachers</p>	Sign-In Sheets, Technology use in lesson plans			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 6: WISD and Fields Store Elementary will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 2: 100% of FSE students will regularly use technology to enhance their learning

Evaluation Data Source(s) 2: Students using technology in their classes

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Students will have access to numerous technology based programs to target supplemental learning needs (iStation, Fast Forward, Dreambox)</p>	2.4, 2.5, 2.6	Leader: Classroom Teacher Other: Instructional Facilitator	Student use reports and academic summary reports.			
 = Accomplished  = No Progress  = Discontinue						

Goal 6: WISD and Fields Store Elementary will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 3: All parents will have access to student/campus information via the campus/district websites

Evaluation Data Source(s) 3: Campus and District websites kept updated

Summative Evaluation 3:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) Parents have access to computer resources, computers available to parents each day</p> <p>2. Teachers provide parents a SMART night training with access to computers to review family access and student computer programs.</p>	3.1, 3.2	Lead: Counselors Others Involved: Principal, Asst. Principal, teachers	Sign-in sheets for parent meetings			
 = Accomplished  = No Progress  = Discontinue						

Goal 7: WISD and Fields Store Elementary will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 1: In the 2018-2019 school year, Fields Store Elementary will increase the percentage of parent participation in both academics and social events by 10% when compared to the previous year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


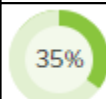
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) More parent participation/membership for PTO.</p> <p>2. Increased parent representation at events such as evening performance and informational meetings.</p> <p>3. Title I Parent Involvement funds will be used to provide strategies to help work innovatively with parents and families to contribute to student success through a professional development opportunity at Region IV: "Building Capacity and Strengthening Partnerships for Family Engagement."</p>	3.1, 3.2	<p>Leader: Principal</p> <p>Others involved: Assistant Principal, Classroom Teachers</p>	Implementation can be measured through the V-soft program and sign-in sheets.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 8: WISD and Fields Store Elementary will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1: Supplement local funding with federal funding and discretionary grant funding

Evaluation Data Source(s) 1: All funds are expended in a compliant manner

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Local funding to support curriculum, staffing, and foundation program</p>	2.4, 2.5, 2.6	Principal, Business Office, Campus Book keeper	All regular classes staffed and funded with local funds			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Use Title II funding to provide professional learning in needed areas based on student data</p>	2.4, 2.5, 2.6	Principal, Content Coordinator, and Curriculum Director	Student achievement data increase			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>3) Use Title IA funding to provide supplemental services to struggling and at risk students</p>	2.4, 2.5, 2.6	Principal, Content Coordinator, Curriculum Director	Student achievement data increase for the targeted population			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>4) Administrative supplies to be used for reviewing EL data and progression toward campus and district goals.</p>	2.4, 2.5, 2.6	Bil/ESL Director	Sign-in sheets, walk throughs, observations, test scores, meeting agenda			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) Utilize "The Texas Model Guide for Comprehensive School Counseling programs" 5th Edition to help develop and enhance campus counseling program. Title IV funding will pay for registration for professional development opportunities (TSCA \$175.00).</p>	2.5, 2.6	Counselors, District Counselor Coordinator	Improved/Enhanced School Counseling Program			
<p>Funding Sources: Title IV (289) - 175.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						




Goal 9: WISD and Fields Store Elementary will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 1: Address the special needs and enrichment interests of all students in the school

Evaluation Data Source(s) 1: Students will participate in co-curricular activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>1) Implement practice for UIL events during the regular school day.</p>	2.5, 2.6	Leader: UIL Coordinator Other: Grade Level Teachers, support staff	Offer life experiences to all students			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Through Title IV funds, students will participate in College Week and Red Ribbon Week.</p>	2.5, 2.6	Counselor, School Staff	College and Red Ribbon Week activities			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture</p> <p>3) Through Title IV Funds, students will attend Oscar and the Thingamabob, a performance about resilience in bullying. (\$865)</p>	2.5, 2.6	Counselor	Students will learn real-life coping strategies thru an entertaining presentation.			
Funding Sources: Title IV (289) - 865.00						






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 10: WISD and Fields Store Elementary will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1: Share responsibility achievement incorporating: Parenting Skills, Learning at Home, Decision-making, and Collaboration

Evaluation Data Source(s) 1: Agendas and sign in sheets

Summative Evaluation 1:

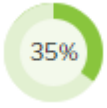




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Provide Pre-K Orientation "Make and Take" Materials. Training funded through Title I and III. Cafe with the Principal and the WISD Family Engagement Specialist in November to enhance communication between the school and the parents.</p>	2.5, 2.6, 3.1, 3.2	ELL Coordinator, Bilingual/ESL Director, Curriculum Director, Family Engagement Specialist, Campus Administration Team	Agenda and sign in sheets			
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Provide SMART NIGHT, a Curriculum Night to facilitate better communication with the families and the school about the curriculum the students are learning.</p>	2.5, 2.6, 3.1, 3.2	Teachers, Title 1 Teachers, Instructional Facilitator and Principal	Agenda, sign in sheet with parent and student involvement			
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Goal 10: WISD and Fields Store Elementary will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 2: Host community events focused on academic content and/or the development of fine arts, such as Family Literacy Nights, Family Fitness Night and FSE Art Showcase

Evaluation Data Source(s) 2: Invitations, Agendas, and Sign-In Sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Coordinated planning of events over a variety of topics including Pre-K summer outreach literacy program.</p>	2.5, 2.6, 3.1, 3.2	Principal, Classroom Teachers, summer school librarian	Calendars, Sign in sheets			
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Utilize funding to support the TEA and the Title I, Part A Parent and Family Engagement Statewide Initiative by attending the Parental Involvement Conference: "Stronger Together".</p>	3.1, 3.2	Family Engagement Specialist Principal	In this conference, TEA will be offering multiple sessions regarding the latest ESSA requirements and legislative updates in parent and family engagement. This conference will also provide the opportunity for educators, parents, and community leaders to come together and learn strategies that empower stakeholders to work cohesively to pursue a sustainable and systematic parent and family engagement program with the ultimate goal to increase student achievement.			
Funding Sources: Title One (211) - 32.50						
 = Accomplished  = No Progress  = Discontinue						

Campus Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$5,120.00
10	2	2			\$32.50
Sub-Total					\$5,152.50
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$5,600.00
2	3	2			\$248.47
Sub-Total					\$5,848.47
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	11			\$150.00
8	1	5	TSCA Conference		\$175.00
9	1	3			\$865.00
Sub-Total					\$1,190.00
Grand Total					\$12,190.97