

# Waller Independent School District

## Turlington Elementary

2019-2020



# Mission Statement

The district believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty-first century workplace. It is therefore the intent of the district to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

## Vision

Turlington Elementary School will live by the Mission Statement of Waller ISD to ensure it is providing the best educational experience for each and every student so they can graduate from Waller High School and achieve great things as citizens of our community. We will add value to each student academically and emotionally!

## Value Statement

Turlington Elementary School will add value to each student academically and emotionally! All staff members will invest in our students to meet all needs and prepare them for junior high and high school and beyond.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population of Turlington Elementary School is: 4.8% African American, 29.8% White, .7% Asian, 62.4% Hispanic, 0% Native American, 1.7% Two or More Races, .5% Indian, 51.5% Male, 48.5% Female, 65.3% low socioeconomic status.

The average daily attendance rate for students is 96.02%. The percent of students with disciplinary placement is 0%.

Within special programs at Turlington Elementary School, we serve a number of students. The number of students served are: 298 Limited English Proficient, 67 students in the 504 Program, 74 Gifted and Talented Program, and 103 in the Special Education Program.

### Special Programs:

Our School-wide Title I program consists of parent involvement activities, computer based intervention programs, reading and/or math campus based interventionists and coaches, 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 state standards for certification and licensing, supplemental materials to assist the HR department in recruiting 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 Targeting All Student Groups
- Parent Involvement: Bilingual Night, Curriculum Night, PTO Involvement Opportunities, HEB Read

# **Student Achievement**

## **Student Achievement Summary**

Turlington Elementary School met standard in all areas of accountability and earned three distinction designations. 98% of all SPED students that took STAAR-Alt 2 met standard. The three distinction designations earned are Academic Achievement in Science, Top 25% Closing performance gaps and Postsecondary Readiness.

## **Student Achievement Strengths**

Turlington Elementary has a population of hard-working and high achieving students. Turlington is proud of the many strengths, and the following listed items have contributed to student success:

- Lower Student-Teacher Ratio
- Earning 3 Distinction Designations
- 100% Closing Performance Gaps
- Technology Integration
- Targeted Tier One Instruction

# **School Culture and Climate**

## **School Culture and Climate Summary**

Priorities are:

- Involve more teachers in the decision making process
- Teachers Observing Teachers
- Instructional Team Meetings

## **School Culture and Climate Strengths**

- School culture built on trust and respect of all
- High expectations of all stakeholders
- Data driven decisions
- Celebrating and recognizing Burlington Greatness through Social Media and Campus Shoutouts
- PBIS- Continue pattern of decrease in referrals

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

- Staff Development Provided in All Content Areas
- Highly Qualified Staff

## **Staff Quality, Recruitment, and Retention Strengths**

- 100% Highly Qualified Staff
- Committee Interviewing Process
- Morale Magic Curriculum to Boost Climate and Culture



# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

- Campus Based Trainings
- Alignment Within New Curriculum

## **Curriculum, Instruction, and Assessment Strengths**

- Horizontal/Vertical Team Meetings
- Curriculum Alignment
- AWARE for Data Analysis
- District Curriculum Planning Days
- Data chats

# Parent and Community Engagement

## Parent and Community Engagement Summary

- More communication to parents about family and adult education classes
- Host Curriculum Night/Bilingual Night
- Parent Training Classes
- Increase PTO and Volunteer Organization
- HEB Read

## Parent and Community Engagement Strengths

- Adult English and Spanish classes
- Summer programs
- Variety of classes offered to parents in the community
- Bilingual Night
- PTO Events
- Communication- Remind 101, Newsletters, Social Media, Blackboard

# School Context and Organization

## School Context and Organization Summary

- Consistent Calendar Program
- Principal Panel
- Campus Based Meetings
- Weekly Reminder E-mails
- Google Calendar
- Dismissal Procedures
- Leadership Opportunities for Staff

## School Context and Organization Strengths

- Student Ratio (22:1)
- Teacher Input
- Campus Wide PLCs
- Family Involvement
- Balanced Student Classes

# Technology

## Technology Summary

- 1:1 Chromebook in 2nd-5th Grades
- Ipads for PreK-1st Grade
- Technology integration in lessons to enhance instruction
- Technology Maintenance
- Digital Learning Committee- COVA
- On Campus Technology Assistance
- Smart Boards in each room

## Technology Strengths

- STEM Lab
- 1:1 Chromebook in 2nd-5th Grades
- Poster Maker
- Digital Learning Committee helps to ensure that teachers incorporate student Choice, Ownership, Voice, and Authenticity into lessons

# 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

## 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**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

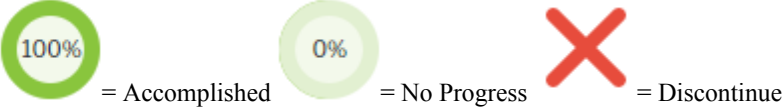
# Goals

## Goal 1: WISD/TES 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:** Limited English Proficiency writing scores will improve from 55% to 65% on STAAR Writing.

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

### Summative Evaluation 1:

| Strategy Description  | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|--|--|-------------------|-----|-----|
|   |  |  | Nov               | Jan | Mar |
| <p><b>Comprehensive Support Strategy</b></p> <p>1) Turlington Elementary School will implement a solid writing curriculum and foundation for students utilizing: Reader's / Writer's Workshop Unit of Study to support the needs of all students and increase achievement levels.</p> | <p>Leader: Instructional Facilitator</p> <p>Others involved: Principal, Elementary Reading Coordinator, Instructional Coach, Interventionist, and all writing teachers</p> | <p>1) Implementation: All teachers will attend on-going training of the workshop model and will be given the option of refresher courses during the summer.</p> <p>2) Impact: Overall awareness in writing in all grade levels. Vertical alignment in writing instruction Kinder - 5th grade. Increase in LEP student writing scores on 4th grade Writing STAAR.</p> |                   |     |     |
|   |  |  |                   |     |     |



**Goal 1:** WISD/TES 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)

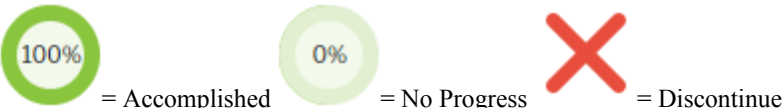
**Performance Objective 2:** Special education population will improve in all content areas by 15% on all standardized testing and all STAAR Alt 2 students will meet standard.

**Evaluation Data Source(s) 2:** 2019 STAAR scores compared with 2020 STAAR scores.

District benchmarks.

IEP goals.

**Summative Evaluation 2:**

| Strategy Description  | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|---|--|-------------------|-----|-----|
|   |   |  | Nov               | Jan | Mar |
| 1) Inclusion with the special education teacher or paraprofessional in the general education classroom. | Leader: Principal<br>Others Involved: Special Education Director, Inclusion teachers, Assistant Principal, Paraprofessionals. | 1)Implementation: Following required allotted minutes in ARD paperwork. All teachers, general ed, special ed and paraprofessionals attend training provided by special education department.<br>2)Impact: Students will improve in all content areas by 15% on all standardized testing. |                   |     |     |
|                       |   |  |                   |     |     |




**Goal 1:** WISD/TES 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:** Increase in overall attendance rate to 96% or above.

**Evaluation Data Source(s) 3:** Daily Attendance Reports

**Summative Evaluation 3:**

| Strategy Description   | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|--|---|-------------------|-----|-----|
|  |  |   | Nov               | Jan | Mar |
| 1) Bulldog Attendance - weekly winners by grade level of each classroom with the highest attendance will be announced and celebrated. There will be monthly attendance incentives for all students as well as teacher chosen grade level incentives for perfect attendance and attendance goals. | Leader: Assistant Principal<br>Others Involved: Principal, Counselor, All teachers | 1) Implementation: Attendance reports are used to determine which teacher in each grade level had the highest attendance. The weekly winners are announced. The class that has the best perfect attendance record will receive a class reward at the end of the month.<br>2) Impact: Increase in attendance rate to 96% or above. |                   |     |     |
| 2) Daily phone calls home  | Leader: Assistant Principal and Attendance clerk                                   | 1) Implementation: daily absence report after 9:35 AM<br>2) Impact: Increase in attendance rate to 96% or above.  |                   |     |     |

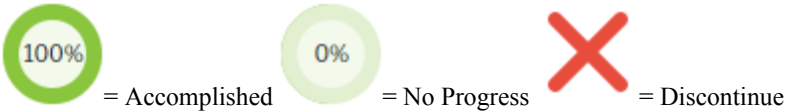
 = Accomplished
  = No Progress
  = Discontinue

**Goal 1:** WISD/TES 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:** Increase Masters performance in all categories for grades 3, 4 and 5 by 10%.

**Evaluation Data Source(s) 4:** 2019 STAAR scores compared with 2020 STAAR scores.

**Summative Evaluation 4:**

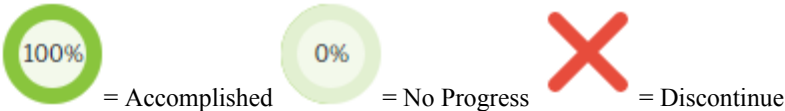
| Strategy Description   | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|---|---|-------------------|-----|-----|
|  |   |   | Nov               | Jan | Mar |
| 1) Using data from Aware to identify students who are 1 to 2 questions away from reaching Masters level, we will provide them with targeted instruction. | Leader:Class room teachers<br>Others Involved:<br>Principal, Assistant Principal, Instructional Facilitator, Instructional Coach, Interventionist | 1) Implementation: Classroom teachers will use data from Aware to track student scores on Unit Assessments and Benchmarks to identify students who are 1 to 2 questions away from scoring at Masters level. Once students have been identified teachers will pull these students and work on targeted skills to help improve student achievement.<br>2)Impact: Students scoring Master on STAAR in all categories will increase by 10%. |                   |     |     |
|    |   |   |                   |     |     |

**Goal 1:** WISD/TES 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 5:** 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) 5:** 2019 STAAR results, 1st administration and 2nd administration

**Summative Evaluation 5:**

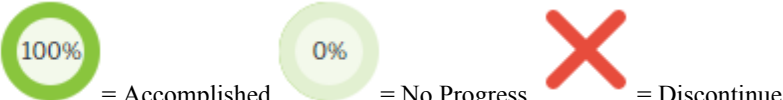
| Strategy Description   | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|---|---|-------------------|-----|-----|
|  |   |   | Nov               | Jan | Mar |
| <p>1) Build a foundation of reading and math- Students and teachers will receive supplies to create manipulatives to learn, reinforce and enrich reading strategies that students can utilize on the STAAR test and in the classroom activities and assessments.</p> <p>Science Enrichment<br/>2) Students and teachers will receive materials and supplies to enrich classroom activities for all students during summer school. Materials purchased from Amazon for Science Enrichment Campus Amount \$118</p> | <p>Principal<br/>Assistant Principal<br/>Instructional Facilitator<br/>Instructional Coaches<br/>Teachers</p> | <p>1) Implementation: Resources will help to reinforce and enrich content in reading.<br/>2) Impact: Increase in student reading test scores.</p> |                   |     |     |
|   |   |   |                   |     |     |

**Goal 1:** WISD/TES 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 6:** 92% or more of 5th grade students will be at Approaches or above after the 1st and 2nd administration of the STAAR Reading assessment.

**Evaluation Data Source(s) 6:** 2019 STAAR scores compared with 2020 STAAR scores

**Summative Evaluation 6:**

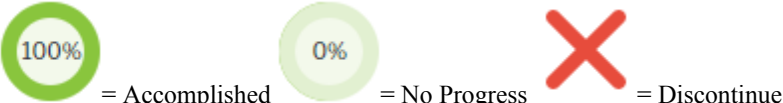
| Strategy Description  | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|--|---|-------------------|-----|-----|
|   |  |   | Nov               | Jan | Mar |
| 1) Leveled Literacy Instruction (LLI) - A small group reading intervention for students who are below grade level. Instruction for all students K-5. Solutions for K-2 Bilingual interventions, Countdown and Phonics Blast for K-1 interventions, RAVE-O for 2-5, and Rewards for 4-5 interventions. | Leader: Reading Interventionist<br>Others Involved: Principal, Instructional Facilitator, Elementary ELAR Coordinator, Assistant Principal, Reading Coach, Bilingual/ESL Coach, Classroom Teachers | 1) Implementation: Using data, a designated team will identify which students qualify for a research based intervention and will place students in leveled reading groups.<br>2) Impact: Students reading level will be monitored and tracked by the EOY Form in Aware. Reading scores on STAAR will increase for student participating in the research based intervention. |                   |     |     |
| 2) WOW/WELLS program for Bilingual classrooms from Kinder-2nd Grade and newcomers in 3rd, 4th, 5th grade.   | Leader: Bilingual/ESL classroom teachers<br>Others Involved: Principal, Assistant Principal, Instructional Facilitator, Bilingual/ESL Instructional Coach  | 1)Implementation: Using the WOW/WELLS program in the reading/writing framework as provided by the district.<br>2)Impact: EL students make the transition to English. Increasing reading levels and reading scores on district based assessment.   |                   |     |     |
|   |  |   |                   |     |     |

**Goal 1:** WISD/TES 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 7:** 90% or more of 4th grade students will be at Approaches or above on the Math STAAR assessment.

**Evaluation Data Source(s) 7:** 2019 STAAR scores compared to 2020 STAAR scores

**Summative Evaluation 7:**

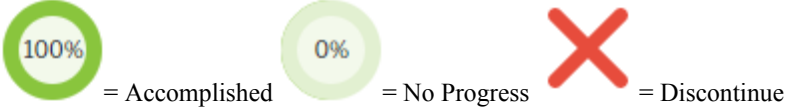
| Strategy Description  | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|---|---|-------------------|-----|-----|
|   |   |   | Nov               | Jan | Mar |
| 1) A small group math intervention for student who are below grade level- Dreambox for K-5, | Leader: Math Interventionist<br>Others Involved: Principal, Instructional Facilitator, Elementary Math Coordinator, Assistant Principal, Math Coach, Classroom Teachers | 1)Implementation: Using data, a designated team will identify which students qualify for a research based intervention and will place students in leveled groups.<br>2)Impact: Students math growth will be monitored and tracked in Aware. Math scores on STAAR will increase for students participating in research based intervention. |                   |     |     |
|           |   |   |                   |     |     |

**Goal 2: WISD/TES 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:** Content area teachers will use data in team meetings weekly to plan and adjust instruction in all content areas in all grade levels

**Evaluation Data Source(s) 1:** Data from meeting to meeting, teacher lessons plans, and data meeting recording sheet.

**Summative Evaluation 1:**

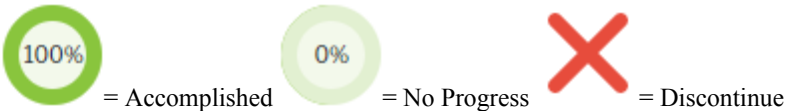
| Strategy Description   | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|--|---|-------------------|-----|-----|
|  |  |   | Nov               | Jan | Mar |
| 1) Grade level teams will have data meetings weekly using data from Aware to make informed decisions and adjust instruction. | Leader: Instructional Facilitator, and Classroom Teachers.<br>Others responsible: Principal, Assistant Principal, Content Coordinators, ELL Coordinator, Early Intervention Coordinator, Instructional Coaches | 1)Implementation: Teams will meet weekly to look at data in Aware for Unit Assessments, Universal Screeners, F&P, Benchmarks, STAAR, and Istation for ISIP scores. Teachers will record monthly ISIP scores and Unit Assessment/Benchmarks in data folders. Teachers will create a plan based on lowest and highest TEKS, which TEKS need to be retaught, and set goals for the next assessment.<br>2)Impact: Teachers will track which students are making improvement and which students need specific intervention. Teachers will make data based decisions that will drive classroom instruction. |                   |     |     |
|   |  |   |                   |     |     |

**Goal 2:** WISD/TES 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:** Content area teachers, PreK - 5th, will meet and plan three times a year as a vertical team. ie Math, Reading/Writing, and Science

**Evaluation Data Source(s) 2:** Teachers share and participate in vertical meetings.

**Summative Evaluation 2:**

| Strategy Description   | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|--|--|-------------------|-----|-----|
|  |  |  | Nov               | Jan | Mar |
| 1) Vertical content meetings   | Leader: Instructional Facilitator, Instructional Coaches, Classroom Teachers<br>Others responsible: Principal, Assistant Principal, Reading and Math Interventionist, Content Coordinators | 1)Implementation: Vertical meetings will be set for three times through out the school year. At least one teacher from each grade level will be required to attend per content. In meetings Instructional Facilitator will lead discussions on school wide curriculum issues based on each content area. Teachers will participate, collaborate and share ideas and best practices.<br>2)Impact: Teachers will take back the information to their grade level teams and share what they learned with their team. |                   |     |     |
|  |  |  |                   |     |     |



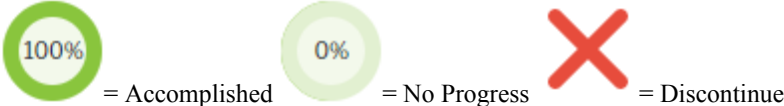
**Goal 2:** WISD/TES will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 3:** All staff members will attend quality research based professional development opportunities to improve instruction, management, assessment, and over all job performance.

**Evaluation Data Source(s) 3:** Implementation of strategies learned will be evident in lesson plans, classroom walk throughs, observations and improvement in student achievement.

**Summative Evaluation 3:**

| Strategy Description  | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|--|--|-------------------|-----|-----|
|   |  |  | Nov               | Jan | Mar |
| <p><b>Comprehensive Support Strategy</b></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 *Teaching, Valley<br/>Speech Language and Learning Center w/ Presenter Dr. Elsa Hagan for WOWS/WELLS, JELLS, and ESPERANZA using Title III Funds* *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *Stem Scopes*Scientific Spelling *Seidlitz Group ELL Trainings *The 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 &amp; Writer's Workshop, *Patterns of Power, *Handwriting without Tears *PK New Teacher Academy Training and Materials Needed for New TX PK Guidelines (2015), PD provided by Houghton Mifflin for Everyday Calendar Math for PreK<br/>along with training materials needed for PD. Professional development for Pre-K through 5th grade math teachers by Mathlink which includes the materials needed for PD. (\$5120.00) HWOT. Training materials and professional books to support balanced literacy, Layered Analysis Comprehension Pyramid, Professional reading for Instructional Coach, Support for Units of Study Phonics; Heggerty Phonemic Awareness Curriculum and supplemental materials for implementation.</p> <p>2. Science Training-Exchange Day<br/>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 Session ID#: 1459663<br/>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.</p> | <p>Lead: Curriculum Content Coordinators, Campus Administrators<br/>Others involved:<br/>Consultants, such as:<br/>Shonda Guthrie, Elizabeth Martin, Dr. Elsa Cardenas-Hagan, Liz Evans, Linsey McCoun, John Seidlitz, Nicole Shanahan, Nicole Frazier, Patricia Morales, John Samara, Mathlink Consulting - Dawn Vinas, Rebecca Koesel, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Garland Linkenhoger, Debbie Wells, Alana Morris, Carla Michalka, Laurel Frank, Lisa Felske</p> | <p>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.</p> |                   |     |     |
| <p><b>Funding Sources:</b> Title One (211) - 5120.00</p>  |  |  |                   |     |     |

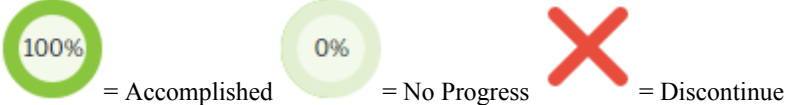
| Strategy Description   | Monitor   | Strategy's Expected Result/Impact                        | Formative Reviews |     |     |
|--|---|--|-------------------|-----|-----|
|  |   |  | Nov               | Jan | Mar |
| <p>2) Title III Funds will be used for teacher trainings using the following vendors; (Strategic Teaching, and Dr. Hagan) for Bilingual Guided Reading and Esperanza/WOWS, also in academic language and vocabulary across grade levels using Neuhaus Materials, EPS Initial Reading Deck, Early Exit Model Consultation, LRI Spanish phonics PK through 1 poetry lessons and Read Aloud materials from Booksource. , and PK-2 book study materials. Math, Reading, and Writing STAAR related intervention materials in both Spanish and English for recent immigrants in their year 1 and 2 in US. Math Training for elementary Bil/ESL Teachers on Anchor Charts, Journals, and Manipulatives. Title III will also fund Prek thru Kinder Bilingual Vocabulary material from Voyager Sopris and LRI vendors . Title III funds will allow the purchase of Classroom Libraries for new arrivals from approved vendor-Step to Literacy, Title III will also provide by the Vendor B/N Bookseller additional Dictionaries from Oxford University Press.</p> | District Coordinators, Principals, Teachers             | Campus Vertical Meetings<br>District Horizontal Meetings |                   |     |     |
|  | <p><b>Funding Sources:</b> Title III (263) - 178.20</p> |  |                   |     |     |
|    |   |  |                   |     |     |

**Goal 2:** WISD/TES 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 4:** PreK - 5th will focus on intervention in both literacy and math to close achievement gaps.

**Evaluation Data Source(s) 4:** District assessments, early reading instruments and universal screeners.

**Summative Evaluation 4:**


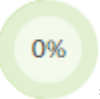

| Strategy Description   | Monitor  | Strategy's Expected Result/Impact                             | Formative Reviews |     |     |
|--|--|---|-------------------|-----|-----|
|  |  |   | Nov               | Jan | Mar |
| <p><b>Comprehensive Support Strategy</b></p> <p>1) Use the following research-based interventions, programs and assessments to close the achievement gaps within the EL Reading and Economically Disadvantaged Reading subgroups: Istation, LLI, Universal Screeners, Fountas and Pinnell, and Dreambox.</p> | <p>Teachers<br/>IF<br/>Counselors<br/>Administrators<br/>Instructional Coach<br/>Interventionist</p> | <p>Implementation weekly along with benchmark assessments</p> |                   |     |     |
|    |  |   |                   |     |     |

**Goal 2:** WISD/TES 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 5:** Campus wide focus in the area of literacy to improve reading and writing across grade levels.

**Evaluation Data Source(s) 5:** Fountas and Pinnell BOY to EOY will improve, iStation, lower the amount of students falling in the 10% or below category on Universal Screeners.

**Summative Evaluation 5:**

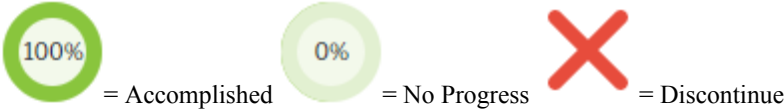
| Strategy Description  | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|---|--|-------------------|-----|-----|
|   |   |  | Nov               | Jan | Mar |
| <p><b>Comprehensive Support Strategy</b><br/> <b>Additional Targeted Support Strategy</b><br/>                     1) Fast ForWord will be used to motivate reading across genres for at-risk readers in grades 3-5. It will give assessment data and help monitor progress.</p>  | Leader: Instructional Facilitator<br>Others responsible: Principal, Assistant Principal, Classroom Teachers, Reading Interventionist, Instructional Coach | Implementation: daily 45 minute lesson with teacher monitor and data collection. Student sets their goals. |                   |     |     |
| <b>Funding Sources:</b> Local (199) - 0.00  |   |  |                   |     |     |
| 2) Academic language and vocabulary used across grade levels using Big Books By George, Neuhaus materials, Eseranza/Valley Speech, Voyager Passporte, WOW/WELLS, JELLS Spanish phonics PK thru 1, poetry lessons. Reading and Writing STAAR related materials in both English and Spanish for recent immigrants. 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. Using Title III purchase from Barnes and Noble to purchase -ESL Dictionaries for 4th and 5th Gr. ELA classrooms for EL's, also for K-2 using Vendor Heinemann to purchase Expanded Edition Continuo de Lectoescritura from the Kit Sistema de evaluacion de la lectura, grados K-2 | District Coordinators, Principal, Teachers, Instructional Coach   | Campus Vertical Meetings<br>District Horizontal Meetings   |                   |     |     |
|  = Accomplished  = No Progress  = Discontinue   |   |  |                   |     |     |

**Goal 2:** WISD/TES 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 6:** By the beginning of the school year, 100% of PK-12 core area teachers are using the district's scope and sequence to plan instruction.

**Evaluation Data Source(s) 6:** Lesson plans reveal alignment with scope and sequence documents. Team planning notes reveals the use of scope and sequence during planning.

**Summative Evaluation 6:**

| Strategy Description   | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|--|--|-------------------|-----|-----|
|  |  |  | Nov               | Jan | Mar |
| 1) Prior to the beginning of the school year, all PK-12 educators will create/modify an instructional pacing calendar documenting the objectives to be taught each 6-weeks period, completing all required TEKS by the end of the school year. | Lead: Curriculum Content Coordinators<br>Others involved: Classroom Teachers, Instructional Facilitators, Campus Administrators, Instructional Coaches | Students will receive high-quality instruction over the entire district curriculum in each content area. |                   |     |     |
|    |  |  |                   |     |     |




### Goal 3: WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 1:** Provide staffing and procedure training that guarantees physical safety for children.

**Evaluation Data Source(s) 1:** 100% participation in training, monthly drill practice record sheet, safety audit

**Summative Evaluation 1:**

| Strategy Description   | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|---|--|-------------------|-----|-----|
|  |   |  | Nov               | Jan | Mar |
| <p>1) Provide updated training for faculty and staff on crisis management and provide staff with an emergency care kit.</p> <p>The purchase of hand held wands from Charm-Tex for the use of reasonably suspension of contraband or a weapon.</p> <p>The purchase 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> | <p>Leader: Assistant Principal and Principal<br/>Others involved: District Safety Officer, all teachers and staff</p>   | <p>1) Implementation of a crisis management plan with 100% active participation from all staff members<br/>2) Impact: Staff is prepared to handle a crisis incident or emergency to ensure safety of students</p>  |                   |     |     |
| <p>2) The CATCH program will be implemented school-wide</p>  | <p>Leader: PE teacher<br/>Others involved: Principal, Assistant Principal, PE aide, nurse, grade level teachers, and cafeteria staff</p>                      | <p>1) Implementation of strategies and techniques of the research based program-Coordinated Approach to Child Health<br/>2) The impact will be student improvement with physical fitness and nutrition awareness as measured in the state approved test.</p> |                   |     |     |
| <p>3) All staff will participate in monthly fire, obstructed exit and lock-down drills, and emergency procedures. Tri-County Volunteer Fire Department will give a presentation to our students over fire safety.</p>  | <p>Leader: Assistant Principal<br/>Others involved: All teachers, paraprofessionals, Principal, support staff, cafeteria staff and special area teachers.</p> | <p>1) Implementation: 100% participation with Fire Code during all drills conducted.<br/>2) Impact: Student and staff awareness of how to handle and react in fire or emergency situations.</p>  |                   |     |     |
| <p>4) Using Title I Funds, we will monitor and provide support to the homeless students identified on our campus.</p>  | <p>Leader: Principal/Counselor<br/>Others involved: Assistant Principal, Registrar, Grade level teachers, and nurse</p>                                       | <p>1) Implementation: Identify students who are enrolled with the homeless status<br/>2) The impact will be to provide the support they need to be successful in school.</p>   |                   |     |     |

| Strategy Description | Monitor   | Strategy's Expected Result/Impact | Formative Reviews |     |     |
|----------------------|---|-----------------------------------|-------------------|-----|-----|
|                      |   |                                   | Nov               | Jan | Mar |
|                      |  = Accomplished  = No Progress  = Discontinue |                                   |                   |     |     |

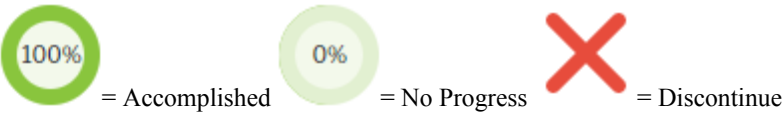


**Goal 3:** WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 2:** Provide staffing and procedures that guarantee emotional safety for children.

**Evaluation Data Source(s) 2:** Less than 4% of students will have discipline referrals.

**Summative Evaluation 2:**




| Strategy Description   | Monitor  | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|--|--|-------------------|-----|-----|
|  |  |  | Nov               | Jan | Mar |
| 1) Counseling groups provided for student support in identified areas such as: divorce, bullying, anger and social skills.   | Leader: Counselor<br>Others involved: Principal, Assistant Principal, nurse and teachers | 1) Implementation: Students who are dealing with struggles beyond academics will be given the opportunity to work/collaborate in small groups or individually with the school counselor.<br>2) The impact of these groups will provide emotional safety for children as well as coping techniques. |                   |     |     |
| 2) Focus on intentionally building relationships with students and parents.  | Leader: Principal<br>Others involved: All staff members                                  | 1) Implementation: All staff members make a conscious effort to build relationships with all students.<br>2) The impact of building relationships guarantees emotional safety, physical safety and well being for all students.  |                   |     |     |
| 3) Through Title IV funds, the Core Essentials Curriculum will be taught to all grade levels. Monthly recognition for exemplifying the character traits will be given.           | Counselors<br>Other involved: Classroom teachers, music teacher, and technologist        | The impact of this curriculum will be students improving their interpersonal skills which will result in a reduction of discipline referrals.  |                   |     |     |
| 4) Through Title IV funds will allow campus counselors to attend professional development training and events which further promote the health and safety needs of all students. | District and campus administrative team, school counselors                               | Campus counselors will attend professional development sessions throughout the 2019-2020 school year. Counselors will be better equipped to support the physical, social, and emotional needs of our students.   |                   |     |     |
| 5) Through Title IV funds, new staff members will attend mental health training from the Mental Health America of Houston.   | Counselors, New Staff Members  | Staff members will be better equipped to support the physical, social, and emotional needs of our students.  |                   |     |     |
| <b>Funding Sources:</b> Title IV (289) - 150.00  |  |  |                   |     |     |
|    |  |  |                   |     |     |

**Goal 3:** WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 3:** Campus wide focus on bullying prevention and identification.

**Evaluation Data Source(s) 3:** Less than 1% of students will have referrals for bullying.

**Summative Evaluation 3:**

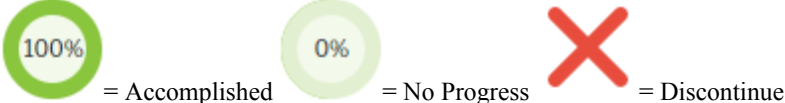
| Strategy Description  | Monitor  | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|--|---|-------------------|-----|-----|
|   |  |   | Nov               | Jan | Mar |
| 1) Through Title IV funding, students will participate in KINDNESS WEEK at school. Students will participate in activities to educate them on what bullying is and how to stop bullying or report bullying appropriately.   | Leader: Counselor<br>Others involved:<br>Principal, Assistant Principal, grade level teachers, special area teachers | 1) Implementation: Each day for 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.<br>2) The impact will be a decrease in referrals related to bullying incidents as well as students feeling confident in reporting and stopping incidents of bullying. |                   |     |     |
|  = Accomplished  = No Progress  = Discontinue |  |   |                   |     |     |

**Goal 3:** WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 4:** 100% participation and completion on the required compliance bundle.

**Evaluation Data Source(s) 4:** Staff certificates of completion

**Summative Evaluation 4:**

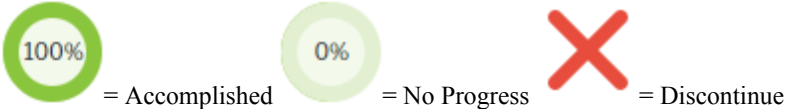
| Strategy Description   | Monitor   | Strategy's Expected Result/Impact                | Formative Reviews |     |     |
|--|-----------|--|-------------------|-----|-----|
|  |           |  | Nov               | Jan | Mar |
| 1) All staff members will create a log in and complete the Region 10 Compliance Training by the due date created by District administration. Certificates will be printed and turned into Principal for records. | Principal | Certificates for each bundle showing completion. |                   |     |     |
|    |           |  |                   |     |     |

**Goal 3:** WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

**Performance Objective 5:** 100% of Waller ISD Campuses will maintain a positive behavioral intervention and supports (PBIS) system.

**Evaluation Data Source(s) 5:** Comparison of discipline reports from year to year

**Summative Evaluation 5:**

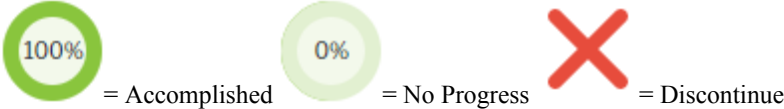
| Strategy Description   | Monitor   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|-----------|---|-------------------|-----|-----|
|  |           |   | Nov               | Jan | Mar |
| 1) Staff members will be trained on PBIS and strategies will be evident on a daily basis. Teachers will track using PAWS and reward system will be in place. | All staff | Decrease in discipline referrals and increase in recognizing students for positive behavior |                   |     |     |
|    |           |   |                   |     |     |

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

**Performance Objective 1:** All staff meet the criteria of state certification and licensing.

**Evaluation Data Source(s) 1:** 100% compliance with ESSA requirements.

**Summative Evaluation 1:**

| Strategy Description  | Monitor   | Strategy's Expected Result/Impact | Formative Reviews |     |     |
|---|---|-----------------------------------|-------------------|-----|-----|
|   |   |                                   | Nov               | Jan | Mar |
| 1) All staff hired will meet state standards and licensing for certification before they are hired. | Principal<br>Assistant Principal<br>District Admin/HR | 100% meet standards               |                   |     |     |
|                   |   |                                   |                   |     |     |

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

**Performance Objective 2:** All staff members will attend quality research based professional development opportunities to improve instruction, management, assessment, and over all job performance.

**Evaluation Data Source(s) 2:** Implementation of strategies learned will be evident in lesson plans, classroom walk throughs, observations, and improvement in student achievement.

**Summative Evaluation 2:**

| Strategy Description  | Monitor   | Strategy's Expected Result/Impact                               | Formative Reviews |     |     |
|---|---|---|-------------------|-----|-----|
|   |   |   | Nov               | Jan | Mar |
| 1) K-5 will attend Reader's and Writer's workshop provided by the district. | Principal,<br>Instructional Facilitator,<br>Instructional Coach | Workshop model evident in walk through and observations         |                   |     |     |
| 2) Neuhaus Language Enrichment provided to new K-2 teachers                 | IF  | Strategies evident in class instruction                         |                   |     |     |
| 3) 3-5 grade Science Teachers attend CAST and CAMT                          | Principal<br>IF   | Common language on campus lesson plans and student work samples |                   |     |     |

100% = Accomplished
 0% = No Progress
 X = Discontinue

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

**Performance Objective 3:** First year teachers and new teachers to our campus will be assigned a mentor teacher and they will meet regularly with to collaborate.

**Evaluation Data Source(s) 3:** 100% retention of highly qualified new teachers.

**Summative Evaluation 3:**

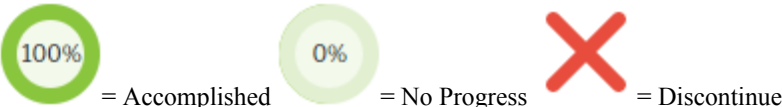
| Strategy Description   | Monitor                   | Strategy's Expected Result/Impact | Formative Reviews |     |     |
|--|---------------------------|-----------------------------------|-------------------|-----|-----|
|  |                           |                                   | Nov               | Jan | Mar |
| 1) First year teachers will be assigned a mentor and will meet a minimum of twice every six weeks. | Principal<br>Team Leaders | Teacher retention                 |                   |     |     |
|  |                           |                                   |                   |     |     |

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

**Performance Objective 4:** Paraprofessionals who provide in class support to students will meet with special education teachers for support, planning and evaluation.

**Evaluation Data Source(s) 4:** In class support logs are completed accurately and submitted in a timely manner.

**Summative Evaluation 4:**

| Strategy Description   | Monitor                                     | Strategy's Expected Result/Impact                        | Formative Reviews |     |     |
|--|---|--|-------------------|-----|-----|
|  |   |  | Nov               | Jan | Mar |
| <p><b>Comprehensive Support Strategy</b><br/> <b>Additional Targeted Support Strategy</b><br/>                     1) Paraprofessionals will attend district training as well as attend weekly meetings with Special education teachers.</p> | Special Education Teacher                   | Meeting minutes and sign in sheet                        |                   |     |     |
| 2) In class support personnel must collect student progress monitoring data that will be used as documentation for student progress reports and IEPs.  | In Class Support Teacher, Paraprofessionals | In class support documentation will support student IEP. |                   |     |     |
|    |   |  |                   |     |     |

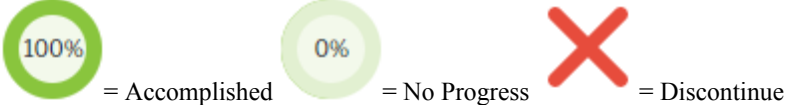


## Goal 5: WISD/TES will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

**Performance Objective 1:** 100% of TES teachers will perform in the Proficient to Distinguished range on their T-TESS.

**Evaluation Data Source(s) 1:** T-TESS rubric

**Summative Evaluation 1:**

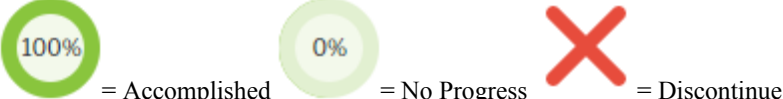
| Strategy Description   | Monitor                                   | Strategy's Expected Result/Impact                             | Formative Reviews |     |     |
|--|---|---|-------------------|-----|-----|
|  |   |   | Nov               | Jan | Mar |
| 1) Campus administrators will conduct walk-throughs along with Pre/Post conferences in conjunction with the 45 minute observations based on TEA guidelines and board approved T-TESS calendar.   | Leader: Campus Administration             | Walk-Throughs, observations, summatives compared year-to-year |                   |     |     |
| 2) Bilingual Director/ELL Coordinator will provide training and/or utilizing information acquired with use of Title III Funds "Tier 1 research based strategies for EL's from Seidlitz Education using materials-7Steps books (\$124.17) and a workshop of the 7 Steps to a Language Rich Interactive Classroom. | Bilingual/ESL Director<br>ELL Coordinator | Sign-in Sheets and/or Certificates                            |                   |     |     |
| <b>Funding Sources:</b> Title III (263) - 5724.17  |   |   |                   |     |     |
|    |   |   |                   |     |     |

## Goal 6: WISD/TES will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

**Performance Objective 1:** Establish a procedure for using technology throughout the school.

**Evaluation Data Source(s) 1:** 100% of teachers and staff using technology

**Summative Evaluation 1:**

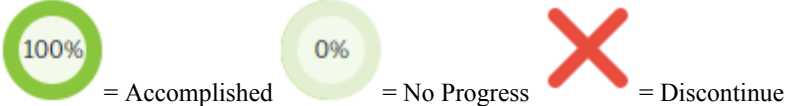
| Strategy Description   | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|---|--|-------------------|-----|-----|
|  |   |  | Nov               | Jan | Mar |
| 1) All teachers will attend technology training throughout the year.   | Technologist<br>Teachers<br>Principal<br>Assistant Principal<br>Instructional Facilitator | Agenda and Sign in Sheet   |                   |     |     |
| 2) 100% of TES students will regularly use technology to enhance learning.   | Teachers<br>Technologist  | Students using technology in their classes.  |                   |     |     |
| 3) Blackboard will be used to notify parents and staff of important updates concerning Turlington and Waller ISD.  | Administrative Team<br>District Office  | 95% success rate on delivery of messages   |                   |     |     |
| 4) All parents will have access to the TES website where the school related news, calendar, and information is located.                                      | Administrative Team<br>Teachers<br>Technologist   | Campus website will be updated regularly to keep parents informed.                                   |                   |     |     |
| 5) All appropriate staff will have access to students' data using AWARE.   | Administrative Team<br>Teachers<br>Technologist   | Instructional staff will use information obtained from AWARE to regularly monitor students progress. |                   |     |     |
| 6) All students will have access to various types of programs using technology such as: Istation, Lone Star Learning, Raz Kids, Fast ForWord, and Dream Box. | Teachers<br>Technologist  | Students using the programs.   |                   |     |     |
|    |   |  |                   |     |     |

## Goal 7: WISD/TES 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:** Build the capacity for parents and school staff to interact and collaborate.

**Evaluation Data Source(s) 1:** Increase in parent volunteer organization members/parent sign in log. Increase by 20% the amount of parents who participate in parent conference. Have at least 2 parents serving on district site based committee.

### Summative Evaluation 1:

| Strategy Description  | Monitor                            | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|---|------------------------------------|---|-------------------|-----|-----|
|   |                                    |   | Nov               | Jan | Mar |
| 1) Create a volunteer program for any parent to volunteer in multiple ways. Have an active PTO. Schedule family events that increase community involvement. Have parents active on the district site based committee. (i.e. Title I Parent Involvement funds will be used to purchase 101 Ways to Create Real Family Engagement for each campus and designated district employees to provide additional options for family engagement activities throughout the school year.)attend 2019-2020 Statewide Parental Involvement Conference | PTO board<br>Principal<br>Teachers | PTO meeting agenda and sign in sheets<br>Volunteer reports generated by district. |                   |     |     |
|    |                                    |   |                   |     |     |

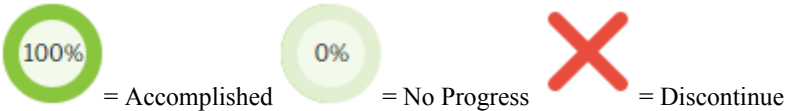
**Goal 7:** WISD/TES will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

**Performance Objective 2:** Establish a systematic communication system between school and home.

**Evaluation Data Source(s) 2:** Over 50% participate in parent survey specific to Turlington.

**Summative Evaluation 2:**

| Strategy Description   | Monitor                          | Strategy's Expected Result/Impact                                 | Formative Reviews |     |     |
|--|----------------------------------|---|-------------------|-----|-----|
|  |                                  |   | Nov               | Jan | Mar |
| 1) Ensure that all communication with parents is provided in the appropriate language.   | Bilingual Director<br>Translator | Copies of all communications on file in both English and Spanish. |                   |     |     |
| 2) Use multiple sources to communicate with families. (i.e Title 1 Parent Involvement funds will be used to provide additional options for family engagement activities throughout the school year.) | Teachers<br>Principal            | Increase in parental involvement                                  |                   |     |     |



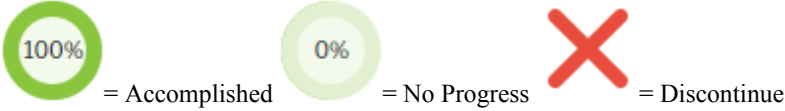
100% = Accomplished      0% = No Progress      X = Discontinue

## Goal 8: WISD/TES 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 (Title) funding and discretionary grant funding

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

### Summative Evaluation 1:

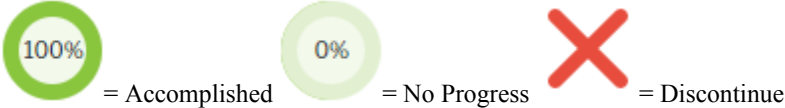
| Strategy Description   | Monitor   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|--|---|--|-------------------|-----|-----|
|  |   |  | Nov               | Jan | Mar |
| 1) Local funding used to support curriculum, staffing, and foundations programs.   | Principal<br>Business Office<br>Campus Bookkeeper                                     | All regular classes staffed and supported with local funds.              |                   |     |     |
| 2) Use Title II funding to provide professional development in needed areas based on student data.   | Principal<br>Content Coordinators<br>Curriculum Director                              | Student achievement data increase  |                   |     |     |
| 3) Use Title IA funding to provide supplemental services to struggling and at risk students.   | Principal<br>Content Coordinators<br>Curriculum Director                              | Student achievement data increase for the targeted population.           |                   |     |     |
| 4) Use Title III funding to provide supplemental services to ELL students. Provide NAC Students with headsets for Language Acquisition.                        | Principal, Content<br>Coordinators,<br>Curriculum Director,<br>Bilingual/ESL Director | Student achievement data increase for this targeted population.          |                   |     |     |
| 5) Utilize Special Education funds to provide ARD determined services for Special Education students.  | Principal, Special<br>Education Director  | Student achievement data increase for this targeted population.          |                   |     |     |
| 6) Administrative supplies to be used for reviewing ELL data and progression toward campus and district goals.   | Bil/ESL Director  | Sign-in sheets, walk throughs, observations, test scores, meeting agenda |                   |     |     |
| 7) Use Title IV funding to provide opportunities for students to accelerate a grade level through credit by exam.  | Principal, Counselor  | Identified students are tested to accelerate a grade level.              |                   |     |     |
| 8) Use Title IV Funding to purchase :The Texas Model Guide for Comprehensive School Counseling programs to help develop and enhance campus counseling program. | Counselors, District<br>Counselor Coordinator   | Improved/Enhanced School Counseling Program                              |                   |     |     |
|    |   |  |                   |     |     |

## Goal 9: WISD/TES 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 additional needs of all children in the school.

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

### Summative Evaluation 1:

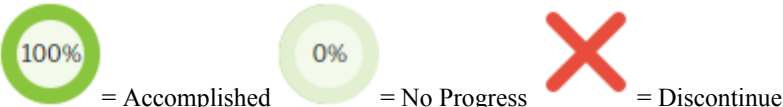
| Strategy Description  | Monitor                   | Strategy's Expected Result/Impact  | Formative Reviews |     |     |
|---|---------------------------|--|-------------------|-----|-----|
|   |                           |  | Nov               | Jan | Mar |
| 1) Through Title IV funds, students will participate in College Week, Kindness Week, and Red Ribbon Week activities using Amazon (\$310.79), Positive Promotions (\$331.10), Oriental Trading (\$323.04). | Counselor<br>School Staff | College Week, Kindness Week, and Red Ribbon Week Activities                        |                   |     |     |
| <b>Funding Sources:</b> Title IV (289) - 964.93   |                           |  |                   |     |     |
| 2) Implement student council in 5th grade.  | Student Council Advisor   | Encourage and demonstrate campus leadership  |                   |     |     |
| 3) Students in grades 2 - 5 will participate in academic UIL events.  | UIL Sponsors and Coaches  | Students will compete in a district wide UIL event in the Spring of 2020.          |                   |     |     |
| 4) Students will participate with peers in a grade level musical performance.   | Music Teacher             | Students involved in grade level musical performances                              |                   |     |     |
| 5) Students in grades 2-5 will compete in a campus Spelling Bee.  | Spelling Bee Coordinator  | Students participating the Spelling Bee.   |                   |     |     |
| 6) Students will participate in Odyssey of the Mind.  | Counselor                 | GT Students enrichment   |                   |     |     |
| 7) Students will participate in Curriculum Night.   | Entire School Staff       | Engage students and families in curriculum activities.                             |                   |     |     |
| 8) Through Title IV Funds, students will attend Oscar and the Thingamabob, a performance about resilience in bullying. (\$865)  | Counselor                 | Students will learn real-life coping strategies thru an entertaining presentation. |                   |     |     |
| <b>Funding Sources:</b> Title IV (289) - 865.00   |                           |  |                   |     |     |
|   |                           |  |                   |     |     |

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

**Performance Objective 1:** Turlington will create an awareness for post-secondary education.

**Evaluation Data Source(s) 1:** Distinction Designation for Index 4 - Post Secondary Readiness

**Summative Evaluation 1:**




| Strategy Description   | Monitor               | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|-----------------------|-------------------------------------|-------------------|-----|-----|
|  |                       |                                     | Nov               | Jan | Mar |
| 1) Education Go Get it Week is planned in the month of October.                          | Counselor             | Education Go Get it Week activities |                   |     |     |
| 2) 4th and 5th graders will participate in Lone Star College Career exploration program. | Counselor<br>Teachers | Job profile                         |                   |     |     |
|        |                       |                                     |                   |     |     |

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

**Performance Objective 2:** Adults and parents will have the opportunity to attend educational classes.

**Evaluation Data Source(s) 2:** Agendas and sign in sheets

**Summative Evaluation 2:**

| Strategy Description   | Monitor                                   | Strategy's Expected Result/Impact   | Formative Reviews |     |     |
|--|---|---|-------------------|-----|-----|
|  |   |   | Nov               | Jan | Mar |
| 1) 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". (\$32.50)  | Family Engagement Specialist<br>Principal | 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".<br>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. |                   |     |     |
| <b>Funding Sources:</b> Title One (211) - 32.50  |   |   |                   |     |     |
| 2) 3) Provide a Pre-K summer outreach literacy program for parents and students  | Summer School Librarian                   | Sign-In Sheets  |                   |     |     |
|  = Accomplished  = No Progress  = Discontinue |   |   |                   |     |     |



# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 1    | 1         | 1        | Turlington Elementary School will implement a solid writing curriculum and foundation for students utilizing: Reader's / Writer's Workshop Unit of Study to support the needs of all students and increase achievement levels.  |
| 2    | 3         | 1        | 1) All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population: *ELPS *Teaching, Valley Speech Language and Learning Center w/ Presenter Dr. Elsa Hagan for WOWS/WELLS, JELLS, and ESPERANZA using Title III Funds* *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *Stem Scopes*Scientific Spelling *Seidlitz Group ELL Trainings *The 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 *PK New Teacher Academy Training and Materials Needed for New TX PK Guidelines (2015), PD provided by Houghton Mifflin for Everyday Calendar Math for PreK along with training materials needed for PD. Professional development for Pre-K through 5th grade math teachers by Mathlink which includes the materials needed for PD. (\$5120.00) HWOT. Training materials and professional books to support balanced literacy, Layered Analysis Comprehension Pyramid, Professional reading for Instructional Coach, Support for Units of Study Phonics; Heggerty Phonemic Awareness Curriculum and supplemental materials for implementation. 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 Session ID#: 1459663 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. |
| 2    | 4         | 1        | Use the following research-based interventions, programs and assessments to close the achievement gaps within the EL Reading and Economically Disadvantaged Reading subgroups: Istation, LLI, Universal Screeners, Fountas and Pinnell, and Dreambox.   |
| 2    | 5         | 1        | Fast ForWord will be used to motivate reading across genres for at-risk readers in grades 3-5. It will give assessment data and help monitor progress.  |
| 4    | 4         | 1        | Paraprofessionals will attend district training as well as attend weekly meetings with Special education teachers.  |

# Campus Funding Summary

| <b>Title One (211)</b> |           |          |  |              |                    |
|------------------------|-----------|----------|--|--------------|--------------------|
| Goal                   | Objective | Strategy | Resources Needed                             | Account Code | Amount             |
| 2                      | 3         | 1        |  |              | \$5,120.00         |
| 10                     | 2         | 1        |  |              | \$32.50            |
| <b>Sub-Total</b>       |           |          |  |              | <b>\$5,152.50</b>  |
| <b>Title III (263)</b> |           |          |  |              |                    |
| Goal                   | Objective | Strategy | Resources Needed                             | Account Code | Amount             |
| 2                      | 3         | 2        |  |              | \$178.20           |
| 5                      | 1         | 2        |  |              | \$5,724.17         |
| <b>Sub-Total</b>       |           |          |  |              | <b>\$5,902.37</b>  |
| <b>Title IV (289)</b>  |           |          |  |              |                    |
| Goal                   | Objective | Strategy | Resources Needed                             | Account Code | Amount             |
| 3                      | 2         | 5        |  |              | \$150.00           |
| 9                      | 1         | 1        | College Week, Kindness Week, Red Ribbon Week |              | \$964.93           |
| 9                      | 1         | 8        |  |              | \$865.00           |
| <b>Sub-Total</b>       |           |          |  |              | <b>\$1,979.93</b>  |
| <b>Local (199)</b>     |           |          |  |              |                    |
| Goal                   | Objective | Strategy | Resources Needed                             | Account Code | Amount             |
| 2                      | 5         | 1        |  |              | \$0.00             |
| <b>Sub-Total</b>       |           |          |  |              | <b>\$0.00</b>      |
| <b>Grand Total</b>     |           |          |  |              | <b>\$13,034.80</b> |