

Waller Independent School District
Fields Store Elementary
2020-2021 Campus Improvement Plan



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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: 19 - 20 Enrollment Data on Snapshot, 2019 Campus Accountability Table, Campus At Risk Indicators and numbers on campus, Fields Store STAAR data vs. State, Preliminary AYP 2019, 2019 PBMAS, 2019 TELPAS, Sample Teacher job description, 2019-2020 Retention Information, Sample TTESS Document, Curriculum Bundle, Sample Scope and Sequence, Unit Assessment/Benchmark Assessment Control Form, Fields Store Perception Surveys, Discipline Data from 17-18, 18-19 and 19-20, 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: 2.73% African American, 51.87% White, 42.96% Hispanic, 2.44% all other races, 58.33% low socioeconomic status. The staff population of Fields Store is: 4.0% African American, 73.1% White, 0% Asian, 22.9% Hispanic, 0% Native American, 8.8% Male, 91.2% 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 96.84 %. Within various programs at Fields Store Elementary School, we serve a number of students. The numbers of students served are: 183 Limited English Proficient, 26 Gifted and Talented Program, and 84 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 **2019 Texas Accountability Rating B**. The campus also earned three distinctions:

- **Academic Achievement in Science, Top 25% Comparative Academic Growth, Top 25%: Comparative 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- 80% (State 76%, District 76%)
- Reading Grade 4- 78%, (State 75%, District 77%)
- Reading Grade 5- 92% (State 86%, District 88%)
- Math Grade 3 - 84%, (State 79%, District 83%)
- *Math Grade 4 - 89%, (State 75%, District 85%)*
- Math Grade 5 - 99%, (State 90%, District 92%)
- Writing 4th Grade - 62%, (State 67%, District 62%)
- Science 5th Grade - 91%, State 75%, 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% Hispanics
- 5th Grade Math; 100% Whites - 98% Hispanics

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.

2019-2020 State Testing did not take place due to the COVID-19 Pandemic and the state of Texas was declared State of Distaster

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
- Bulldog Brag
- Books for Babies
- Cathedral Books

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 (Did not occur in Spring 2019 due to COVID-19.)
- Starting salary and competitive pay
- Staff attendance
- Rookie Club

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
- Testing Date is a tremendously stressful day, but if we had a week window it could allow more flexibility to release stress of staff and students.
- Student Math Manipulatives Needed

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 (Did not occur due to COVID-19.)
- Career Day
- Science Night
- Communication - Remind101 and Calendar
- Relay for Life (Did not occur due to COVID-19.)
- 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 (Did not occur due to COVID-19.)
- 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 (No one is trained on this at the campus and it was not utilized due to school ending in March 2020 due to COVID-19.)
- every room has a smartboard
- accessible color printer
- poster maker
- iphones
- chromebook and ipad carts, 2nd-5th one-to-one; We were able to have devices for all students on campus that needed one and by the end of the 2019-2020 school year WISD was one-to-one devices for all students.
- new teacher ThinkPads and iPads
- maker space

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- 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

Employee Data







- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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 Sources: 2019 STAAR scores compared with 2021 STAAR scores due to no 2020 STAAR scores due to COVID-19.

<p>Strategy 1: Training's provided to teachers to implement effective writing in the classroom: * Writer's Workshop *Lucy Calkin's Units of Study</p> <p>Strategy's Expected Result/Impact: Implementation can be measured by confirming that teachers are including strategies in lesson planning.</p> <p>Impact can be measured through Unit Assessments and Benchmark Assessments, showing that achievement gaps between student groups are closing.</p> <p>Staff Responsible for Monitoring: Lead - Instructional Facilitator</p> <p>Others Responsible - * Principal * Assistant Principal * All classroom teachers * Special Education teacher * Curriculum Coordinators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Target 2nd, 3rd, 4th and 5th grade writing skills in all sub-pops.</p> <p>Strategy's Expected Result/Impact: Unit Assessments and Benchmarks, increase score over the prior year.</p> <p>Staff Responsible for Monitoring: Leader: Teachers Other: Instructional Facilitator, Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 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 Sources: STAAR 2019 and 2021 data will be compared, along with Unit Assessments/Benchmark data. No 2020 STAAR scores due to COVID-19.

<p>Strategy 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, I-Station, Reading Assistance Plus, and any other programs.</p> <p>Strategy's Expected Result/Impact: Higher percentage of students masters from the 2018-2019 school year.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator, Classroom Teacher Other: Campus Administrators, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: 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> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 Sources: 2019 STAAR/TELPAS scores
 PBMAS 2019 and 2021 STAAR/TELPAS scores PBMAS 2021
 Lesson plans will document usage.


<p>Strategy 1: Develop and implement a plan to practice for the online Listening and Speaking TELPAS test using online tools, for 2nd-5th grade.</p> <p>Strategy's Expected Result/Impact: Improved listening, speaking, and composite TELPAS scores.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional facilitators, teachers, EL Coordinators, Bilingual/ESL Director</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
	 30%		
 No Progress  Accomplished  Continue/Modify  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 Sources: 2019 STAAR results compared with 2021 STAAR results

<p>Strategy 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. The students did not have the opportunity to attend Summer School in 2020 due to COVID-19.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
	 30%		

 0% No Progress

 100% Accomplished








 Continue/Modify

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








Evaluation Data Sources: M&M Meetings, Vertical Meetings, Team Meetings, Faculty Meetings

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

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 Sources: Unit Assessment and Benchmark Assessment Data, Teacher Formative Assessment

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Weekly meetings, current updated list of students in interventions</p> <p>Staff Responsible for Monitoring: Leader: Team Leader Other: Campus Administrators, Instructional Facilitators</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Use professional development days to review data of various assessments and formulate a plan of action.</p> <p>Strategy's Expected Result/Impact: 100% participation</p> <p>Staff Responsible for Monitoring: Leader: Content Directions Other: Teachers, Instructional Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: Use professional development days in district to devise a common scope and sequence and discuss best practices and latest information from the state.</p> <p>Strategy's Expected Result/Impact: 100% participation</p> <p>Staff Responsible for Monitoring: Leader: District Specialist Other: Teachers, Instructional Facilitator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Sources: Sign-in sheets, certificates

<p>Strategy 1: 1. All teaching staff and paraprofessionals will attend 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 (\$5400). 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. Training for grades 3-12 teachers. Presenter, Laurel Frank from Region 4, District PD Campus cost: \$130</p> <p>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>Reading & Writing Project, LLC pd for literacy coaches and ELAR coordinator campus cost is \$360</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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, Teachers College Reading and Writing Project</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p> <p>Funding Sources: - Title III (263) - \$5,600, - Title One (211) - \$5,400</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Title III funds will allow the purchase of Classroom Libraries for new arrivals from approved vendor-Step to Literacy, and Oxford University Press Dictionaries(306.00) from B/N Booksellers for all EL's , and Seidlitz Group will provide (campus portion \$602.62) 7 Steps books along with 7 Steps to a Language Rich-Interactive Classroom workshop for teachers, other scheduled 7 Steps workshops also for Principals, AP's , Para's and new teachers ; (2380.00)</p> <p>Strategy's Expected Result/Impact: Campus Vertical Meetings District Horizontal Meetings</p> <p>Staff Responsible for Monitoring: District Coordinators, Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p> <p>Funding Sources: - Title III (263) - \$3,288.62</p>	Formative Reviews		
	Nov	Jan	Mar
			

0% No Progress

100% Accomplished



→ Continue/Modify

✗ 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 Sources: Implementation will be measured through documented drills, observations, and staff development.

<p>Strategy 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> <p>The purchase of hand held radios from Bear Com Wireless Worldwide for the Office staff, to have immediate communication during an emergency with (Safety & Security Grant \$2605.00)</p> <p>Install Safety Shatterproof film on 20 glass panes by Sunset Glass Tinting with (School Safety & Security Grant \$1310.00)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, drill logs, Training Certificates, Updated and Current EOP</p> <p>Staff Responsible for Monitoring: Lead: Assistant Principal</p> <p>Others Involved: Principal, District Safety Officer,</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - School Safety and Security Grant (429) - \$2,605, - School Safety and Security Grant (429) - \$1,310</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Maintain a Core Team trained in TBSI protocol, policy and procedures.</p> <p>Strategy's Expected Result/Impact: Certificates of completion</p> <p>Staff Responsible for Monitoring: Lead: Campus Administration</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			









<p>Strategy 3: Fields Store Elementary will maintain a school-wide positive behavioral support system through the PRIDE framework.</p> <p>Strategy's Expected Result/Impact: Written School Plan</p> <p>Staff Responsible for Monitoring: Lead: Assistant Principal Other: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: 100% of staff will be trained and knowledgeable in guaranteeing student freedom from all forms of harassment.</p> <p>Strategy's Expected Result/Impact: Implementation will be measured through staff development.</p> <p>Staff Responsible for Monitoring: Lead: Campus Administration Other: Teachers and Staff</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 5: 100% of staff will complete all required compliance training.</p> <p>Strategy's Expected Result/Impact: Staff certificates of completion.</p> <p>Staff Responsible for Monitoring: Lead: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Smooth transitions for students based on academic performance and behavior</p> <p>Staff Responsible for Monitoring: Campus Instructional Staff, Counselors</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 7: Fields Store Elementary will assess and support the growth of social and emotional skills and learning.</p> <p>Staff Responsible for Monitoring: Lead: Counselors Other: Campus Administration and Campus Instructional Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 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. For example, the counselors will attend Region IV School Counselor Symposium at the cost of \$225 per participant.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: District and campus administrative team, school counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			

<p>Strategy 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> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Leader: Counselor Others Involved: Principal, Assistant Principal, grade level teachers, special area teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 10: Using Title I funds, we will monitor and provide support to the homeless students identified on our campus.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Leader: Principal/Counselor Others Involved: Assistant Principal, Registrar, Grade Level Teachers, and Nurse</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 11: Staff will attend the new mental health training called,"Are the Kids Alright," (\$187.50)</p> <p>Strategy's Expected Result/Impact: Staff certificates of completion.</p> <p>Staff Responsible for Monitoring: Leader: Counselor Others Involved: Principal, Assistant Principal, grade level teachers, special area teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title IV (289) - \$187.50</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 Sources: Highly Qualified status documentation

<p>Strategy 1: New teachers will be assigned to a mentor teacher. Strategy's Expected Result/Impact: Mentors will communicate with mentees bi-weekly and mentors will communicate with administration for collaboration. Staff Responsible for Monitoring: Leader: Principal Other: Mentor Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Teachers are encouraged to obtain a higher level degree and additional certifications, to include ESL. Strategy's Expected Result/Impact: Increase in staff participating in high level degree programs and 100% of staff highly qualified with an ESL certification. Staff Responsible for Monitoring: Leader: Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: Teachers and Paraprofessionals will attend training to enhance their knowledge and skills to meet student needs. Strategy's Expected Result/Impact: Use of training and skills on the job. Staff Responsible for Monitoring: Leader: Principal Other: Curriculum Directors, Instructional Facilitator, Special Education Director Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Staff Development provided for teachers and paraprofessionals to obtain staff development hours to maintain certification. Strategy's Expected Result/Impact: 100% of staff highly qualified Staff Responsible for Monitoring: Leader: Campus Administrators Other: Instructional Facilitator Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Sources: Universal Screeners, Unit Assessments, Benchmark Assessments, and IStation Reports

<p>Strategy 1: Weekly team meetings to focus on data, M&M Meetings (monitor and motivate)</p> <p>Strategy's Expected Result/Impact: M&M meetings each Tuesday</p> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator Other: Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: District and campus instructional specialist will meet with teacher and administration to support instruction</p> <p>Strategy's Expected Result/Impact: Each teacher will be supported in appropriate researched-based instructional strategies to benefit all students</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrators Other: Curriculum Coordinators, Instructional Facilitators, Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: Provide instructional support in Math, Reading, Writing, and Science to grade level teams</p> <p>Strategy's Expected Result/Impact: Regular informal observation, modeling of lessons, and collaborative conversations among coordinators and teachers</p> <p>Staff Responsible for Monitoring: Leader: Curriculum Content Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 Sources: Individual conferences on T-TESS goals written by teachers

<p>Strategy 1: 1) Campus administrators will conduct walk-throughs and observations based on TEA guidelines and board approved T-TESS calendar.</p> <p>Strategy's Expected Result/Impact: Walk-Throughs, observations, summative compared year-to-year, goal setting meetings</p> <p>Staff Responsible for Monitoring: Leader: Campus Administrators Others: Curriculum Director, Human Resources Director</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 Sources: Agenda and Sign in sheet

<p>Strategy 1: Instructional Technologist will provide training to staff by grade level or based on individual need, incorporating Google classroom.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheets, Technoloy use in lesson plans</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator</p> <p>Others Involved: Principal, Asst. Principal, teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 2: 100% of FSE students will regularly use technology to enhance their learning






Evaluation Data Sources: Students using technology in their classes

<p>Strategy 1: Students will have access to numerous technology based programs to target supplemental learning needs (iStation, Fast Forward, Dreambox)</p> <p>Strategy's Expected Result/Impact: Student use reports and academic summary reports.</p> <p>Staff Responsible for Monitoring: Leader: Classroom Teacher Other: Instructional Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>	Formative Reviews		
	Nov	Jan	Mar
	 30%		
 No Progress  Accomplished  Continue/Modify  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 Sources: Campus and District websites kept updated


<p>Strategy 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> <p>Strategy's Expected Result/Impact: Sign-in sheets for parent meetings</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others Involved: Principal, Asst. Principal, teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 2019-2020 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. The school year was cut short due to COVID-19, but the parent participation was increasing in the membership of the FSE PTO and the Community Events hosted by FSE.

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Implementation can be measured through the V-soft program and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Leader: Principal</p> <p>Others involved: Assistant Principal, Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
	 30%		

 No Progress

 Accomplished





 Continue/Modify






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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 Sources: All funds are expended in a compliant manner








<p>Strategy 1: Local funding to support curriculum, staffing, and foundation program</p> <p>Strategy's Expected Result/Impact: All regular classes staffed and funded with local funds</p> <p>Staff Responsible for Monitoring: Principal, Business Office, Campus Book keeper</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Use Title II funding to provide professional learning in needed areas based on student data</p> <p>Strategy's Expected Result/Impact: Student achievement data increase</p> <p>Staff Responsible for Monitoring: Principal, Content Coordinator, and Curriculum Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: Use Title IA funding to provide supplemental services to struggling and at risk students</p> <p>Strategy's Expected Result/Impact: Student achievement data increase for the targeted population</p> <p>Staff Responsible for Monitoring: Principal, Content Coordinator, Curriculum Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Administrative supplies to be used for reviewing EL data and progression toward campus and district goals.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, walk throughs, observations, test scores, meeting agenda</p> <p>Staff Responsible for Monitoring: Bil/ESL Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p>	Formative Reviews		
	Nov	Jan	Mar
			

<p>Strategy 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) and (TCA \$420.00).</p> <p>The Counselors at Fields Store Elementary will monitor homeless student data and will supply with appropriate school supplies purchased from Amazon for \$75.04.</p> <p>Strategy's Expected Result/Impact: Improved/Enhanced School Counseling Program</p> <p>Staff Responsible for Monitoring: Counselors, District Counselor Coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: The Virtual 64th Annual TCA (Texas Counselors Association) Professional Growth Conference - Title IV (289) - \$420, TSCA Conference - Title IV (289) - \$175, School Supplies for Homeless Students - Title One (211) - \$75.04</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Students will participate in co-curricular activities.

<p>Strategy 1: Implement practice for UIL events during the regular school day. UIL did not occur in the Spring of 2020 due to COVID-19. Strategy's Expected Result/Impact: Offer life experiences to all students Staff Responsible for Monitoring: Leader: UIL Coordinator Other: Grade Level Teachers, support staff Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Through Title IV funds, students will participate in College Week, Red Ribbon Week, and Kindness Week. Strategy's Expected Result/Impact: College, Red Ribbon, and Kindness Week activities Staff Responsible for Monitoring: Counselor, School Staff Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: Through Title IV Funds, students will attend Oscar and the Thingamabob, a performance about resilience in bullying. (\$865) Additional Title IV Funds will be used for Kindness and Red Ribbon Week supplies and activities from Positive Promotions (\$981.09) and Oriental Trading (\$42.33). Strategy's Expected Result/Impact: Students will learn real-life coping strategies thru an entertaining presentation. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - Title IV (289) - \$1,888.42</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  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 1: Share responsibility achievement incorporating: Parenting Skills, Learning at Home, Decision-making, and Collaboration







Evaluation Data Sources: Agendas and sign in sheets

<p>Strategy 1: 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. Also Technology (207.50) materials for Parent meetings for Family Engagement.</p> <p>Strategy's Expected Result/Impact: Agenda and sign in sheets</p> <p>Staff Responsible for Monitoring: ELL Coordinator, Bilingual/ESL Director, Curriculum Director, Family Engagement Specialist, Campus Administration Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>Funding Sources: - Title III (263) - \$207.50</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Agenda, sign in sheet with parent and student involvement</p> <p>Staff Responsible for Monitoring: Teachers, Title 1 Teachers, Instructional Facilitator and Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Invitations, Agendas, and Sign-In Sheets

<p>Strategy 1: Coordinated planning of events over a variety of topics including Pre-K summer outreach literacy program.</p> <p>Strategy's Expected Result/Impact: Calendars, Sign in sheets</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, summer school librarian</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - 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>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 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" (32.50). Family Engagement Specialist will attend 2020 Title III Symposium Conference in July 2020. (\$25.00) The July 2020 Conference was cancelled due to COVID-19.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Family Engagement Specialist Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: - Title One (211) - \$57.50</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			