

Waller Independent School District
Turlington Elementary
2020-2021 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Special Programs:	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Comprehensive Needs Assessment Data Documentation	13
Goals	14
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)	14
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)	20
Goal 3: WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)	26
Goal 4: WISD/TES will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)	31
Goal 5: WISD/TES will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)	35
Goal 6: WISD/TES will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)	36
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)	38
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)	40
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)	42
Goal 10: WISD/TES will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)	43

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population of Turlington Elementary School is: 3.5% African American, 29.2% White, 0.56% Asian, 64.3% Hispanic, 0.2% Native American, 1.8% Two or More Races, .4% Indian, 50% Male, 50% Female, 65.3% low socioeconomic status.

The average daily attendance rate for students is 95%. 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: 269 Limited English Proficient, 54 students in the 504 Program, 56 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
- LEP Services
- Academic Tutors

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 for the 2018-2019 school year. 2019-2020 State Testing did not take place due to the COVID-19 epidemic.

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
- Technology Integration- Google Classroom
- Targeted Tier One Instruction
- Earning 3 Distinction Designations- 2018-2019 School Year
- 100% Closing Performance Gaps- 2018-2019 School Year

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 Turlington Greatness through Social Media and Campus Shoutouts
- PBIS- Continue the pattern of a decrease in referrals
- Collaboration

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
- Leadership Academies
- STAAR & Academic Tutors becoming TES teachers

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- Quality PD
- 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
- Reading & Math Coach

Technology

Technology Summary

- 1:1 Chromebook or Ipads
- 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 or Ipads
- Poster Maker
- Digital Learning Committee helps to ensure that teachers incorporate student Choice, Ownership, Voice, and Authenticity into lessons

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)
- 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

Employee Data





- 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

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 Sources: 2019 STAAR scores compared with 2021 STAAR scores.

<p>Strategy 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>Strategy's Expected Result/Impact: 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. 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> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator Others involved: Principal, Elementary Reading Coordinator, Instructional Coach, Interventionist, and all writing teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </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 10% on all standardized testing and all STAAR Alt 2 students will meet standard.





Evaluation Data Sources: 2019 STAAR scores compared with 2021 STAAR scores.
 District benchmarks.
 IEP goals.

<p>Strategy 1: Inclusion with the special education teacher or paraprofessional in the general education classroom.</p> <p>Strategy's Expected Result/Impact: 1)Implementation: Following required allotted minutes in ARD paperwork. All teachers, general ed, special ed and paraprofessionals attend training provided by special education department. 2)Impact: Students will improve in all content areas by 15% on all standardized testing.</p> <p>Staff Responsible for Monitoring: Leader: Principal Others Involved: Special Education Director, Inclusion teachers, Assistant Principal, Paraprofessionals.</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 3: Increase in overall attendance rate to 96% or above.

Evaluation Data Sources: Daily Attendance Reports

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 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. 2) Impact: Increase in attendance rate to 96% or above.</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principal Others Involved: Principal, Counselor, All teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Daily phone calls home</p> <p>Strategy's Expected Result/Impact: 1) Implementation: daily absence report after 9:35 AM 2) Impact: Increase in attendance rate to 96% or above.</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principal and Attendance clerk</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 Sources: 2019 STAAR scores compared with 2021 STAAR scores.





<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Classroom teachers will use data from Aware to track student scores and progress on Unit Assessments, Benchmarks, and Screeners 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.</p> <p>2)Impact: Students scoring Master on STAAR in all categories will increase by 10%.</p> <p>Staff Responsible for Monitoring: Leader:Class room teachers Others Involved: Principal, Assistant Principal, Instructional Facilitator, Instructional Coach, Interventionist</p>	Formative Reviews		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  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 5: 90% or more of 5th grade students will be at the Approaches level or above for the STAAR Reading assessment.

Evaluation Data Sources: 2019 STAAR scores compared with 2021 STAAR scores


<p>Strategy 1: Leveled Literacy Instruction (LLI) - A small group reading intervention for students who are below grade level. Istation for all students K-5. Soluciones for K-2 Bilingual interventions, Countdown and Phonics Blast for K-1 interventions, RAVE-O for 2-5, Rewards for 4-5 interventions, and Reading Assistant Plus for 3-5.</p> <p>Strategy's Expected Result/Impact: 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. 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.</p> <p>Staff Responsible for Monitoring: Leader: Reading Interventionist Others Involved: Principal, Instructional Facilitator, Elementary ELAR Coordinator, Assistant Principal, Reading Coach, Bilingual/ESL Coach, Classroom Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: WOW/WELLS program for Bilingual classrooms from Kinder-2nd Grade and newcomers in 3rd, 4th, 5th grade.</p> <p>Strategy's Expected Result/Impact: 1)Implementation: Using the WOW/WELLS program in the reading/writing framework as provided by the district. 2)Impact: EL students make the transition to English. Increasing reading levels and reading scores on district based assessment.</p> <p>Staff Responsible for Monitoring: Leader: Bilingual/ESL classroom teachers Others Involved: Principal, Assistant Principal, Instructional Facilitator, Bilingual/ESL Instructional Coach</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 6: 90% or more of 4th grade students will be at the Approaches level or above on the Math STAAR assessment.


Evaluation Data Sources: 2019 STAAR scores compared to 2021 STAAR scores

<p>Strategy 1: A small group math intervention for student who are below grade level- Dreambox for K-5, Strategy's Expected Result/Impact: 1)Implementation: Using student data, a designated team will identify which students qualify for a research based intervention and will place students in leveled groups.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Leader: Math Interventionist Others Involved: Principal, Instructional Facilitator, Elementary Math Coordinator, Assistant Principal, Math Coach, Classroom Teachers</p>	Formative Reviews		
	Nov	Jan	Mar

 0% No Progress

 100% Accomplished

 Continue/Modify


 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 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 Sources: Data from meeting to meeting, teacher lessons plans, and data meeting recording sheet.

<p>Strategy 1: Grade level teams will have data meetings weekly using data from Aware to make informed decisions and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator, and Classroom Teachers. Others responsible: Principal, Assistant Principal, Content Coordinators, ELL Coordinator, Early Intervention Coordinator, Instructional Coaches</p>	Formative Reviews		
	Nov	Jan	Mar

 0% No Progress

 100% Accomplished

 Continue/Modify

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

Evaluation Data Sources: Implementation of strategies learned will be evident in lesson plans, classroom walk throughs, observations and improvement in student achievement.

<p>Strategy 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*Seidlitz Group ELL Trainings *The Curriculum Project *The DBQ Project *Stetson and Associates *Guided Reading *Rice University Elementary Science Lab *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. (\$5400.00) 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</p> <p>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</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 - Dawn Vinas, Rebecca Koesel, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Garland Linkenhoger, Debbie Wells, Alana Morris, Carla Michalka, Laurel Frank, Lisa Felske. Teachers College Reading and Writing Project</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - Title One (211) - \$5,400</p>	Formative Reviews		
	Nov	Jan	Mar





<p>Strategy 2: Title III Funds will be used for teacher Esperanza/WOWS, also in academic language and vocabulary across grade levels using 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. Okapi Education Publishing Bilingual Materials 69.90. Title III Purchase for EL's Oxford American Dictionary (127.80).</p> <p>Strategy's Expected Result/Impact: Campus Vertical Planning District Horizontal Meetings</p> <p>Staff Responsible for Monitoring: District Coordinators, Principals, Teachers</p> <p>Funding Sources: - Title III (263) - \$375.90</p>	Formative Reviews		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  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 3: PreK - 5th Grade will focus on intervention in both literacy and math to close achievement gaps.





Evaluation Data Sources: District assessments, early reading instruments and universal screeners.

<p>Strategy 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>Strategy's Expected Result/Impact: Implementation weekly along with benchmark assessments</p> <p>Staff Responsible for Monitoring: Teachers IF Counselors Administrators Instructional Coach Interventionist</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 4: Campus wide focus in the area of literacy to improve reading and writing across grade levels.





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

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Implementation: daily 45 minute lesson with teacher monitor and data collection. Student sets their goals.</p> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator Others responsible: Principal, Assistant Principal, Classroom Teachers, Reading Interventionist, Instructional Coach</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Local (199)</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Academic language and vocabulary used across grade levels using Big Books By George, 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. 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.</p> <p>Strategy's Expected Result/Impact: Campus Vertical Meetings District Horizontal Meetings</p> <p>Staff Responsible for Monitoring: District Coordinators, Principal, Teachers, Instructional Coach</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 5: 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 Sources: Lesson plans reveal alignment with scope and sequence documents. Team planning notes reveals the use of scope and sequence during planning.

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Students will receive high-quality instruction over the entire district curriculum in each content area.</p> <p>Staff Responsible for Monitoring: Lead: Curriculum Content Coordinators Others involved: Classroom Teachers, Instructional Facilitators, Campus Administrators, Instructional Coaches</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: 100% participation in training, monthly drill practice record sheet, safety audit

<p>Strategy 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>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>Strategy's Expected Result/Impact: 1) Implementation of a crisis management plan with 100% active participation from all staff members 2) Impact: Staff is prepared to handle a crisis incident or emergency to ensure safety of students</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principal and Principal Others involved: District Safety Officer, all teachers and staff</p> <p>Funding Sources: - School Safety and Security Grant (429) - \$2,605</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: The CATCH program will be implemented school-wide</p> <p>Strategy's Expected Result/Impact: 1) Implementation of strategies and techniques of the research based program-Coordinated Approach to Child Health 2) The impact will be student improvement with physical fitness and nutrition awareness as measured in the state approved test.</p> <p>Staff Responsible for Monitoring: Leader: PE teacher Others involved: Principal, Assistant Principal, PE aide, nurse, grade level teachers, and cafeteria staff</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 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>Strategy's Expected Result/Impact: 1) Implementation: 100% participation with Fire Code during all drills conducted. 2) Impact: Student and staff awareness of how to handle and react in fire or emergency situations.</p> <p>Staff Responsible for Monitoring: Leader: Assistant Principal Others involved: All teachers, paraprofessionals, Principal, support staff, cafeteria staff and special area teachers.</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: 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>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 Sources: Less than 4% of students will have discipline referrals.

<p>Strategy 1: Counseling groups provided for student support in identified areas such as: divorce, bullying, anger and social skills.</p> <p>Strategy's Expected Result/Impact: 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. 2) The impact of these groups will provide emotional safety for children as well as coping techniques.</p> <p>Staff Responsible for Monitoring: Leader: Counselor Others involved: Principal, Assistant Principal, nurse and teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Focus on intentionally building relationships with students and parents.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: All staff members make a conscious effort to build relationships with all students. 2) The impact of building relationships guarantees emotional safety, physical safety and well being for all students.</p> <p>Staff Responsible for Monitoring: Leader: Principal Others involved: All staff members</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: The impact of this curriculum will be students improving their interpersonal skills which will result in a reduction of discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselors Other involved: Classroom teachers, Music Teacher</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 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. For example, the school 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 professional development sessions throughout the 2020-2021 school year. 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>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Through Title IV funds, new staff members will attend mental health training from the Mental Health America of Houston. (\$187.50)</p> <p>Strategy's Expected Result/Impact: Staff members will be better equipped to support the physical, social, and emotional needs of our students.</p> <p>Staff Responsible for Monitoring: Counselors, New Staff Members Funding Sources: - Title IV (289) - \$187.50</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Sources: Less than 1% of students will have referrals for bullying.


<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Each day of 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 stopping incidents of bullying.</p> <p>Staff Responsible for Monitoring: Leader: Counselor Others involved: Principal, Assistant Principal, grade level teachers, special area teachers</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 Sources: Staff certificates of completion

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Certificates for each bundle showing completion.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative Reviews		
	Nov	Jan	Mar

 No Progress

 Accomplished

 Continue/Modify


 Discontinue


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 Sources: Comparison of discipline reports from year to year

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and increase in recognizing students for positive behavior</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative Reviews		
	Nov	Jan	Mar

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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 Sources: 100% compliance with ESSA requirements.

<p>Strategy 1: All staff hired will meet state standards and licensing for certification before they are hired.</p> <p>Strategy's Expected Result/Impact: 100% meet standards</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal District Admin/HR</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Implementation of strategies learned will be evident in lesson plans, classroom walk throughs, observations, and improvement in student achievement.

Strategy 1: K-5 will attend Reader's and Writer's workshop provided by the district. Strategy's Expected Result/Impact: Workshop model evident in walk through and observations Staff Responsible for Monitoring: Principal, Instructional Facilitator, Instructional Coach	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: 3-5 grade Science an Math Teachers attend CAST and CAMT Strategy's Expected Result/Impact: Common language on campus lesson plans and student work samples Staff Responsible for Monitoring: Principal IF	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 Sources: 100% retention of highly qualified new teachers.

Strategy 1: First year teachers will be assigned a mentor and will meet a minimum of twice every six weeks. Strategy's Expected Result/Impact: Teacher retention Staff Responsible for Monitoring: Principal Team Leaders	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: In class support logs are completed accurately and submitted in a timely manner.

Strategy 1: Paraprofessionals will attend district training as well as attend weekly meetings with Special education teachers. Strategy's Expected Result/Impact: Meeting minutes and sign in sheet Staff Responsible for Monitoring: Special Education Teacher Comprehensive Support Strategy - Additional Targeted Support Strategy	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: In class support personnel must collect student progress monitoring data that will be used as documentation for student progress reports and IEPs. Strategy's Expected Result/Impact: In class support documentation will support student IEP. Staff Responsible for Monitoring: In Class Support Teacher, Paraprofessionals	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: T-TESS rubric

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Walk-Throughs, observations, summatives compared year-to-year</p> <p>Staff Responsible for Monitoring: Leader: Campus Administration</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Bilingual Director/ELL Coordinator will provide training and/or utilizing information acquired with use of Title III Funds "Tier 1 reseach based strategies for EL's from Seidlitz Education using materials-7Steps books (\$656.53) and a workshop of the 7 Steps to a Language Rich Interactive Classroom for teachers, coordinators, AP's, and Principals. (\$2380.00)</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets and/or Certificates</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Director ELL Coordinator</p> <p>Funding Sources: - Title III (263) - \$3,036.53</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: 100% of teachers and staff using technology

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

0% No Progress

100% Accomplished





→ Continue/Modify

✗ Discontinue

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 Sources: 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.

<p>Strategy 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.)</p> <p>Strategy's Expected Result/Impact: PTO meeting agenda and sign in sheets Volunteer reports generated by district.</p> <p>Staff Responsible for Monitoring: PTO board Principal Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Sources: Over 50% participate in parent survey specific to Turlington.

Strategy 1: Ensure that all communication with parents is provided in the appropriate language. Strategy's Expected Result/Impact: Copies of all communications on file in both English and Spanish. Staff Responsible for Monitoring: Bilingual Director Translator	Formative Reviews		
	Nov	Jan	Mar
Strategy 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.) Strategy's Expected Result/Impact: Increase in parental involvement Staff Responsible for Monitoring: Teachers Principal	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 Sources: All funds are expended in a compliant manner.

<p>Strategy 1: Local funding used to support curriculum, staffing, and foundations programs. Strategy's Expected Result/Impact: All regular classes staffed and supported with local funds. Staff Responsible for Monitoring: Principal Business Office Campus Bookkeeper</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Use Title II funding to provide professional development in needed areas based on student data. Strategy's Expected Result/Impact: Student achievement data increase Staff Responsible for Monitoring: Principal Content Coordinators Curriculum Director</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 3: Use Title IA funding to provide supplemental services and supplies to struggling, at risk, and homeless students through Amazon. (\$38.29 per student; Total \$114.87) Strategy's Expected Result/Impact: Student achievement data increase for the targeted population. Staff Responsible for Monitoring: Principal Content Coordinators Curriculum Director</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 4: Use Title III funding to provide supplemental services to ELL students. Provide NAC Students with headsets for Language Acquisition. Strategy's Expected Result/Impact: Student achievement data increase for this targeted population. Staff Responsible for Monitoring: Principal, Content Coordinators, Curriculum Director, Bilingual/ESL Director</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 5: Utilize Special Education funds to provide ARD determined services for Special Education students. Strategy's Expected Result/Impact: Student achievement data increase for this targeted population. Staff Responsible for Monitoring: Principal, Special Education Director</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 6: Administrative supplies to be used for reviewing ELL data and progression toward campus and district goals. Strategy's Expected Result/Impact: Sign-in sheets, walk throughs, observations, test scores, meeting agenda Staff Responsible for Monitoring: Bil/ESL Director</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 7: Use Title IV funding to provide opportunities for students to accelerate a grade level through credit by exam. Strategy's Expected Result/Impact: Identified students are tested to accelerate a grade level. Staff Responsible for Monitoring: Principal, Counselor</p>	Formative Reviews		
	Nov	Jan	Mar

Strategy 8: Use Title IV Funding to purchase :The Texas Model Guide for Comprehensive School Counseling programs to help develop and enhance campus counseling program. Strategy's Expected Result/Impact: Improved/Enhanced School Counseling Program Staff Responsible for Monitoring: Counselors, District Counselor Coordinator	Formative Reviews		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify







Discontinue

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 Sources: Students will participate in co-curricular activities.

Strategy 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). Strategy's Expected Result/Impact: College Week, Kindness Week, and Red Ribbon Week Activities Staff Responsible for Monitoring: Counselor School Staff Funding Sources: College Week, Kindness Week, Red Ribbon Week - Title IV (289) - \$964.93	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Implement student council in 5th grade. Strategy's Expected Result/Impact: Encourage and demonstrate campus leadership Staff Responsible for Monitoring: Student Council Advisor	Formative Reviews		
	Nov	Jan	Mar
Strategy 3: Students in grades 2 - 5 will participate in academic UIL events. Strategy's Expected Result/Impact: Students will compete in a district wide UIL event in the Spring of 2021. Staff Responsible for Monitoring: UIL Sponsors and Coaches	Formative Reviews		
	Nov	Jan	Mar
Strategy 4: Students will participate with peers in a grade level musical performance. Strategy's Expected Result/Impact: Students involved in grade level musical performances Staff Responsible for Monitoring: Music Teacher	Formative Reviews		
	Nov	Jan	Mar
Strategy 5: Students in grades 2-5 will compete in a campus Spelling Bee. Strategy's Expected Result/Impact: Students participating the Spelling Bee. Staff Responsible for Monitoring: Spelling Bee Coordinator	Formative Reviews		
	Nov	Jan	Mar
Strategy 6: Students will participate in Curriculum Night. Strategy's Expected Result/Impact: Engage students and families in curriculum activities. Staff Responsible for Monitoring: Entire School Staff	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Distinction Designation for Index 4 - Post Secondary Readiness

Strategy 1: Education Go Get it Week is planned in the month of October. Strategy's Expected Result/Impact: Education Go Get it Week activities Staff Responsible for Monitoring: Counselor	Formative Reviews		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify








Discontinue

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 Sources: Agendas and sign in sheets

Strategy 1: 3)Provide a Pre-K summer outreach literacy program for parents and students Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Summer School Librarian	Formative Reviews		
	Nov	Jan	Mar
Strategy 2: Attend the Parent and Family Engagement Liaison Training provided by Region IV. (Region IV \$35.00) Strategy's Expected Result/Impact: Implementation will be noted with a certification of attendance. Impact will be demonstrated with presenting information about the updated PFE Engagement Liaison Handbook to campuses. Provide increased parent, family, and community engagement opportunities on campuses and within the district. Staff Responsible for Monitoring: Family Engagement Specialist, Principal, Assistant Principal Funding Sources: - Title One (211) - \$35	Formative Reviews		
	Nov	Jan	Mar
	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue			