

Waller Independent School District
Roberts Road Elementary
2021-2022 Campus Improvement Plan



Mission Statement

We at Roberts Road Elementary believe that all students can learn and develop intellectually, physically, and socially to their fullest potential. We will provide all students with the opportunity and environment to create a foundation for successful living.

Vision

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Roberts Road Elementary currently has 750 students (PreK- 5). Last year our demographic breakdown was approximately 63% Hispanic, 22% White, 11% African-American, 01% Asian, and 02% Two or More Races. Our percentage of English Learners was 40%. Last year, 69% of our students were Economically Disadvantaged and our students receiving special education services was approximately 10%.

Special Programs:

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 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 intervention programs, bilingual campus academic tutors for core subject areas, bilingual EL campus based interventionists, Sheltered Instruction and ESL Certification training, 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

We are seeing rapid growth at RRE. We are beginning the 2020-21 school year with a student population of approximately 750 students. As more homes are being built within our zone we continue to see not only an increase in the student population, but in most sub-populations as well. The number of students who are SPED, 504, GT, or in need of speech and dyslexia services continues to rise.

We have seen a slight decrease in our bilingual population and in the percentage of our students who qualify for free and reduced lunch with an Economically Disadvantaged rate of approximately 70%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With the rapid growth we are experiencing it is crucial that all sub-populations (SPED, 504, Dyslexia , GT) are being properly serviced. **Root Cause:** The substantial growth of our student population has led to increased challenges in staffing and scheduling

Student Achievement

Student Achievement Summary

RRE 2020 TELPAS Kindergarten

TELPAS Composite Rating

	Total Students	TELPAS Composite Rating			
		Beginning	Intermediate	Advanced	Advanced High
Roberts Road Elementary	31	38.71%	35.48%	16.13%	9.68%
Economic Disadvantage	26	42.31%	38.46%	11.54%	7.69%
Asian	2	0%	100%	0%	0%
Black/African American	2	0%	0%	50%	50%
Hispanic	26	46.15%	34.62%	11.54%	7.69%
Two or More Races	1	0%	0%	100%	0%
LEP	31	38.71%	35.48%	16.13%	9.68%
Special Ed Indicator	7	85.71%	14.29%	0%	0%

RRE 2020 TELPAS Grade 1

Yearly Progress Indicator

	Total Students	Yearly Progress Indicator			
		Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher
Roberts Road Elementary	44	38.64%	56.82%	4.55%	0%
Economic Disadvantage	37	40.54%	56.76%	2.70%	0%
Black/African American	2	50%	50%	0%	0%
Hispanic	41	39.02%	56.10%	4.88%	0%
White	1	0%	100%	0%	0%
LEP	43	39.53%	58.14%	2.33%	0%
Special Ed Indicator	7	42.86%	57.14%	0%	0%



Student Achievement Strengths

Due to Covid19 STAAR nor STAAR Alt 2 were administered in the spring of 2020. TELPAS was only completed and rated for Kindergarten and First Grade.

We are a data driven school that focuses on student achievement and student progress. Stakeholders report that we have a strong math and reading curriculum that meets the needs of all learners. Students receive remediation and enrichment interventions through tutoring, Bulldog Clubs, along with interventions provide by our math and reading interventionists.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Changes will we need to be made in the way we have traditionally provided differentiated, data-based interventions for every student and in how we actively monitor student progress throughout the 2020-2021 school year. **Root Cause:** Due to the disruption of academic instruction and assessment in the spring of 2020 we anticipate that the majority of our students will exhibit a significant learning regression. Additionally, with many of our students choosing to participate in distance learning, our typical manner of instructing, remediating, and assessing students will be extremely difficult to implement.

School Culture and Climate

School Culture and Climate Summary

Staff members and students overwhelmingly describe the culture and climate of Roberts Road as being extremely positive and family-like. Our campus has outstanding classroom management with a minimal number of office referrals each year. High expectations are set for students and staff.

School Culture and Climate Strengths

Campus strengths:

Low number of office referrals

Collaboration and strong relationships among staff.

Teachers try to resolve situations within the classroom before calling administration.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff, students and parents must re-imagine how our schoolwide PBIS program will be implemented in 2020-21. **Root Cause:** All stakeholders must adjust to a school environment that, due to mandated social distancing and online learning, imposes limitations on inclusiveness and relationship building.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Roberts Road has historically had a high retention rate for our staff members. Recently, the number of new hires has been a result of the rapid growth in our community. Teachers are provided with multiple opportunities to participate in professional development throughout the school year. Professional development is needs based and although some sessions will be held out-of-district, the majority of professional development will be provided by the district curriculum coordinators, instructional coaches, and contracted academic consultants.

Many respondents of our campus Comprehensive Needs Assessment commented positively on the mentoring program we have in place.

Staff Quality, Recruitment, and Retention Strengths

Staff members participate in interviewing potential hires.

Mentoring program for first year teachers and experienced teachers who are new to our campus.

The Teachers Observing Teachers program has been beneficial in teacher development.

Teachers participate in vertical meetings throughout the year.

Teachers are included in design teams and meet regularly to discuss, reflect, and plan.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The professional development needs of our staff have changed dramatically in 2020-21. **Root Cause:** The increased emphasis on distance learning and technology driven instruction has impacted the type of professional development need to properly support teachers and staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum at Roberts Road Elementary is TEKS based with content area scope and sequence established by district horizontal teams. RRE embraces a 21 Century Learning/ Growth Mindset philosophy which provides student centered learning experiences for all students. Formative and summative assessment occur regularly and the data obtained from these assessments is used to drive instruction, remediation, and enrichment.

Curriculum, Instruction, and Assessment Strengths

Campus strengths:

A district-wide ELAR framework which incorporates Reader's and Writer's Workshop.

Research based, student centered math instruction that incorporates and fosters higher level thinking skills.

A STEMscope , 5-E model science curriculum

Teachers have access to student assessment data which is used to provide differentiated instruction and to develop and implement appropriate intervention, remediation, and enrichment opportunities for all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: If we are to remain a data driven school Roberts Road must find alternative ways to assess students to properly identify student's strengths and targets for academic growth. **Root Cause:** With a substantial increase in the number of students who are receiving instruction and access to the curriculum through technological devices, the traditional paper and pencil assessments that have previously been administered to our students will need to be reexamined and modified.

Parent and Community Engagement

Parent and Community Engagement Summary

We have developed strong community partnerships with local organization such as Community of Faith, Fairfield Baptist Church, HEB, and Daikin. These partners have invested considerable time, manpower and money to support our staff, students, and their families. With a considerable Hispanic community within our neighborhood, Roberts Road continually provided school related information to our families in both Spanish and English.

Parent and Community Engagement Strengths

Campus strengths:

Community partners such as Community of Faith, HEB, Daikin, and Fairfield Baptist Church

Numerous parent/community events scheduled throughout the year (Book Fair, Science Night, Night of Wonder, etc.)

Bilingual communication between our school and our families increase community awareness and involvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Innovative ways of reaching out to families and community partners will be needed during the 2020-21 school year. **Root Cause:** Students engaging in distance learning and building safety protocols in place during the 2020-21 school year will make it more difficult than ever to maintain a sense of family and community engagement.

School Context and Organization

School Context and Organization Summary

In order to provide students with the maximum amount of instructional time each day, Roberts Road stresses the importance of implementing a highly structured and well organized school day. Communication between all stakeholders is a crucial component of effective time management. All schedules are developed and shared before the first day of school and all events are included on our RRE Google Calendar. Weekly bulletins are shared every Friday outlining important events that are scheduled for the upcoming week. Parents are kept informed through our monthly newsletter, our school website, Facebook and Twitter accounts as well as numerous written and telephone notifications that are provided for families in both English and Spanish.

Roberts Road has a number of committees which give stakeholders an active voice in shaping school policy and procedures. We are organized in grade level and vertical content area teams that meet regularly. Many respondents to the CNA survey indicated a strong belief that they felt supported and valued by campus administration.

School Context and Organization Strengths

Campus strengths:

Use of Google Calendar/Classroom to communicate school related events and activities has improved.

Weekly bulletins shared with all stakeholders.

Opportunities for teacher input through various campus committees.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Our 2020-21 Comprehensive Needs Assessment indicated a desire for additional support to address the ever increasing technological demands required for collect, analyzing, and sharing information. **Root Cause:** With a significant number of students engaging in distance learning staff members will require additional professional development to better address the needs of the online learner.

Technology

Technology Summary

100% of RRE students gain information and share their learning through the use of digital tools on a consistent basis. Classrooms are adequately equipped with smartboards, chromebooks/Ipads, and other technological devices and have multiple opportunities to obtain technology based professional development. Students receive instruction on digital citizenship in grade K-5.

Technology Strengths

The spring of 2020 demonstrated conclusively that Roberts Road and Waller ISD were better technologically prepared for remote learning than many of our neighboring districts. With a virtual 1:1 student to device ratio we were able to get technology in the hands of our students. We have embraced the appropriate use of technology in the learning process and many of our students are familiar with Google Classroom, Seesaw, and other technology based programs and education delivery systems.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is constantly evolving and it can be difficult to stay current on the latest educational applications and programs. **Root Cause:** Teachers need professional development that will keep them knowledgeable about the educational benefits and possibilities regarding students' use of technology .

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data





Goals

Goal 1: WISD 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: In 2021-22 at least 85% of our students will score approaches grade level, 60% will score meets and 30% will score masters on the EOY reading benchmarks/STAAR.

Evaluation Data Sources: Data from end-of-year benchmarks in grades 1-2 and 2021 STAAR results for students in grades 3-5.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct grade level meetings and data chats to monitor student progress, identify needed interventions, and plan effective reading remediation/enrichment activities.</p> <p>Strategy's Expected Result/Impact: Implementation: Data chat notes/agendas will be used as documentation.</p> <p>Impact: Teachers will evaluate students ELAR progress to effectively plan future instruction, enrichment, and remediation.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading intervention/enrichment activities will be provided for all students during regularly scheduled "bulldog clubs".</p> <p>Strategy's Expected Result/Impact: Implementation: Results of all ELAR unit assessment's, benchmarks, and state assessments will be analyzed and used to verify success.</p> <p>Impact: Summative ELAR assessment results will be used to group students in appropriate ELAR intervention groups.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Select Staff Members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide reading interventions and resources to identified students through Title I support.</p> <p>Strategy's Expected Result/Impact: Implementation: Struggling students will receive additional support to improve their reading skills.</p> <p>Impact: Students receiving services will score comparably to all RRE students on all reading assessments.</p> <p>Staff Responsible for Monitoring: Campus Reading Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All K-5 ELAR teachers will implement Reader's/Writer's Workshop Writer's Workshop/ Unit of Study as part of their curriculum</p> <p>Strategy's Expected Result/Impact: Implementation: Reader's/Writer's Workshop will be included in all ELAR teacher's lesson plans.</p> <p>Impact: Reader's/Writer's Workshop will help strengthen student reading levels and mastery of ELAR skills.</p> <p>Staff Responsible for Monitoring: ELAR Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Title III Funds will also fund the Implement guided and shared reading in grades K-2 through the use of resources such as Heinemann's Continuo de la lectoescritura Expanded Edition , grados K-2. Guided and Shared Reading Collections and Steps to Literacy's Spanish Guided and Shared Reading sets.</p> <p>Strategy's Expected Result/Impact: Implementation: Guided and Shared Reading will be embedded in the ELAR instructional framework for all K-2 general education and bilingual classrooms.</p> <p>Impact: Guided/Shared reading will help strengthen student reading levels and mastery of ELAR skills.</p> <p>Staff Responsible for Monitoring: ELAR Teachers, Reading Interventionists</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: WISD 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: In 2021-22 at least 85% of our students will score approaches grade level, 60% will score meets and 30% will score masters on the EOY math benchmarks/STAAR.

Evaluation Data Sources: Data from end-of-year benchmarks in grades 1-2 and 2021 STAAR results for students in grades 3-5.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-K -5 math instruction will be taught using research based strategies supporting student engagement and achievement. All math teachers will be provided with the resources and materials needed for students to engage in hands on activities and lessons that incorporate and foster higher level thinking skills.</p> <p>Strategy's Expected Result/Impact: Implementation: All students will receive high quality, research based math instruction.</p> <p>Impact: 90% passing rate on all district and state math assessments</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct grade level data chats to monitor student progress, identify needed interventions, and plan effective mathremediation/enrichment activities.</p> <p>Strategy's Expected Result/Impact: Implementation: Data chat notes/agendas will be used as documentation.</p> <p>Impact: Teachers will evaluate students math progress to effectively plan future instruction, enrichment, and remediation.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math intervention/enrichment activities will be provided for students during regularly scheduled "bulldog clubs".</p> <p>Strategy's Expected Result/Impact: Implementation :Results of all math unit assessments and benchmarks will be analyzed and used to verify success.</p> <p>Impact: Math assessment results will be used to place students in appropriate intervention groups.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Select Staff Members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide math interventions and resources for identified students through Title I.</p> <p>Strategy's Expected Result/Impact: Implementation: Struggling students will receive additional support to improve their math skills.</p> <p>Impact: 85% passing rate on all district and state math assessments.</p> <p>Staff Responsible for Monitoring: Campus Math Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Close the performance gaps of math students by acquiring and using supplemental math resources such as Math GPS, Origo Think Tank Boxes, and other intervention materials.</p> <p>Strategy's Expected Result/Impact: Implementation: Students in Grades K-5 will use these supplemental math resources to improve and master grade level math skills.</p> <p>Impact: Under-performing students will be identified and receive appropriate, timely, and effective remediation.</p> <p>Staff Responsible for Monitoring: Math Teachers, Campus Math Interventionist, Campus Math Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
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Goal 1: WISD 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: At least 75% of our EL students will score approaches grade level, 40% will score meets and 25% will score masters on the EOY benchmarks/STAAR in 2020-21.





Evaluation Data Sources: Data from end-of-year benchmarks in grades 1-2 and 2021 STAAR results for students in grades 3-5.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading intervention/enrichment activities will be provided for all EL students during regularly scheduled "bulldog clubs".</p> <p>Strategy's Expected Result/Impact: Implementation: EL student who are struggling with English acquisition will receive additional support during bulldog clubs.</p> <p>Impact: An increase in the percentage of students advancing at least one proficiency level as indicated by 2021 TELPAS results.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Select Staff Members</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide intervention time during the regular school day for students who are identified as At Risk in reading by using Heinemann's Leveled Literacy Interventions by Fountas & Pinnell.</p> <p>Strategy's Expected Result/Impact: Implementation: LLI will be used as a reading intervention for select EL students.</p> <p>Impact: An increase in the percentage of At-Risk EL students advancing at least one proficiency level as indicated by 2020 TELPAS results</p> <p>Staff Responsible for Monitoring: Administrative Team, Reading Specialist, Team Leaders</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All teachers will use Seidlitz' 7 Steps to a Literacy Enriched Classroom for all EL students.</p> <p>Strategy's Expected Result/Impact: Implementation: Seidlitz' will implement the 7 steps for all students, including EL students.</p> <p>Impact: An increase in the percentage of EL students advancing at least one proficient level as indicated by 2022 TELPAS results and dismissed from ESL program.</p> <p>Staff Responsible for Monitoring: All teachers, Administrative Team, Bilingual coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: WISD 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: At the end of the 2021-2022 school year, at least 75% of our Economically Disadvantaged students will approach grade level on all STAAR tests and End of Year Assessments.





Evaluation Data Sources: 75% of our Economically Disadvantaged students will approach grade level on all 2021 STAAR and EOY assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use unit assessments and benchmark results to closely monitor academic progress of all Economically Disadvantaged students. Strategy's Expected Result/Impact: Implementation: Each grade level will conduct weekly data chats to record student progress and to outline intervention/enrichment activities.</p> <p>Impact: All Economically Disadvantaged students will score comparably with their peers on district and state assessments. Staff Responsible for Monitoring: Administrative Team, Team Leaders, Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Intervention/enrichment activities will be provided for all Economically Disadvantaged students during regularly scheduled "bulldog clubs". Strategy's Expected Result/Impact: Implementation: Economically Disadvantaged student who are struggling academically will receive additional support during bulldog clubs.</p> <p>Impact: Results of all benchmarks, and state assessments will be analyzed and used to verify success. Staff Responsible for Monitoring: Administrative Team, Team Leaders, Select Staff Members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide reading and math interventions and resources to identified Economically Disadvantaged students through Title I support. Strategy's Expected Result/Impact: Implementation: Economically Disadvantaged student who are struggling academically may receive additional support from our campus math and/or reading interventionists.</p> <p>Impact: Economically Disadvantaged students receiving services will score comparably to all RRE students on all district and state assessments. Staff Responsible for Monitoring: Campus Reading Interventionists, Campus Math Interventionist</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: WISD 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: The academic needs of all students, particularly those of children in target populations will be identified, monitored, and assessed throughout the 2020-2021 school year.





Evaluation Data Sources: School records will indicate that 100% of students attending RRE will be properly identified and serviced.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students in target populations (homeless, migrant, etc.) will be identified and serviced.</p> <p>Strategy's Expected Result/Impact: Implementation: Student records will be used to demonstrate target population students are being serviced.</p> <p>Impact: All students, including those in target populations, will receive additional services to insure their academic, behavioral, social, and emotional needs are met.</p> <p>Staff Responsible for Monitoring: Administrative Team, Campus Registrar</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Jan	Mar
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Goal 1: WISD 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: At least 85% of our 5th grade students will score approaches grade level, 60% will score meets and 30% will score masters on the 2021 STAAR science assessment.





Evaluation Data Sources: 2021 STAAR science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-K -5 science instruction will be taught using research based strategies supporting student engagement and achievement. All science teachers will be provided with the resources and materials needed for students to engage in hands on activities and lessons that incorporate and foster higher level thinking skills.</p> <p>Strategy's Expected Result/Impact: Implementation: All students will receive high quality, research based science instruction.</p> <p>Impact: 90% passing rate on all district and state science assessments</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Science Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct grade level data chats to monitor student progress, identify needed interventions, and plan effective science remediation/enrichment activities.</p> <p>Strategy's Expected Result/Impact: Implementation: Data chat notes/agendas will be used as documentation.</p> <p>Impact: Teachers will evaluate students science progress to effectively plan future instruction, enrichment, and remediation.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All 1st-5th science teachers will implement STEMscopes as part of their curriculum and be provided with adequate resources to conduct weekly hands-on/student-centered scientific investigations.</p> <p>Strategy's Expected Result/Impact: Implementation: The use of STEMscopes will be included in all science teacher's lesson plans.</p> <p>Impact: 85% passing rate on all district and state science assessments.</p> <p>Staff Responsible for Monitoring: Science Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





Performance Objective 7: In 2021-22 at least 65% of our SPED students will score approaches grade level, 25% will score meets and 10% will score masters on the EOY benchmarks/STAAR.

Evaluation Data Sources: Data from end-of-year benchmarks in grades 1-2 and 2021 STAAR/STAAR Alt 2 results for students in grades 3-5

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inclusion with the special education teacher or paraprofessional in the general education classroom.</p> <p>Strategy's Expected Result/Impact: Implementation: SPED support will be provided for all SPED students in the least restrictive environment.</p> <p>Impact: Students receiving inclusion support will be comparably successful to their non- SPED peers.</p> <p>Staff Responsible for Monitoring: SPED Teachers, General Ed Teachers, SPED paraprofessionals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SPED teachers and SPED support staff will attend professional development in all content areas.</p> <p>Strategy's Expected Result/Impact: Implementation: SPED staff will be invited and encouraged to attend professional development in math, reading, writing, and science.</p> <p>Impact: Attending content specific professional development sessions will expose SPED staff to best practices and strategies that are currently being implemented in the general education classrooms.</p> <p>Staff Responsible for Monitoring: Administrative Team, District Content Coordinators, SPED staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: WISD 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 8: Preparation for and awareness of opportunities for postsecondary education and the workforce,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students and staff will participate in "Education Go Get It" and "Career Week" to help students explore possible post-secondary college and career options.</p> <p>Strategy's Expected Result/Impact: Increased awareness of future career opportunities and options.</p> <p>Staff Responsible for Monitoring: Campus Counselors</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: WISD 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: 100% of K-5 teachers will provide a challenging curriculum which will include comprehensive instruction in the Texas Essential Knowledge and Skills and be organized according to district identified scope and sequence.

Evaluation Data Sources: TEKS coverage and district scope and sequence compliance will be reflected in submitted lesson plans.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide research based instruction, including best teaching practices with appropriate depth, rigor, and complexity. Strategies will include consistent student-centered opportunities such as, collaboration, active engagement, multi sensory learning, re-learning, hands on, multiple exposure to new content in a variety of forms, etc.</p> <p>Strategy's Expected Result/Impact: Impact: Teachers show proficiency and knowledge in curriculum, instruction, and assessment and will be monitored through formal and informal observations.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators will regularly conduct instructional walk-throughs.</p> <p>Strategy's Expected Result/Impact: Administrative team will visit classrooms weekly to observe instruction and provide feedback to classroom teachers.</p> <p>Staff Responsible for Monitoring: Administrative Team, Curriculum Coaches</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide instruction and resources that will meet the needs of all students, including special areas such as bilingual/ESL education, special education, dyslexia instruction, gifted & talented education.</p> <p>Strategy's Expected Result/Impact: Impact: School schedules and lesson plans will demonstrate all students are receiving appropriate instruction in a least restricted environment.</p> <p>Staff Responsible for Monitoring: Administrative Team, Director of Bilingual Services, Special Education Director, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Identify and use supplemental materials to best meet the needs of students such as: Academic language and vocabulary used across grade levels using Big Books By George, Neuhaus Materials, EPS Initial Reading Deck, Esperanza/Valley Speech, WOW/WELLS, JELLS, Valley Speech Early Exit Model Consultation, LRI Spanish phonics PK thru 1, poetry lessons and Read Aloud materials from Booksource. Math, Reading and Writing STAAR related intervention materials in both Spanish and English for recent immigrants in years 1 and 2 in US also headsets will be provided for NAC Students for Language Acquisition. Guided Reading Toolkits materials PK-1st, and PK-2 book study materials. Title III Funding will also provide teacher training using Esperanza materials for Dr. Hagan, and Strategic Teaching. 2020-2021 Schl Yr Title III will also fund-OKAPI Despegando hacia la lectura Early Emergent Complete Guided Reading Levels A-H for Kinder and 1st Grade Bilingual classes. (\$7052.40). Through Title III Funds BIL Dept will purchase posters for all EL Classroom Teachers from J. Siedlitz Ed. (\$424.37) per campus. Booksource will provide Summer school read aloud books for Bilingual Kinder and 1st grade classrooms (1257.74) funded w/ Title III. Cosenza and Associates - Mission Math. (Title I Funding Source - \$2694). Math GPS will provide 3rd gr. Readiness Spanish Kits using (\$200.00) Yr 1 Title III Funds. Pre-k Spanish books Libraries from Booksource for all Eleme Campuses will be provided for Bilingual Students using Yr. 1 T3 funds. (\$478.56)./// Barnes & Noble Booksellers Oxford American Dictionary for learners of English will be purchased with Title III funds in the 2021-2022 school years. 12qty/\$252.00 total. Velazquez Press Turkish Dictionaries for 2 NAC Students funded by Title III . \$94.60</p> <p>Strategy's Expected Result/Impact: Implementation: All Bilingual and ESL teachers will be provided with resources necessary to implement the district's Language & Literacy Framework.</p> <p>Impact: Bilingual students will receive quality instruction that will aid them in the development of their primary language.</p> <p>Staff Responsible for Monitoring: District Coordinators, Principal, Teachers</p> <p>Funding Sources: - Title III (263) - \$11,510.60, - Title III (263) - Year 2 - \$346.60, - Title One (211) - \$2,694</p>	Formative		
	Nov	Jan	Mar



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: WISD 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: 100% of all content area teachers (K-5) will participate in data chat meetings to plan and adjust instruction and interventions.





Evaluation Data Sources: Grade level data chat agendas/notes and lesson plans will indicate 100% teacher participation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All appropriate staff will have access to achievement records and will monitor student achievement records through AWARE, grade reports, individual educational plans, etc.</p> <p>Strategy's Expected Result/Impact: Implementation: Data chat agendas/notes will be used to document that instructional staff is using information obtained from the AWARE to regularly monitor student progress on unit assessments and benchmarks.</p> <p>Impact: Teachers will have access to student data to make informed decisions concerning instruction.</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Facilitator, Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Data obtained from benchmark testing as well as Universal Screeners and F&P assessments will be used to create intervention groups and plan instruction</p> <p>Strategy's Expected Result/Impact: Implementation: Data obtained from assessments will be analyzed during weekly data chats and used to form intervention groups.</p> <p>Impact: Teachers will have access to student data to make informed decisions concerning remediation and enrichment.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Instructional Facilitator</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD 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: The Kindergarten team works closely with Pre-K teachers and students to facilitate the transition from early childhood programs to elementary school programs.





Evaluation Data Sources: Pre-K and Kindergarten will share student data and best teaching practices.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-K and Kindergarten teachers meet regularly to analyze student data.</p> <p>Strategy's Expected Result/Impact: Implementation: Weekly data chats and team leader checklist will demonstrate PreK and Kindergarten collaboration.</p> <p>Impact: Increased alignment will result in improved transition from PreK to Kindergarten.</p> <p>Staff Responsible for Monitoring: Kindergarten Team Leader</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Pre- K students will participate in Middle of the Year and End of Year Universal Screening for math and reading.</p> <p>Strategy's Expected Result/Impact: Implementation: Data obtained from Math: Number Identification and Reading: Letter Naming and Fluency (English and Spanish) will be used to identify academically at-risk students going into Kindergarten.</p> <p>Impact: Data obtained through PreK Universal Screeners will provide valuable beginning of the year data for our Kindergarten teachers.</p> <p>Staff Responsible for Monitoring: Administrative Team, Campus Testing Coordinator, Kindergarten Team Leader</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: WISD 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: 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 through, observations and improvement in student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1) All teaching staff and paraprofessionals will attend professional development relating to their content : *ELPS *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *Stem Scopes*Scientific Spelling *The DBQ Project *Guided Reading *Neuhaus *Region IV Service Center Training *Region VI Service Center Training *SDE Math Training *Reader's & Writer's Workshop. *Patterns of Power, Math Training for Elementary Bil/ESL Teachers on Anchor Charts, Journals, and Manipulatives, Handwriting without Tears, Sistema de evaluacion de la lectura, grados K-2, *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. Mathlink professional development for Pre-K through 5th grade math teachers, and materials needed for PD (\$6800.00). Debbie Wells Consultant for PK -2 Math(\$4680-Title I). Origo Education for Garland and Debbie Wells Summer PD (\$176.00) HWOT. Training materials and professional books to support balanced literacy, Layered Comprehension Analysis 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 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>3) Instructional Coaching Group - Coaching for Positive Classrooms - a virtual training for instructional coordinators and coaches to be held on April 23, 2021. The total cost for the training is \$1343. The training also includes the book "The Impact Cycle" by Jim Knight. The cost for the books is \$83.34 . Funding Source Title II</p> <p>Reading & Writing Project, LLC PD for literacy coaches and ELAR coordinator campus cost is \$360</p> <p>4. With Title III funds J.Siedlitz Education will present several days of PD trainings (7 Steps to Lang. Rich Interactive Classroom and Boosting Achievement for Underschooled Students) for teachers and 7 Steps books will be purchase for new teachers (\$1480.38). Strategy's Expected Result/Impact: 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. 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, Mathlink Consulting - Garland Linkenhoger, Debbie Wells, Dawn Vinas, Rebecca Koesel, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Alana Morris, Carla Michalka, Laurel Frank, Lisa Felske, Teachers College Reading and Writing Project. EL Coordinator, ESL/BIL Director</p> <p>Funding Sources: Mathlink and Debbie Wells - Title One (211) - \$11,480, - Title III (263) - \$1,480.38, - Title Two (255) - \$1,426.34</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: Implementation will be measured through documented drills, observations, compliance bundle certificates, and other staff development.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Office staff will continue the use of the V-Soft/Raptor system to screen visitors and prevent danger and hazards for children. Strategy's Expected Result/Impact: Impact: 100% of RRE visitors will be screened. Staff Responsible for Monitoring: Office Staff</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct required fire, storm, and lockdown drills. Strategy's Expected Result/Impact: Implementation: Our Emergency Operations Plan will document that at least 8 fire drills, 2 lockdown down drills, and 2 storm drills have taken place during the 2020-2021 school year. Impact: all students and staff members will be knowledgeable of campus safety procedures. Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In accordance with the Texas Behavior Support Initiative (TSBI) a core team of administrators and teachers will be trained in procedures for use of restraint and time-out. Strategy's Expected Result/Impact: Impact: 100% of core team members will obtain training certificates. Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All staff members will participate in training related to sexual harassment and sexual abuse. Strategy's Expected Result/Impact: Implementation: All staff members will take on-line courses on sexual harassment and sexual abuse through Region 10. Impact: Course completion certificates will be obtained from all staff members. Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 100% of the staff will be trained and knowledgeable in procedures that guarantee the emotional safety of children and staff.

Evaluation Data Sources: Implementation will be measured through observations, compliance bundle certificates, and professional development attendance documentation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide counseling services to students.</p> <p>Strategy's Expected Result/Impact: Implementation Information in student cumulative folders and counselor notes will indicate students receiving counseling services.</p> <p>Impact: Students will have counseling services available to them as required or as necessary.</p> <p>Staff Responsible for Monitoring: School Counselor</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Character Strong as part of a school-wide character education curriculum. Through Title IV funding, students will participate in Character Strong learning through curriculum and materials. (\$1,999.20)</p> <p>Strategy's Expected Result/Impact: Each month a different positive character trait will be explored through a series of videos, announcements, and other activities.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title IV (289) - \$1,999.20</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation: Students and staff will engage in a variety of activities focusing on the dangers of illegal drug use and the benefits of living a "drug free" life.</p> <p>Title IV funds will be used to purchase anti-bullying, Red Ribbon Week, Kindness Week and social emotional materials.</p> <p>Strategy's Expected Result/Impact: These counseling materials purchased with Title IV funds from Oriental Trading will be used as part of a comprehensive social and emotional learning program that emphasizes student safety and promotes positive student behavior and emotional growth. Students will develop an increased awareness on the importance of alcohol and drug prevention.</p> <p>Staff Responsible for Monitoring: Campus Counselors</p> <p>Funding Sources: Red Ribbon Week materials (Oriental Trading) - Title IV (289) - \$240.50</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Title IV Funds will be used to purchase Strategy 4 materials. Through Title IV funding, students will participate in Social Emotional Learning through curriculum and materials . Positive Promotions (\$504.93), Oriental Trading ((\$418.49), Amazon (\$750.06), Amazon (\$133.00)</p> <p>Strategy's Expected Result/Impact: Students will participate in a social emotional learning curriculum intended to address their social and emotional development.</p> <p>Staff Responsible for Monitoring: Campus Counselors</p> <p>Funding Sources: - Title IV (289) - \$1,673.48, - Title IV (289) - \$133</p>	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 100% of new staff will be trained in mental health and suicide prevention by Mental Health America of Houston. (\$212.50)</p> <p>Strategy's Expected Result/Impact: Teachers will increase their knowledge and skills of working with students in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title IV (289) - \$212.50</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 3: 100% incidents of bullying/harassment will promptly be addressed according to PBIS guidelines and procedures.





Evaluation Data Sources: The number of referrals related to disrespect, bullying, and harassment will be reduced by 50% from the previous year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All staff members will participate in training related to bullying, including causes, prevention, and appropriate responses.</p> <p>Strategy's Expected Result/Impact: Implementation: All staff members will take on-line courses on bullying through Region 10.</p> <p>Impact: Certificates from "Bully Prevention" training, as well as team notes throughout the year, will show that 100% of staff have been trained and agreed to monitor all types of harassment throughout the school day.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: 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: Campus Counselors</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Anonymous Alerts will be used by students as an anti-bullying reporting system.</p> <p>Strategy's Expected Result/Impact: Anonymous Alerts student anti-bullying and safety reporting mobile app will be used to help combat bullying other negative activity in schools by empowering students to come forward to help themselves and other students.</p> <p>Staff Responsible for Monitoring: Counselors, Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PBIS (Positive Behavior Interventions & Supports) will be implemented throughout the building to teach, promote, and reward positive behavior.</p> <p>Strategy's Expected Result/Impact: Implementation: All students and staff members will be knowledgeable of and participate in PBIS procedures.</p> <p>Impact: All students will know and demonstrate the campus PBIS goal of being "Respectful and Responsible Everyday".</p> <p>Staff Responsible for Monitoring: Administrative Team, PBIS Committee, Teachers</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: 100% of staff members and students will participate in a school-wide PBIS (Positive Behavior Interventions and Supports) program.





Evaluation Data Sources: All students and staff members will be knowledgeable of the goals and actively engage in a school-wide PBIS program.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Matrix will be posted throughout the building outlining expectations for appropriate "RRE" behavior.</p> <p>Strategy's Expected Result/Impact: Implementation: Signs will be posted in cafeteria, hallways, the gym, near restrooms, etc.</p> <p>Impact: students will have visible reminders throughout the building which outline appropriate behavior.</p> <p>Staff Responsible for Monitoring: PBIS Committee</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A PBIS committee will be formed and meet throughout the 2021-2022 school year to evaluate and improve our campus PBIS program.</p> <p>Strategy's Expected Result/Impact: Students will exhibit respectful and responsible behavior leading to a reduction in office referral and disruptions in the learning environment.</p> <p>Staff Responsible for Monitoring: PBIS committee members, Administrative Team</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: 100% of campus staff will be highly qualified for the 2021-2022 year.





Evaluation Data Sources: Personnel records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development will be provided for teachers and paraprofessionals to obtain staff development hours to maintain certification.</p> <p>Strategy's Expected Result/Impact: Impact: 100% of the staff will be highly qualified.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: At the start of the school year several support activities are in place for new teachers such as review of curricular materials and the modeling of lessons and classroom management.</p> <p>Strategy's Expected Result/Impact: Impact: The mentoring program will demonstrate its effectiveness when end of the year assessment data shows that first year teachers have student success rates comparable to all RRE teachers.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders, Campus Reading Coach, District Math Coach, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: 95% of staff will indicate the intent to return to RRE for the 2021-2022 year.

Evaluation Data Sources: Staff roster for the 2021-2022 year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assign mentor teachers to all new teachers who will meet regularly to provide additional support and insure new teacher success.</p> <p>Strategy's Expected Result/Impact: Implementation: All first year teachers will be assigned a mentor teacher.</p> <p>Impact: All new teachers will indicate intent to return to RRE for the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Administrative Team, Mentor Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Retain highly qualified, motivated, high energy, committed staff members by regularly recognizing outstanding performance, service and attendance.</p> <p>Strategy's Expected Result/Impact: Impact: Evidence of success will be documented by agendas/Notes from Team Leader, Vertical Team, and Faculty meetings</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Performance Objective 1: All teachers will participate in professional learning networks to share ideas and best practices related to instruction and classroom management.

Evaluation Data Sources: Twitter feed, teacher observation reflections

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

Performance Objective 2: Teachers will obtain ELA/Science/Social Studies supplemental resources and intervention strategies needed to address the needs of all learners.


Evaluation Data Sources: 90% of all students (K-5) will "meet standard" on district and state ELA, Science, Social Studies assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All ELAR teachers will meet regularly with the campus reading coach, campus reading interventionists, and the district ELAR coordinator to determine the need and availability of supplemental reading and writing resources.</p> <p>Strategy's Expected Result/Impact: Implementation: All district approved supplemental intervention and instructional materials will be made available to ELAR teachers.</p> <p>Impact: All ELAR teachers will be properly equipped to provide high quality instruction in reading and writing.</p> <p>Staff Responsible for Monitoring: Campus Reading Coach, Campus Reading Interventionists, District ELAR Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All math, science and social studies teachers will meet regularly with the campus math coach and the district's math, science and social studies coordinators to determine their needs and availability of supplemental science/social studies resources.</p> <p>Strategy's Expected Result/Impact: Implementation: All district approved supplemental intervention and instructional materials will be made available to math, science and social studies teachers.</p> <p>Impact: All math, science and social studies teachers will be properly equipped to provide high quality instruction in their content area.</p> <p>Staff Responsible for Monitoring: Campus Math Coach, District Math Coordinator, District Science Coordinator, District Social Studies Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: 100% of RRE students will regularly use technology to enhance their learning.





Evaluation Data Sources: Evidence of students' use of technology will be documented through multiple sources including examples of student work and reports generated from technology based programs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of RRE students will gain information or share their learning through the use of digital tools at least two times a month.</p> <p>Strategy's Expected Result/Impact: Implementation: Student activity will be evidenced through each classroom teacher's Personal Learning Network (PLN).</p> <p>Impact: Students will have multiple opportunities throughout the year to use technology to create, learn, and share.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students will have access to numerous technology based intervention programs such as IStation, Dreambox, and MindPlay to target supplemental learning needs.</p> <p>Strategy's Expected Result/Impact: Impact: End of the year data obtained from these programs will indicate a significant increase (> 1 grade level) in the reading/math levels of 90% of participating students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrative Team, Campus Technology Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All students (K-5) will take part in a curriculum related to digital citizenship.</p> <p>Strategy's Expected Result/Impact: Implementation: Teachers will be supplied with a digital citizenship program which includes scope and sequence, lesson plan, and resources to use throughout the school year.</p> <p>Impact: Students will gain knowledge on the proper use of technology.</p> <p>Staff Responsible for Monitoring: Administrative Team, Campus Technology Team</p>	Formative		
	Nov	Jan	Mar
			

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

Performance Objective 2: All teachers will attend technology training throughout the year and use technology regularly for instruction and student assessment.





Evaluation Data Sources: Multiple technology based professional development opportunities will be provided for all teachers throughout the 2020-2021 school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in monthly Pocket PD in order to share the latest programs, applications, and websites to better integrate technology into the classroom.</p> <p>Strategy's Expected Result/Impact: Implementation: Monthly Pocket PD will take place before school.</p> <p>Impact: Programs and applications explored during "Sneak Peaks" will be included in lesson design.</p> <p>Staff Responsible for Monitoring: Campus Technology Committee, Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A technology committee will meet regularly throughout the year to share a common vision and goal, identify technological needs, and review how technology is being used by teacher and students.</p> <p>Strategy's Expected Result/Impact: Implementation: The Technology Committee will be comprised of teachers from each grade level and will meet at least once a six weeks.</p> <p>Impact: The Tech Committee will provide leadership and support for the increasing use of technology in the classroom.</p> <p>Staff Responsible for Monitoring: Technology Committee members</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: WISD 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 and district websites.





Evaluation Data Sources: Campus and district websites will be updated regularly to keep parents informed on the latest school related news and information.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All parents will have access to their student's grades through Skyward.</p> <p>Strategy's Expected Result/Impact: Implementation: At the beginning of the year, parents will be informed on how to access Skyward.</p> <p>Impact: Parents will be able to stay informed of their student's academic progress.</p> <p>Staff Responsible for Monitoring: Administrative Team and Teachers</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RRE Website will provided parents with the school related news and information.</p> <p>Strategy's Expected Result/Impact: Implementation: The RRE website will be updated regularly to keep parents informed.</p> <p>Impact: Parents will stay informed and made to feel a vital part of our school's culture and climate.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Skylert Messages will be sent out to all parents and staff members relaying important updates concerning RRE and WISD.</p> <p>Strategy's Expected Result/Impact: Implementation: Skylert Messages will be sent by phone to all RRE stakeholders in English and Spanish.</p> <p>Impact: Stakeholders will be notified in a timely manner.</p> <p>Staff Responsible for Monitoring: District Office, Campus Administrative Team</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: WISD 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: Keep all RRE parents informed on the latest school news and upcoming events.

Evaluation Data Sources: Over 85% of our parents will participate in school organized activities in the 2021-2022 school year.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Publish and distribute a monthly newsletter written in English and Spanish detailing information pertaining to instruction, testing, upcoming news and events.</p> <p>Strategy's Expected Result/Impact: Implementation: The school newsletter, The Bulldog Bark, will be distributed monthly.</p> <p>Impact: Students and their families will be informed regularly on what is happening at Roberts Road and WISD.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents can stay informed on school news and events through social media including Roberts Road Twitter and Facebook accounts.</p> <p>Strategy's Expected Result/Impact: Implementation: A Roberts Road Twitter account and a RRE PTO Facebook account will be maintained.</p> <p>Impact: Parents will be better informed on all RRE news, information, and upcoming events.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Parent Involvement funds will be used to provide strategies to help keep parents and families informed and connected to our campus.</p> <p>Strategy's Expected Result/Impact: Parents will be invited to "Coffee with Carranza" sessions during the school year.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 7: WISD 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: Provide all RRE parents with information related to academics and student achievement.

Evaluation Data Sources: 100% of academic related information will be made available in English and Spanish. (i.e Title 1 Parent Involvement funds will be used to provide additional options for family engagement activities throughout the school year.)





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct two annual Title I parent meetings and routinely involve parents in planning, reviewing, and improving the Title I program.</p> <p>Strategy's Expected Result/Impact: Implementation: Agenda and meeting notes will be used to document parent participation.</p> <p>Impact: Parents will receive information concerning our Title I program.</p> <p>Staff Responsible for Monitoring: Administrative Team, Title I Teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate the annual campus rating from TEA and discuss district/campus performance and performance expectations.</p> <p>Strategy's Expected Result/Impact: Implementation: Agenda and sign-in sheets will be used to document parent participation. Accountability ratings will also be posted on our campus website.</p> <p>Impact: Parents will receive information concerning our campus rating and performance expectations.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parent- Teacher conferences will be scheduled in October.</p> <p>Strategy's Expected Result/Impact: Implementation: Parent-Teacher conferences are scheduled on October 2, 2020.</p> <p>Impact: Parents will receive information outlining the progress of their students.</p> <p>Staff Responsible for Monitoring: Administrative Team, Teachers</p>	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: A Title I newsletter will be sent home quarterly.</p> <p>Strategy's Expected Result/Impact: Implementation: "The Parent and Family Engagement Connection" will be distributed four times throughout the year.</p> <p>Impact: Parents will be provided with information that will enable them to assist their child's academic and social needs.</p> <p>Staff Responsible for Monitoring: Administrative Team, Title I Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 8: WISD 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: Roberts Road Elementary will utilize 100% of local funding.





Evaluation Data Sources: 2020-2021 budget reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Administration will adhere to the district budgeting guidelines. Strategy's Expected Result/Impact: 2020-2021 RRE budget will be in compliance with WISD guidelines. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: A Comprehensive Needs Assessment will occur during the spring semester to determine campus needs and identify possible expenditures to be included in next year's Campus Improvement Plan. Strategy's Expected Result/Impact: Notes, agendas, sign-in sheets from CNA and CIP meetings. Staff Responsible for Monitoring: Administrative Team, CNA committee members	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Throughout the school year, team leaders will report needed materials, academic resources, and professional development to campus administration. Strategy's Expected Result/Impact: Campus needs will be identified and funds allocated. Staff Responsible for Monitoring: Administrative Team, Team Leaders	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 8: WISD 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 2: During the 2021-2022 school year Roberts Road will supplement 100% of local funding with federal funding and discretionary grant funding.





Evaluation Data Sources: 2020-2021 budget report

Strategy 1 Details	Formative Reviews		
Strategy 1: Use Title I funding to provide supplemental services for at-risk students. Strategy's Expected Result/Impact: Campus budget, district and state assessment results Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Use Title II funding to provide professional learning in needed areas based on student data Strategy's Expected Result/Impact: Campus budget, district and state assessment results Staff Responsible for Monitoring: Administrative Team, Team Leaders, District Coordinators	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Use Title III funding to provide supplemental services for EL students. Strategy's Expected Result/Impact: LEP tutor will be employed to work with recent immigrant and at-risk limited English proficient students. Staff Responsible for Monitoring: Administrative Team	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Title I funding will be used to support the needs of our homeless students. Strategy's Expected Result/Impact: Students will be supplied with personal care items to address their needs. Staff Responsible for Monitoring: Counselor, Administration Team	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 9: WISD 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: Students will participate in numerous co-curricular and extracurricular activities during the 2020-2021 school year.





Evaluation Data Sources: Students will compete in a district-wide academic competition during the 2021 spring semester.

Strategy 1 Details	Formative Reviews		
Strategy 1: Students (Grades 2-5) will participate in various academic UIL events. Strategy's Expected Result/Impact: Impact: Students will compete in a district-wide UIL competition during the spring semester. Staff Responsible for Monitoring: UIL Sponsors, UIL Coaches	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Students (Grades 3-5) will compete in a campus Spelling Bee. Strategy's Expected Result/Impact: Impact: The winner of the Spelling Bee and will advance to district spelling contests during the spring of 2021. Staff Responsible for Monitoring: Spelling Bee Coordinator	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Students in (K-5) will be nominated for the Principal's Advisory Committee. Strategy's Expected Result/Impact: Impact: Students will be able to voice their opinions school-related activities and procedures. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: All students in Grades K-5 will participate in coordinated school activities that promote physical fitness.





Evaluation Data Sources: FitnessGram result

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: FitnessGram testing will occur in the Spring of 2022.</p> <p>Strategy's Expected Result/Impact: Implementation: Students will undergo physical fitness testing and the results submitted.</p> <p>Impact: The assessment includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, muscle strength, muscular endurance, flexibility, and body composition.</p> <p>Staff Responsible for Monitoring: Physical Education staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in coordinated events such as Kid's Healthy Challenge and the Run for Fun club.</p> <p>Strategy's Expected Result/Impact: Implementation: The P.E. department will schedule various activities throughout the 2020-2021 school year.</p> <p>Impact: Students will benefit from multiple opportunities to engage in activities and events that promote physical fitness .</p> <p>Staff Responsible for Monitoring: Physical Education staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





Performance Objective 1: 100% of parents will receive communication in both English and Spanish.

Evaluation Data Sources: All grade level and campus level notes will be submitted to the administrative team for approval.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All notes and newsletters originating from the school will be written in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Implementation: 100% of all written communication will be available in English and Spanish.</p> <p>Impact: All parents/guardians will receive written notification of school news and events in their primary language.</p> <p>Staff Responsible for Monitoring: Office Staff</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All phone messages sent out by the campus will be sent out in English or Spanish.</p> <p>Strategy's Expected Result/Impact: Implementation: 100% of campus generated phone alerts will be available in English and Spanish.</p> <p>Impact: All parents/guardians will receive phone alerts in their primary language.</p> <p>Staff Responsible for Monitoring: Administrative Staff, Office Staff</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 2021-2022-Title III will fund brochures from Woodburn Press for English Learners rack cards to support the parents of EL's. (\$37.41)</p> <p>Strategy's Expected Result/Impact: Implantation will be noted by mailing this resource to families for an EL family orientation night. Families will be provided with expert tips and advice with resources that show parents how they can help and support their EL students.</p> <p>Staff Responsible for Monitoring: Parent Family Engagement Liaison Principals, Bilingual ESL Director, and Chief Academic Officer</p> <p>Funding Sources: - Title III (263) - \$37.41</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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





Performance Objective 2: Parents and other community members will have the opportunity to attend adult/parent education classes and specific programs to assist their children.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Canvas Parent Virtual Trainings for all families funded through Title I with Instructure INC. (\$1,250)</p> <p>Strategy's Expected Result/Impact: To build the capacity of parents on how to stay connected to their child's learning through Canvas, our learning management system. Family engagement is a vital role in the academic lives of children and their overall success. Obtaining the appropriate tools is crucial to help families be involved by supporting their child in being successful and to build confidence by being able to check their grades, view assignment due dates, read instructions, follow their calendars and communicate easily with their teachers. The overall goal is to provide increased family engagement opportunities to ALL families within the district by building their capacity for increased student achievement.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, Campus Administration, Communications Dept.</p> <p>Funding Sources: - Title One (211) - \$1,250</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Parents will be encouraged to participate in virtual school events such as Meet the Teacher Night and Family Reading Night,





Evaluation Data Sources: Notes, newsletter items and website updates will keep parents informed of upcoming events.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Informational meetings such as Curriculum Night, Title I, and accountability updates will be scheduled throughout the year.</p> <p>Strategy's Expected Result/Impact: Impact: Parents will be well informed concerning services and campus accountability standards.</p> <p>Staff Responsible for Monitoring: Administrative Team, Teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 4: Conduct special events that recognize and celebrate campus diversity

Evaluation Data Sources: Flyers, Agendas, Weekly Reminders

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Celebrate Autism Awareness month, Black History Month, Kindness Week.</p> <p>Strategy's Expected Result/Impact: Throughout the year the students and staff will participate in different activities to celebrate diversity.</p> <p>Staff Responsible for Monitoring: Campus Counselors, Administrative Staff, SLC staff</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Isaura Herrera	Reading Interventionist		
Krista Brill	Math Interventionist		

Plan Notes

FORMATIVE REVIEW DATES:

Meeting: November 20, 2020

Submission Date: November 30 , 2020

Meeting: January 15, 2021

Submission Date: January 29, 2021

Meeting: March 12, 2021

Submission Date: March 26, 2021

Campus Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$2,694.00
2	4	1	Mathlink and Debbie Wells		\$11,480.00
10	2	1			\$1,250.00
Sub-Total					\$15,424.00
Title Two (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$1,426.34
Sub-Total					\$1,426.34
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$11,510.60
2	1	4		Year 2	\$346.60
2	4	1			\$1,480.38
10	1	3			\$37.41
Sub-Total					\$13,374.99
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$1,999.20
3	2	3	Red Ribbon Week materials (Oriental Trading)		\$240.50
3	2	4			\$1,673.48
3	2	4			\$133.00
3	2	5			\$212.50
Sub-Total					\$4,258.68
Grand Total					\$34,484.01