

**Waller Independent School District
Turlington Elementary
2021-2022 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population of Turlington Elementary School is: 4.7% African American, 30.1% White, 0.7% Asian, 62.1% Hispanic, 1.9% Two or More Races, .5% Indian, 51.4% Male, 48.6% Female, 70.1% 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: 300 Limited English Proficient, 54 students in the 504 Program, 32 Gifted and Talented Program, and 132 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
- LEP Services
- Academic Tutors

Student Achievement

Student Achievement Summary

Turlington Elementary School had 93% of eligible students participate in the 2020-2021 STAAR state assessments. We received the following scores for Math, Reading, Writing and Science.

Math- 69% of students met standard or scored above

Reading- 73% of students met standard or scored above

Writing- 55% of students met standard or scored above

Science- 85% of students met standard or scored above

The 2020-2021 school year was not rated by the state, and 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:

- Targeted Tier One Instruction
- Technology Integrated Curriculum
- Targeted Interventions

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
- Data Chats
- Campus Cultural Celebrations- Culture Committee

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

Priorities are:

- 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 and substitutes
- Reading Academies

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Priorities are:

- Campus Based Trainings
- Alignment Within Curriculum
- Canvas Continued Training
- Instructional Walks
- Teachers Observing Teachers

Curriculum, Instruction, and Assessment Strengths

- Team Planning
- Curriculum Alignment
- AWARE for Data Analysis
- District Curriculum Planning Days- Quality PD
- Data Chats

Parent and Community Engagement

Parent and Community Engagement Summary

Priorities are:

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

Parent and Community Engagement Strengths

- 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

Priorities are:

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

School Context and Organization Strengths

- Teacher Input
- Campus Wide PLCs
- Family Involvement
- Balanced Student Classes
- Reading & Math Coach

Technology

Technology Summary

Priorities are:

- 1:1 Chromebook or Ipads
- Technology integration in lessons to enhance instruction
- Technology Maintenance
- Campus Technology Assistance
- Smart Boards in each room

Technology Strengths

- STEAM Lab
- 1:1 Chromebook or Ipads
- Implementation of Canvas
- Differentiated instructional methods

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

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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

- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data






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

Goals

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

Performance Objective 1: 75% of our Limited English Proficient students will score at the approaches grade level standard or above on the ELAR STAAR assessment.






Evaluation Data Sources: 2022 STAAR assessment scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Turlington Elementary School will continue the implementation of a solid ELAR curriculum and foundation for students utilizing: Reader's / Writer's Workshop Units 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 ELAR in all grade levels. Vertical alignment in ELAR instruction PK- 5th grade.</p> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator Others involved: Principal, Elementary Reading Coordinator, Instructional Coach, Interventionist, and all ELAR teachers</p> <p>Comprehensive Support Strategy</p>	Formative		
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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 5% on all standardized testing and all STAAR Alt 2 students will meet standard.







Evaluation Data Sources: STAAR Assessment Data
 District benchmarks
 IEP goals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inclusion with the special education teacher or paraprofessional in the general education classroom or targeted instruction in a self contained special 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 curriculum departments. 2)Impact: Students will improve in all content areas by 5% on all standardized testing.</p> <p>Staff Responsible for Monitoring: Leader: Principal Others Involved: Special Education Director, Inclusion teachers, Self Contained Special Education teachers, General Education teachers, Assistant Principal, Paraprofessionals</p>	Formative		
	Nov	Jan	Mar
			
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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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Bulldog Attendance - attendance is celebrated daily over the afternoon announcements, and each grade level team has individualized incentives for their students.</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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	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 5%.






Evaluation Data Sources: 2021 STAAR scores compared with 2022 STAAR scores.

Strategy 1 Details	Formative Reviews		
<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 5%.</p> <p>Staff Responsible for Monitoring: Leader:Classroom teachers Others Involved: Principal, Assistant Principal, Instructional Facilitator, Instructional Coach, Interventionist</p>	Formative		
	Nov	Jan	Mar
			
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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: 85% or more of 5th grade students will be at the approaches level or above for the STAAR ELAR assessment.






Evaluation Data Sources: 2021 STAAR scores compared with 2022 STAAR scores

Strategy 1 Details	Formative Reviews		
<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, Voyager Passaporte Bilingual 1-2, Countdown and Phonics Blast for K-3 interventions, RAVE-O for 2-4, Rewards and Boost for 4-5 interventions, Mindplay for 2-5 interventions, and House Bill 4545 accelerated instructional plans.</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. ELAR scores on STAAR will increase for students 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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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 assessments.</p> <p>Staff Responsible for Monitoring: Leader: Bilingual/ESL classroom teachers Others Involved: Principal, Assistant Principal, Instructional Facilitator, Bilingual/ESL Instructional Coach</p>	Formative		
	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: 80% or more of 4th grade students will be at the approaches level or above on the Math STAAR assessment.


Evaluation Data Sources: 2021 STAAR scores compared to 2022 STAAR scores


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A small group math intervention for students who are below grade level, Dreambox for K-5, and House Bill 4545 accelerated instructional groups for students that did not meet standard on the 2020-2021 STAAR assessment.</p> <p>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		
	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 1: Content area teachers will use weekly data in team meetings 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 chat grade level binders.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level teams will have data meetings bi-weekly using multiple data sources to make informed decisions and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 1)Implementation: Teams will meet bi-weekly to look at data using multiple sources- 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. 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> <p>Funding Sources: Academic Coaches Payroll - Title One (211) - \$83,958.86</p>	Formative		
	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 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 Details	Formative Reviews		
<p>Strategy 1: 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-Steps 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). 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. Math GPS will provide 3rd gr. Readiness Spanish Kits using (\$200.00) Yr 1 Title III Funds. Pre-k Spanish Library books (\$478.56) from Booksource for all Elementary Campuses will be provided for Bilingual Students using Yr. 1 T3 funds. Mathlink Consulting professional development for 3rd-5th grade math teachers, along with materials needed for PD (\$6800.00-Title I) and Debbie Wells Pre-K - 2 Math Consultant and materials needed for PD (\$4680-Title I). 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 dictionaries for new arrivals (\$68.80) paid with Title III.</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: Year 2 Dictionaries for EL's - Title III (263) - Year 2 - \$320.80, Bilingual Support Materials - Title III (263) - \$9,547.10, Title I - Mathlink Consulting & Debbie Wells - Title One (211) - \$11,480, - Title III (263) - \$11,307.05</p>	Formative		
	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.







Strategy 1 Details	Formative Reviews		
<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. Identify and use supplemental materials to best meet the needs of students such as Cosenza & Associates - Mission Math (Title 1 Funding Source - \$2694.00)</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 Academic Tutors Coordinators</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Academic Tutors, Subs, Interventionists, Reading Coach Payroll - SCE (199.30) - \$135,772.64, Bilingual Interventionist - Title III (263) - \$25,549.95, Reading and Math Support Materials - SCE (199.30) - \$6,582.24, Amazon Instructional Materials - Title One (211) - \$83.34, Mission Math Software License - Title One (211) - \$2,694, Debbie Wells Professional Development - Title One (211) - \$105.80, Coordinator & Instructional Coaching Payroll - Title Two (255) - \$33,468.06</p>	Formative		
	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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Research based interventions 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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	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 reveal the use of scope and sequence during planning.






Strategy 1 Details	Formative Reviews		
<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 9-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		
	Nov	Jan	Mar
			
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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






Strategy 1 Details	Formative Reviews		
<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 suspicion 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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All staff will participate in 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		
	Nov	Jan	Mar
			








Strategy 4 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 332 661 375">  No Progress </div> <div data-bbox="762 332 980 375">  Accomplished </div> <div data-bbox="1079 332 1331 375">  Continue/Modify </div> <div data-bbox="1432 332 1625 375">  Discontinue </div> </div>			

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.








Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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> <p>Funding Sources: Anonymous Alerts - Title IV (289) - \$456.25</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Through Title IV funds, the Character Strong curriculum will be taught to all grade levels. Monthly recognition for exemplifying strong character will be given. (Character Strong \$1,999.20)</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, Specials Teachers</p> <p>Funding Sources: Character Strong Curriculum - Title IV (289) - \$1,999.20</p>	Formative		
	Nov	Jan	Mar
			

Strategy 4 Details	Formative Reviews		
<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 2021-2022 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		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Through Title IV funding, students will participate in Social-Emotional Learning through curriculum and materials. Amazon (\$1145.30)</p> <p>Strategy's Expected Result/Impact: Students will participate in a social-emotional curriculum intended to address their social and emotional development.</p> <p>Staff Responsible for Monitoring: Campus Counselors</p> <p>Funding Sources: Title IV - Title IV (289) - \$1,145.30</p>	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: Staff will gain knowledge and skills to serve students in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administrators</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
			
<p style="text-align: center;">  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.

Strategy 1 Details	Formative Reviews		
<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		
	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

Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
<p style="text-align: center;">  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 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

Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Through Title IV funds, four staff members will attend the 2021 PBIS Rewards Conference. (\$50.00 per person; Total- \$200.00)</p> <p>Strategy's Expected Result/Impact: Implementation will be noted with a certification of attendance. Impact will be demonstrated with presenting information to campus educators to build their knowledge and skills in social-emotional learning in order to create a strong foundation for students to thrive at Turlington .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Funding Sources: - Title IV (289) - \$200</p>	Formative		
	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.

Strategy 1 Details	Formative Reviews		
Strategy 1: All staff hired will meet state standards and licensing for certification before they are hired. Strategy's Expected Result/Impact: 100% meet standards Staff Responsible for Monitoring: Principal Assistant Principal District Admin/HR	Formative		
	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 overall 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 Details	Formative Reviews		
<p>Strategy 1: K-5 will attend Reader's and Writer's workshop provided by the district.</p> <p>Strategy's Expected Result/Impact: Workshop model evident in walk through and observations</p> <p>Staff Responsible for Monitoring: Principal, Instructional Facilitator, Instructional Coach</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 to collaborate.






Evaluation Data Sources: 100% retention of highly qualified new teachers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: First year teachers will be assigned a mentor and will meet a minimum of three times every nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher retention</p> <p>Staff Responsible for Monitoring: Principal Team Leaders</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Details	Formative Reviews		
<p>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</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>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</p>	Formative		
	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











Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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-7 Steps 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). With 2020-2021 Title III funds J.Siedlitz Education will present several days of PD trainings (7 Steps to Lang. Rich Interactive Classroom and Boosting Acheivement for Underschooled Students) for teachers and 7 Steps books will be purchase for new teachers (\$1480.38).</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) - \$4,516.91</p>	Formative		
	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






Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All appropriate staff will have access to students' data using AWARE.</p> <p>Strategy's Expected Result/Impact: Instructional staff will use information obtained from AWARE to regularly monitor students progress.</p> <p>Staff Responsible for Monitoring: Administrative Team Teachers Technologist</p>	Formative		
	Nov	Jan	Mar
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All students will have access to various types of programs using technology such as: Istation, STEMScopes, Mindplay, and Dream Box.</p> <p>Strategy's Expected Result/Impact: Students using the programs.</p> <p>Staff Responsible for Monitoring: Teachers District Technologist</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  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.

Strategy 1 Details	Formative Reviews		
<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		
	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/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 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>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</p>	Formative		
	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.







Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			






Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Jan	Mar
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Administrative supplies will 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	Formative		
	Nov	Jan	Mar
			
Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Jan	Mar
			
Strategy 8 Details	Formative Reviews		
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		
	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 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 Details	Formative Reviews		
<p>Strategy 1: Through Title IV funds, students will participate in College Week, Kindness Week, and Red Ribbon Week activities using Oriental Trading and Amazon.</p> <p>Strategy's Expected Result/Impact: College Week, Kindness Week, and Red Ribbon Week Activities</p> <p>Staff Responsible for Monitoring: Counselor School Staff</p> <p>Funding Sources: College Week, Kindness Week, Red Ribbon Week - Title IV (289) - \$2,049.69</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement student council in 4th and 5th grade.</p> <p>Strategy's Expected Result/Impact: Encourage and demonstrate campus leadership</p> <p>Staff Responsible for Monitoring: Student Council Advisor</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will participate with peers in a grade level musical performance.</p> <p>Strategy's Expected Result/Impact: Students involved in grade level musical performances</p> <p>Staff Responsible for Monitoring: Music Teacher</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students in grades 1-5 will compete in a campus Spelling Bee.</p> <p>Strategy's Expected Result/Impact: Students participating in the Spelling Bee.</p> <p>Staff Responsible for Monitoring: Spelling Bee Coordinator</p>	Formative		
	Nov	Jan	Mar
			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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		
	Nov	Jan	Mar
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 326 661 370">  No Progress </div> <div data-bbox="762 326 980 370">  Accomplished </div> <div data-bbox="1079 326 1331 370">  Continue/Modify </div> <div data-bbox="1432 326 1627 370">  Discontinue </div> </div>			

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 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 2021-2022-Title III will fund brochures from Woodburn Press for English Learners rack cards to support the parents of EL's. (\$37.42) Strategy's Expected Result/Impact: Implementation 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. Staff Responsible for Monitoring: Parent Family Engagement Liaison Principals, Bilingual ESL Director, and Chief Academic Officer Funding Sources: - Title III (263) - \$37.42</p>	Formative		
	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 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Canvas Parent Virtual Trainings for all families funded through Title I with Instructure INC. (\$1,250) 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. Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, Campus Administration, Communications Dept. Funding Sources: - Title One (211) - \$1,250</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Attend the TEA 2021-2022 PFE Cluster Meetings hosted at Region IV. IMP/International Meeting Planners (25.00) Strategy's Expected Result/Impact: Implementation will be noted with a certificate of attendance. Impact will be demonstrated by building an awareness of the importance of customer service in order to create an environment</p>	Formative		
	Nov	Jan	Mar

that fosters a positive school culture that ultimately leads to positive student educational outcomes.
Obtain better outcomes for all students as we focus on how to create a truly inviting culture for successful community and family partnerships.

Provide increased family engagement opportunities to ALL families.

Staff Responsible for Monitoring: Chief Academic Officer,
Family Engagement Specialist,
Campus Administration,
Family Engagement Campus Liaison

Funding Sources: - Title One (211) - \$25



No Progress

Accomplished

Continue/Modify

Discontinue

Campus Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Academic Coaches Payroll		\$83,958.86
2	2	1	Title I - Mathlink Consulting & Debbie Wells		\$11,480.00
2	3	1	Amazon Instructional Materials		\$83.34
2	3	1	Mission Math Software License		\$2,694.00
2	3	1	Debbie Wells Professional Development		\$105.80
10	2	2			\$1,250.00
10	2	3			\$25.00
Sub-Total					\$99,597.00
Title Two (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Coordinator & Instructional Coaching Payroll		\$33,468.06
Sub-Total					\$33,468.06
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Year 2 Dictionaries for EL's	Year 2	\$320.80
2	2	1	Bilingual Support Materials		\$9,547.10
2	2	1			\$11,307.05
2	3	1	Bilingual Interventionist		\$25,549.95
5	1	2			\$4,516.91
10	1	2			\$37.42
Sub-Total					\$51,279.23
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Anonymous Alerts		\$456.25
3	2	3	Character Strong Curriculum		\$1,999.20
3	2	5	Title IV		\$1,145.30
3	2	6			\$212.50

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	2			\$200.00
9	1	1	College Week, Kindness Week, Red Ribbon Week		\$2,049.69
Sub-Total					\$6,062.94
SCE (199.30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Academic Tutors, Subs, Interventionists, Reading Coach Payroll		\$135,772.64
2	3	1	Reading and Math Support Materials		\$6,582.24
Sub-Total					\$142,354.88
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$0.00
Sub-Total					\$0.00
School Safety and Security Grant (429)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$2,605.00
Sub-Total					\$2,605.00
Grand Total					\$335,367.11