Waller Independent School District

Holleman Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps

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. Student 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

We believe that all students at Holleman Elementary have the ability to learn. It is the mission of the staff to serve all students. The students will be able to develop academically, physically and socially. Through this mission, Holleman will make a difference in the lives of our future generations.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

The Holleman Elementary School needs assessment process is described below. The schools comprehensive needs assessment committee met and formed subcommittees to evaluate the previous year's data. The subcommittees were: Demographics, Student Achievement, School Culture and Climate, Staff Quality/Professional Development, Curriculum Instruction and Assessment, Family and Community Involvement, School Context and Organization, and Technology. The committees evaluated program evaluations, survey results, and the following data: 17-18 Enrollment Data on Snapshot, 2017 Campus Accountability Table, Campus At Risk Indicators and numbers on campus, Holleman STAAR data vs. State, Preliminary AYP 2018, 2018 PBMAS, 2018 TELPAS, Sample Teacher job description, 2017-2018 Retention Information, Sample PDAS Document, Curriculum Bundle, Sample Scope and Sequence, CBA/Benchmark Assessment Control Form, Holleman Perception Surveys, Discipline Data from 15-16 and 17-18, campus compacts, Bell schedules, campus maps, technology plan, STARR Chart Results, Campus Technology Inventory. Documentation of the process includes meeting minutes, agenda, sign-in sheets, subcommittee folders with data reviewed and findings (completed worksheets from the Region 20 CNA tool), and the Holleman Comprehensive Needs Assessment Summary.

Demographics

Demographics Summary

Demographics:

The student population of Holleman Elementary School is: 11% African American, 29 % White, 1% Asian, 55% Hispanic, .03% Native American, .03% Two or More Races, 0% Pacific Islander, 51 % Male, 49% Female, 66% Low socioeconomic status.

Holleman is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides)- add staff demographics. Staff racial makeup does not mirror the student population.

The average daily attendance rate for students is 96%. The average daily attendance rate for teachers in 2017 - 2018 was 96.5%. The percent of students with disciplinary placement is 1.5%.

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, home bound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of NCLB Highly qualified, supplemental materials to assist the HR department in recruiting HQ employees, and professional development outside the district, as well as consultants hired within the district to provide professional development.

Our Title III program consists of computer based intervention programs, bilingual campus academic tutors for core subject areas, bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification training's, 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.

Within special programs in Holleman Elementary School, we serve a number of students. The number of students served are: 229 Limited English Proficient, 34 students in the 504 Program, 23 Gifted and Talented Program, and 60Special Education Program.

Demographics Strengths

Holleman Elementary has many strengths. Some of the most notable demographics strengths include:

- Diverse Teachers / Diverse Students
- Parents and Students want to be at Holleman
- LEP Services
- Families are moving to the area for our schools. Our families value education, we have many supportive parents and students who are committed to success

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers need more training on how to handle our diverse population.

Problem Statement 2: To better serve our students we need a separate interventionist for the lower grades than the upper grades.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three domains. For the 2017-2018 school, year. **Holleman Elementary** met all three domains:

- Domain I - Student Achievement. Holleman Elementary Score: 77; Met Standard
- Domain II - Student Progress. Holleman Elementary Score: 81; Met Standard
- Domain III - Closing performance Gaps. Holleman Elementary Score: 88; Met Standard

Although we are proud of our scores, we know there is much more work to be done. On the 2018 STAAR, the following scores for all grades show the percentage at Approaches, Meets and Masters

- All Subject -
- Reading Campus - 78% Approaches; 46% Meets; 21% Masters
-
- Math Campus   - 84% Approaches; 52% Meets; 25% Masters
-
- Writing Campus   - 65% Approaches; 41% Meets, 12% Masters
- Science Campus - 80% Approaches; 53% Meets; 19% Masters

Intervention strategies will be implemented to accelerate learning and close this gap.

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2018 STAAR scores listed below:

- Campus Reading: Whites - 91% Approaches, 56% Meets, 25% Masters
-                                 Hispanics - 71% Approaches, 41% Meets, 20% Masters

- Campus Math: Whites - 89% Approaches, 57% Meets, 30% Masters
-                           Hispanics - 82% Approaches, 51% Meets, 22% Masters
- 4th Writing: Whites - 88% Approaches, 46% Meets, 23% Masters
-                           Hispanics - 54% Approaches, 37% Meets, 23% Masters
-
- 5th Science;   Whites - 84% Approaches, 75% Meets, 25% Masters
-                           Hispanics - 80% Approaches, 44% Meets, 17% Masters

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As earlier, individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Holleman Elementary had a score of 88 in Closing The Gap for 2017 - 2018 school year.

Student Achievement Strengths

Holleman Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths including:

- Math scores increased
- Exploring DATA for students success
- Holleman met standard in all three domains

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The data shows that the Bilingual students are struggling in reading and math.

Problem Statement 2: The data shows that the African American students are struggling in reading and math.

Problem Statement 3: In order to better serve the students the intervention groups need to be smaller in size.

School Culture and Climate

School Culture and Climate Summary

One of the core beliefs of Holleman Elementary School is to provide an engaging learning environment for all learners. Our motto is, "A Great Place to Learn." Quality of work is expected for all involved stakeholders on our campus. Decisions are data driven, to provide our staff the appropriate resources needed to perform their jobs. Teachers would like to have more say in campus wide decisions, and we need to look at a survey for our stakeholders.

School Culture and Climate Strengths

Holleman Elementary celebrates these strengths:

- Front Office is good at screening parents
- Staff and Students feels Safe
- Staff is clear about their jobs
- Administration treats staff with respect
- Safety is number one for all
- All doors have locks
- Clubs for students: Chess, Choir, and Art
- Students have opportunities to attend tutoring

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: With the increase in walkers there is a need for a better system for walkers at dismissal.

Problem Statement 2: In order for our students to be successful in the UIL events we need more coaches for grades 2 - 5.

Problem Statement 3: Need more lights in the parking lot with the increase of after school program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Holleman Elementary School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. The campus is 100% Highly Qualified, and are provided opportunities to participate in professional development. Professional development will be based on the identified needs in this improvement plan, and may be provided by teacher leaders, campus instructional facilitators, district coordinators, and a few outside professional development.

The campus is in need of additional staff development in the areas of Technology, Writing, and Reading.

Staff Quality, Recruitment, and Retention Strengths

Data from the Spring 2018 Teacher and Staff Survey identifies the following strengths:

- Staff Retention
- 100% of the staff and paraprofessionals are Highly Qualified and participate in professional development throughout the year
- Each grade level team is staffed with appropriate Bilingual and ESL teachers on each team
- Holleman team is included in the interview process and recruiting teachers
- Staff attendance
- Welcoming and supportive staff

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Need guidelines for mentoring program.

Problem Statement 2: Provide new teachers with mentors in the same grade level.

Problem Statement 3: Provide new teachers with a grade level survival kit / guide book with information for specific grade level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction and Assessment focus at Holleman Elementary is guided by the TEKS Resource System Scope and Sequence and the results of campus based assessments. The TEKS Resource System promote 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information media literacy skills through Universal Screeners. Each quarter, each grade level teams map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during that process include: What are the key component? "What is the standard of expectation? What is the vocabulary?" Then the teachers determine How they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at Holleman Elementary. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Holleman Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level dis aggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through fifth grade focus upon TPRI, Fountas and Pinnell Assessment, CBAs and benchmarks for assessment, istation, Think Through Math and STAAR in grade 3-5. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. Data is plotted vertically and horizontally to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" The plaids are also color coordinated. Blue is above grade level, green is on level, yellow is below level and red is one year or more below level.

Weekly grade level PLCs are held with the principal and campus curriculum specialist. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time. Grade levels and programs meet quarterly with the principal to analyze data and map out strategies. These strategic planning sessions are for half of a day.

Student progress is monitored either as prescribed by the intervention at 2, 3, or 4 week intervals depending on individual students' needs. The RTI committee meetings are held twice each month during professional learning time. The data from campus assessments are used to identify students that are performing in the yellow or red category. Questions are asked about what is being done to address these students

needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held the coordinator for RTI and the principal. Data has shown that after school tutoring has not been effective, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

Holleman Elementary has identified the following strengths:

- Planning in PLCs
- A strong RTI process
- Teachers ability to identify strategies for students in Tier 1 and Tier 2
- The ability to interpret and use common assessment data to drive instructional decisions
- Reading / Math coaches and Support Team
- Curriculum align with TEKS
- Readers and Writers workshop
- Stem scopes

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Reading needs a solid online program.

Problem Statement 2: Need enrichment resources for all academic classes during Bulldog University.

Problem Statement 3: Need resources to prepare students for online testing.

Parent and Community Engagement

Parent and Community Engagement Summary

Holleman Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus and high mobility rate, we begin in early July updating the website for the new school year, including as many dates as possible for parents to plan ahead. The campus provides translations on all printed materials distributed from school. We also provide interpreters for school events, especially for registration, and Meet the Teacher Night. We make sure our routines are consistent, including sending our Take-Home-Tuesday folders every week. We take pride in the fact that parents report our office staff is parent friendly and helpful.

Parent and Community Engagement Strengths

Holleman Elementary works hard to maintain these strengths:

- Remind 101
- Parent Volunteers
- PTO Board and members
- District offers ESL classes and hosts a parent summit each year
- Math & Science Night
- Parent Cafe
- Book fair
- Newsletter
- Monthly calendars
- P. E. Night
- Fall Festival
- Pre-K meeting (Bilingual)
- Family Reading Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Bring in more program for parents like Parenting Classes, Muffins with Mom, Donuts with Dads, and The Watch Dog Dad Program to help build relationships in our community.

Problem Statement 2: Revise the Parent Cafe' to bring in more parents during the school day.

Problem Statement 3: Bring in programs for students like Boys to Men to help build self esteem in our students.

School Context and Organization

School Context and Organization Summary

Parents, teachers and students at Holleman Elementary School take pride in their school and the school's reputation of success. The perception of Holleman Elementary School among all is that it's a safe and positive environment with a focus on strong academic excellence. There is a high standard for best instructional practices as well as building social character. Our commitment to keep students at the center of all actions and decisions. When our students do not learn, we make adjustments within the instruction, the school context and organization. We work hard to ensure that the instructional time is protected. We strive for consistent communication between all stakeholders involved with our students success.

School Context and Organization Strengths

Holleman Elementary is proud of the following strengths:

- Teachers are aware of a strong sense of urgency for best instructional practices, and interventions as needed for all students
- RTI is being utilized successfully with students being referred to the appropriate special population
- Teachers accommodate special populations with more time and individualized plans
- A master schedule and calendar maximize the amount of time spent on instruction to ensure the special program times are addressed
- Safety drills are performed frequently and efficiently
- DATA is easily accessible in AWARE

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: With the increase in our school size we need to look at another way for conducting Award Ceremonies

Problem Statement 2: Provide more professional development for paraprofessionals.

Technology

Technology Summary

Every classroom has one smart board and a laptop. Wireless access points have been installed throughout our building. There is one computer lab used by teachers. Each year Holleman Elementary completes the Texas Education Agency's School Technology and Readiness (STAR) survey to determine progress towards the state's long-range plan for technology. Teachers and campus leadership are asked to rate four key areas: (1) Use of technology in teaching and learning; (2) Educator preparation and development; (3) leadership, administration and instructional support; and (4) infrastructure for technology.

Technology Strengths

Holleman Elementary has identified these strengths:

- The STAR report is positive
- Exposure/Availability of technology to students: iPads, Smart boards, chrom books, Smart Response, iPod Nanos, video conferencing equipment
- All Classrooms fully equipped with a variety of current technology
- Internet access available for all devices
- One to one devices in grades 2-5
- Ipads for lower grades

Problem Statements Identifying Technology Needs

Problem Statement 1: Need more online material for students to use when preparing for online testing.

Problem Statement 2: Need quality headphones w/mic for students to use while on the computer.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

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

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: Our goal for Math STAAR is
85 Approaches, 55 Meets, 30 Masters

Evaluation Data Source(s) 1: 2018 STAAR scores compare to 2019 STAAR scores.

Summative Evaluation 1:

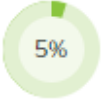| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar

Comprehensive Support Strategy	2.4, 2.6	All Staff	STAAR Results			
Critical Success Factors CSF 1 1) 1) Teachers will participate in professional development for research based math strategies to meet the needs of all math learners. Trainings include attending Math Camt, District Math Trainings The strategies will include but not be limited to an increase in the use of hands on activities and decrease usage of pencil/paper, worksheets to teach math. 2) In addition to using computerized programs such as Dream Box, classroom teachers will collaborate with grade level team members to develop strategies to improve math fluency through expert instructional delivery, fast math, and computer games. Title math interventionist and teacher prescriptive interventions and educational aides will be used to provide small group interventions to student having difficulty in math. 3) STAAR tutors will help with pulling small groups of targeted students to work on math strategies.						

100% = Accomplished   0% = No Progress   ✕ = 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: Our goal for Reading STAAR is
80 Approaches, 50 Meets, 25 Masters

Evaluation Data Source(s) 2: 2018 STAAR Scores compared with 2019 STAAR scores.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) STAAR Tutors will help with pulling small groups of targeted students to work on reading comprehension strategies. Training: Neuhaus, Leveled Literacy Instruction, WELLS/WOW, RAVO, Sight Words that Stick, Fast Forward I-station Phonics Blast Phonics Boost Countdown	2.5, 2.6	Leader: Principal and Instructional Facilitator Others involved: grade level teachers	1) Implementation: instructional facilitator and Math interventionist will create a schedule for each STAAR tutor and will make sure they have the materials needed for lessons. 2)Impact: will see students reading level increase and 80% level II performance on STAAR.		5%	
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) 2) Leveled Literacy Instruction (LLI) A small group reading intervention for students who are below grade level by one year or more.	2.4, 2.6	Leader: Reading Interventionist Others involved: Principal, Instructional Facilitator, Elementary Reading Coordinator, Early Intervention Specialist	1)Implementation: Using data a designated team will identify which students qualify for LLI and will place students in leveled reading groups. 2)Impact: Students reading level will be monitored and increase and be tracked by the EOY LLI Form in Aware. Reading scores on STAAR will increase for students participating in LLI.			

Comprehensive Support Strategy **Critical Success Factors** CSF 1 3) Provide interventions and resources for our LEP students	2.4, 2.6	Bilingual Department, Interventionist and teachers	Testing results will meet or exceed those scores of the general student population.
Comprehensive Support Strategy **Critical Success Factors** CSF 1 4) Teachers will participate in professional development for research based reading strategies to meet the needs of all reading students.	2.5, 2.6	Leader: Reading Interventionist Others involved: Principal, Instructional Facilitator, Elementary Reading Coordinator	Students reading levels will increase.

100% = Accomplished   0% = No Progress   ✗ = 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 3: Special education population will improve in all content areas by 10% on all standardized testing.

Evaluation Data Source(s) 3: 2017 STAAR scores compared to 2018 STAAR scores.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy **Critical Success Factors** CSF 1 1) Inclusion with the special education teacher or paraprofessional in the general education classroom.	2.6	Leader: Principal Others Involved: Special Education Director, Inclusion teachers, Assistant Principal, Paraprofessionals.	1)Implantation: Following required allotted minutes in ARD paperwork. All teachers, general ed and special ed and paraprofessional attend training provided by special education department. 2)Impact: Students will improve in all content areas by 10% - 15% on all standardized testing.			✗
Comprehensive Support Strategy **Critical Success Factors** CSF 1 2) Special Education students will participate in all intervention during Bulldog University	2.6	Teachers and Reading and Math Interventionist	Testing results			
100% = Accomplished 0% = No Progress ✗ = 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 1: Provide quality instructional materials for students.

Evaluation Data Source(s) 1: Collaboration between the staff and district instructional coordinators.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 1) Administrators will regularly conduct effective walk-through of each classroom.	2.5	Principal Assistant Principal Instructional Facilitator	Observation data			

Critical Success Factors			
Critical Success Factors CSF 1 CSF 7 2) Use of Title III funds for academic language and vocabulary used across grade levels using Neuhaus Materials and training, EPS Initial Reading Deck, Esperanza / Valley Speech, Voyager Passporte, WOW/WELLS, JELLS, Valley Speech Early Exit Model Consultation, LRI Spanish phonics PK thru 1, poetry lessons and Read Aloud materials from Book-source, and Big Books By George. Bilingual Kindergarten shared reading materials from OKAPI. Patterns of Power, Math, Reading, and Writing STAAR related intervention materials in both Spanish and English for recent immigrants in their year 1 and 2 in US. 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. Guided Reading Tool kits materials PK-1st, and PK-2 book study materials, Handwriting without Tears, Sistema de evaluacion de la lectura, grados K-2. PreK New Teacher Academy training and classroom materials for implementation of new Texas Prekindergarten Guidelines updated 2015. Math Institute for Pre-K - 5th Grade. Teaching, Valley Speech Language and Learning Center w/ Presenter Dr. Elsa Hagan for WOWS/WELLS, JELLS, and ESPERANZA.	2.5	District Coordinators Principal Teachers Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Garland Linkenhoger, Debbie Wells	Teachers using common language and vocabulary across grade levels, Campus Vertical and District Horizontal Meeting.
Critical Success Factors CSF 7 3) Faculty will follow grade level TEKS scope and sequence	2.5	Teachers Principal	100% of lessons and units are aligned with the scope and sequence
Critical Success Factors CSF 1 4) Interactive Notebooks for grade 2 (Science Doodles)	2.5, 2.6	Science Teachers	Lesson plans will reflect how the Interactive Notebook is used in the science classrooms
Critical Success Factors CSF 1 5) Math Resources	2.5, 2.6	Principal Math Teachers Math Coaches	Improve higher level thinking along with hands-on activities in the math classroom
Critical Success Factors CSF 1 6) Reading Resources	2.5, 2.6	Principal Reading Teachers Reading Coaches	Improve students reading and higher level thinking in the reading classrooms
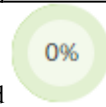
100% = Accomplished   0% = No Progress   ✖ = Discontinue

Holleman Elementary
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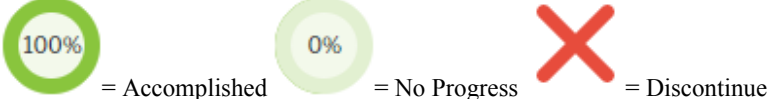
27 of 52

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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: Use effective instructional strategies to support student success.

Evaluation Data Source(s) 2: Observation data share trends and patterns
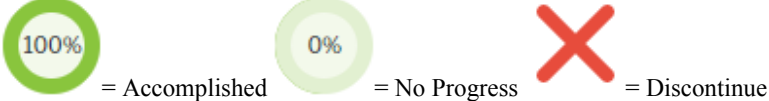
Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 CSF 2 1) Neuhaus, Dream Box, I-station, Stem Scopes, and Scientific Minds to be implemented during and after school day for grades K-5, STAAR Ready Test Practice materials 2nd Grade.	2.5, 2.6	Assistant Principal, Title Math, Title Reading, Teachers, Federal Programs	90% Improved reading fluency and comprehension of at risk students.			
Critical Success Factors CSF 1 2) Grades K-5 utilize science lab on a regular basis to enhance hands on science activities.	2.5, 2.6	Science Teachers	Lesson plans will reflect hands on science activities, and science lab check out sheet.			
Critical Success Factors CSF 1 3) Readers Writers Workshop	2.5, 2.6	Teachers	Common language on campus and use of the activities			
100% = Accomplished		0% = No Progress	✗ = 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: Address the academic needs of all students, particularly the needs of children in the target populations.

Evaluation Data Source(s) 3: RTI process and data meeting

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 1 1) Provide Intervention time during the regular school day using Neuhaus, and Leveled Literacy Interventions by Fountas & Pinnell	2.5	Teachers , Title Teachers, Principal	90% of all students passing Benchmarks and STAAR			
Critical Success Factors CSF 1 2) Provide reading and math support for at-risk students.	2.6	Title 1 Teachers Teachers	85% passing in math and reading STAAR and end of year Benchmark for all students served			
Critical Success Factors CSF 1 3) Provide before and after school tutoring for students as needed.	2.5, 2.6	Teachers	10% decrease in student failures by grade and subject.			
Critical Success Factors CSF 1 4) The GT program will be evaluated annually.	2.5, 2.6	GT Coordinator	End of Year Evaluation			
Critical Success Factors CSF 1 5) Title III Funds will provide Interventions to identified EL Students using Vendors such as BARNES & NOBLE, Velazquez Press for programs such as Soluciones. Dictionaries of various types for EL's to supplement learning strategies, also provide NAC students with WOW headsets for Language Acquisition.	2.5	Bilingual/ESL Interventionist, ELTutors, STAAR tutors, Teachers Instructional Facilitators,	Intervention implemented and classroom/student assessment data is monitored and analyzed.			

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

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

Performance Objective 1: Provide staffing and procedures that guarantee physical safety for children
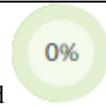
Evaluation Data Source(s) 1: 100% participation in training's

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 1) Provide updated training for faculty and staff on crisis management, bullying, and provide staff with an emergency care kit	2.6	District Safety Office and Assistant Principal	100% participation in training			
Critical Success Factors CSF 4 CSF 6 2) Develop and implement duty schedule to maximize supervision in all areas.	2.5	Principal Team Leaders	100% Safe and orderly campus during school hours			
Critical Success Factors CSF 6 3) Participate in monthly fire drills, obstructed exit drills, lock-down drills and emergency procedures.	2.6	Principal Assistant Principal	100% compliance with Fire Code		✗	
Critical Success Factors CSF 6 4) Maintain a core team trained in TBSI protocol polices and procedures	2.6	Assistant Principal	Certificate from Region IV			
Critical Success Factors CSF 6 5) Create a Positive Behavioral Intervention and Support System.	2.6	Assistant Principal Counselor PBIS Team	Sign In Sheets		✗	
Critical Success Factors CSF 6 6) All staff will complete the Region 10 Compliance Training Courses	2.6	Principal Instructional Facilitator	Certificate from Region 10			

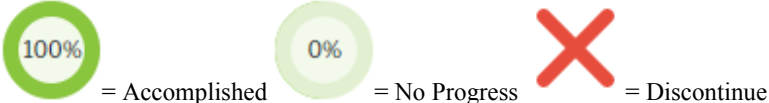100% = Accomplished   0% = No Progress   ✗ = Discontinue

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

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

    Evaluation Data Source(s) 2: Calendar indicates meetings

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 1) Provide counseling services for at-risk students, divorce, emotional, and bullying concerns	2.6	Counselor	Students are recommended by teachers, and the counselor will meet with them on a weekly basis.			
Critical Success Factors CSF 6 2) Provide Special Friends and WHS Pals Program for at-risk students.	2.6	Counselor and Principal	Weekly visit by mentor			
Critical Success Factors CSF 6 3) Teachers build positive connections and relationships with students	2.6	Teachers, Staff, Principal and Assistant Principal	Lesson plans from teachers on the activities they used to build relationships.			
Critical Success Factors CSF 6 4) Provide activities during Red Ribbon Week that will promote awareness of drug concerns using Title IV funds.	2.6	Counselor Teachers Staff Principal and Assistant Principal	Activities provided during Red Ribbon Week			
Critical Success Factors CSF 1 CSF 6 5) Promote higher education in elementary schools.	2.6	Counselor Teachers Staff Principal and Assistant Principal	Activities provided during Education Go Get It Week			
100% = Accomplished		0% = No Progress	✕ = Discontinue			

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

Performance Objective 3: Provide staffing and procedure that guarantee freedom from all forms of harassment for children

Evaluation Data Source(s) 3: Implementation will be measured through observations, compliance bundle certificates, and other staff development
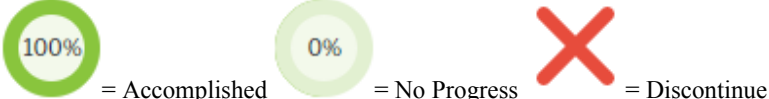
Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 1) Provide training for faculty and staff on Board Policy on Harassment	2.6	Principal	Signatures obtained for receiving harassment policy information			
Critical Success Factors CSF 6 2) Provide parents with harassment information in Parent / Student handbook	2.6	Principal	Parent receipt of Parent / Student Handbook			
100% = Accomplished		0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: All staff qualifications are at the highest level available.

> **Evaluation Data Source(s) 1:** HQ report

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 7 1) Compose an interview team to review on-line applications, review certifications, ensure references	2.5	Human Resource Department Campus Administrative Team	(1) Interview team established. (2) SBEC Certification checked and interview set. (3)Reference data checked and on file. (4) 90% retention of teachers to the Holleman campus. (5) Opportunities to attend researched based workshops and observe campus staff.			
Critical Success Factors CSF 7 2) Teachers are encouraged to obtain a higher level degree.	2.5	Principal	Number of staff receiving B. S. / M. S. degree			
Critical Success Factors CSF 7 3) Teachers are encouraged to obtain ESL certification.	2.5	Principal	10% increase in staff becoming certified in ESL.			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

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

Performance Objective 2: Supervision among levels - teacher to paraprofessional, department leaders to teachers, administrators to leaders- ensures quality of instruction and interaction with students

Evaluation Data Source(s) 2: Implementation of strategies

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Weekly team meetings to plan and collaborate on lessons and activities in the classroom	2.5	Teachers and Instructional Facilitator	Calendar indicates weekly meetings were held; agendas turned in to keep record.			
2) District Coordinators will meet horizontally and vertically to discuss lessons, common language, and data with teachers	2.5	Curriculum Department	80% of students will pass STAAR			
3) Monthly Team Leader Meetings	2.5	Principal	Agenda and notes from meetings	29%		
4) Provide Instructional Support to content / grade level team	2.5	Curriculum Coordinators Instructional Facilitator	Regular informal observations, modeling of lessons and collaborative conversations among coordinators and teachers			
Critical Success Factors CSF 7 5) Faculty will complete 1 observations this year, on a teacher in another grade level	2.5	Principal Teachers Instructional Facilitator	Walk through reflections will be turned into the the Instructional Facilitator			
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

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

Performance Objective 1: Establish a process to address campus needs in the area of staff development

Evaluation Data Source(s) 1: Agenda and sign in sheet

Summative Evaluation 1:

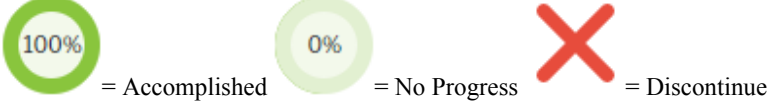| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 7 1) Provide Staff Development for teachers and paraprofessionals to maintain certification.	2.5	Curriculum director and Principal	100% of staff highly qualified.			
Critical Success Factors CSF 7 2) Content Coordinators provide embedded professional development throughout the year, during the school day and after school.	2.5	Curriculum Meeting Team Member, Curriculum Director, Testing Coordinator, Curriculum Coordiunators	Minutes, Agenda, Sign in Sheet			
Critical Success Factors CSF 6 CSF 7 3) Review new staff assignments to determine staff development needs for new positions.	2.5	Principal	90% staff development for new staff is aligned to their position.			
4) Bilingual Director/EL Coordinator will provide training using Title III funds with information acquired by attending conferences, Strategic Teaching and Valley Speech Language and Learning Center w/ Dr. Elsa Cardenas-Hagan	2.5	Bilingual/ESL Director ELL Coordinator	Sign-in Sheets and/or Certificates			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

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

Performance Objective 2: Establish a time frame for professional development which includes an evaluation process.

    Evaluation Data Source(s) 2: Agenda and sign in sheet

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 7 1) K-5 math teachers attend CAMT staff development	2.5	Principal, Assistant Principal, Instructional Facilitator, District Coordinator	Common Language on Campus Lesson Plans and Student work samples			
Critical Success Factors CSF 7 2) K-5 writing teachers attend Reading writers workshop and Handwriting without tears	2.5	Principal, Assistant Principal, Instructional Facilitator, District Coordinator,	Common Language on Campus Lesson Plans and Student work samples			
Critical Success Factors CSF 7 3) K-5 science teachers attends CAST staff development, and professional development offered through Region IV Service Center, Harris County Department of Education, and Accelerate Learning (STEM scopes).	2.5	Principal, Assistant Principal, Instructional Facilitator, District Coordinator	Common Language on Campus Lesson Plans and Student work samples			
Critical Success Factors CSF 3 CSF 6 4) Use Title IV funding to provide professional learning development for counselors to attend the Texas School Counselor Association Conference	2.6	Principal Counselors	Knowledge and skills to assist all students in academic achievement and social emotional learning.			
100% = Accomplished		0% = No Progress	✗ = 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: The Holleman staff will increase the usage of technology through out the school.

Evaluation Data Source(s) 1: Staff and student feedback.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 7 1) All teachers will attend technology training throughout the year	2.5	Teachers and Technologist	Agenda and Sign In Sheet			
Critical Success Factors CSF 1 CSF 6 2) 100% HES students will regularly use technology to enhance their learning	2.5	Teachers and Technologist	Students using technology in their classes.			
Critical Success Factors CSF 6 3) Skylert Messages will be sent out to all parents and staff members relaying important updates concerning HES and WISD to send notices home on upcoming events at Holleman	2.5, 3.1	Administrative Team and District Office	95% success rate on delivery of messages.			
Critical Success Factors CSF 6 4) All parents will have access to HES website where the school related news and information is located	3.1	Administrative Team, Teachers and Technologist	Campus website will be updated regularly to keep parents informed.			
Critical Success Factors CSF 3 5) All appropriate staff will have access to students' data though AWARE	2.5	Administrative Team, Teachers and Technologist	Instructional staff will use information obtained from AWARE to regularly monitor students progress.			
Critical Success Factors CSF 3 6) All students will have access to various types of programs using technology (Dream Box, Istation)	2.6	Teachers and Technologist	Students using the programs.			
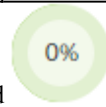
100% = Accomplished   0% = No Progress   ✗ = Discontinue

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: Build the capacity for parents and school staff to interact and collaborate

Evaluation Data Source(s) 1: District communication survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 5 1) Host parental involvement activities that inform parents of the school policies such as annual title I meeting and then evaluation and review of school compact, CIP, and parental involvement policy will occur.	3.2	Principal and Staff	Sign In Sheet, Minutes Page, Changes made			
Critical Success Factors CSF 5 2) Support parental involvement in campus and district activities. (i.e. Title I Parent Involvement funds will be used to purchase 101 Ways to Create Real Family Engagement for each campus and designated district employees to provide additional options for family engagement activities throughout the school year.) attend 2017 Statewide Parental Involvement Conference	3.2	Family Engagement Specialist, Campus Administrative Team and Bilingual / ESL Director	Information provided to parents through the parent newsletter because only 50% have computer access to the internet, parent access page on district and campus website is maintained and up to date.			
Critical Success Factors CSF 5 3) Ensure that all communication with parents is provided in the appropriate language	3.2	Bilingual Director Translator	Copies of all communication on file in both English and Spanish.			
Critical Success Factors CSF 5 4) Keep parents informed of all campus and district activities	3.2	Family Engagement Specialist, Campus Administrative Team and Bilingual / ESL Director	Provide T. V. for front office that will display building activities in both English and Spanish to keep parents up to date and informed on current activities.			

Critical Success Factors						
Critical Success Factors CSF 5 5) Provide Math and Science Night	3.2	Teachers, Title 1 Teachers, Instructional Facilitator and Principal	Agenda, sign in sheet with 80% attendance			✗
Critical Success Factors CSF 5 6) Provide Family Reading Night in conjunction with Book Fair	3.2	Teachers, Title 1 Teachers, Instructional Facilitator and Principal	Agenda, sign in sheet with 80% attendance			
Critical Success Factors CSF 5 7) Provide a PE Night	3.2	Teachers and Principal	Agenda, sign in sheet with 80% attendance			
Critical Success Factors CSF 5 8) Provide Pre-K Orientation "Make and Take" materials. Training funded through Title I and III.	3.2	ELL Coordinator, Bilingual/ESL Director, Curriculum Director, Family Engagement Specialist, Campus Administrative Team	Agenda and sign in sheets			
Critical Success Factors CSF 5 9) 6)Provide a summer outreach literacy program for parents and students	3.2	Summer School Librarian	Sign-In Sheets			
Critical Success Factors CSF 5 10) Provide Professional Development Opportunities for Family Engagement by sending staff member to Region IV for: Building Capacity and Strengthening Partnerships for Family Engagement training.	3.2	Family Engagement Specialist Campus Administrative Team Bilingual/ESL Director, Ell Coordinator	Information provided to parents to help build student success and strategies to help work innovatively with parents and families			
Funding Sources: Title One (211) - 0.00						
Critical Success Factors CSF 5 11) Provide NAC Night	3.2	Bilingual / ESL Director ELL Coordinator Teachers	Sign-In Sheets			

100% = Accomplished   0% = No Progress   ✗ = 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 2: Ensure accessibility to school personnel for parents and/ or guardians

Evaluation Data Source(s) 2: Schedule parent teacher conference on October 5, 2018 and daily conference times

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 5 1) Teachers have a daily conference time to accommodate parents in a timely manner.	3.2	Principal and Teachers	10% increase in parent participating in conferences			
Critical Success Factors CSF 5 2) All parents are invited to participate in parent/teacher conference day and to volunteer on campus.	3.2	Principal and Teachers	10% increase in parent attendance on conference day, sign in sheets			
Critical Success Factors CSF 5 3) Provide PD for teachers and parents on ways to reach out to parents / school	3.2	Principal, Assistant Principal and Family Engagement Specialist	Agendas and meetings			
Critical Success Factors CSF 5 4) Provide parent liaison to open accessibility to Spanish speaking parents	3.2	Parent Liaison and Principals	Review of contact log		13%	
	100% = Accomplished	0% = No Progress	✗ = 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 1: Supplement local funding with federal (Title) funding and discretionary grant funding

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

Summative Evaluation 1:

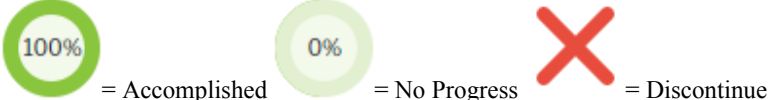| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Local funding used to support curriculum, staffing, and foundations program	2.5	Principal, Business Office and Campus Bookkeeper	All regular classes staffed and supported with local funds			
2) Use Title II funding to provide professional learning in needed areas based on student data	2.5	Principal, Content Director and Curriculum Director	Student achievement data increase			
3) Use Title IA funding to provide supplemental services to struggling and at risk students	2.5, 2.6	Principal, Content Director and Curriculum Director	Student achievement data increases for the targeted population			
4) Use Title III funding to provide supplemental services to ELL students	2.5	Principal, Content Director, Curriculum Director and Bilingual / ESL Director	Student achievement data increases for this targeted population			
5) Utilize Special Ed funds to provide ARD determined services for Special Education students	2.5, 2.6	Principal and Special Education Director	Student achievement data increases for this targeted population			
6) Administrative supplies to be used for reviewing ELL data and progression toward campus and district goals.	2.5	Bil/ESL Director	Sign-in sheets, walk throughs, observations, test scores, meeting agenda			

7) Use Title IV funding during Red Ribbon Week that will promote being drug free. Also use Title IV funding to utilize the book "The Texas Model Guide for Comprehensive School Counseling Programs" 5th Edition to develop and enhance the school counseling program.	2.5	Counselor Principal	Students will participate in activities to become aware of the impact of drug use and its impact. Students will receive pencils, bookmarks, ribbons and sign name banner Counselors will utilize the Comprehensive School Counseling Guide Counselors will have an improved counseling program for campus.			

100% = Accomplished   0% = No Progress   ✗ = 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: Fully utilize local funding

Evaluation Data Source(s) 2: All funds are expended in a compliant manner

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Follow WISD District Budgeting process		Superintendent, Assistant Superintendent, Curriculum Director and Principal	Budgets for all fund sources are developed according to federal, state, and district guidelines			
100% = Accomplished		0% = No Progress	✗ = 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: Address the special needs of all children in the school

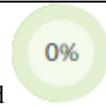**Evaluation Data Source(s) 1:** Student will participate in co-curricular activities.

Summative Evaluation 1:

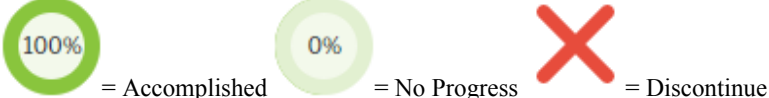| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 1) Students will be able to participate in College Week	2.5	Counselor	College Week Activities			
Critical Success Factors CSF 6 2) Implement student council and safety patrol for fifth grade	2.5	Student Council Advisor	10% decrease in discipline referrals			
Critical Success Factors CSF 1 CSF 6 3) Implement enrichment clubs	2.5	Teachers, Assistant Principal and Principal	10% increase in student attendance			
Critical Success Factors CSF 1 CSF 6 4) Students in grades 2-5 will participate in academic UIL events	2.5	UIL Sponsors and Coaches	Student will compete in a district - wide UIL event in the Fall 2016 and Spring 2017			
Critical Success Factors CSF 1 CSF 6 5) Student in grades 2-5 will compete in a campus Spelling Bee and a Bilingual Spelling Bee	2.5	Spelling Bee Coordinator	Students participating in the Spelling Bee			
Critical Success Factors CSF 6 6) Students in Pre-K will participate in a variety of programs (Istation and College week) that will prepare them for Kindergarten.	2.5	Teachers	Observation and data collected		✗	

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

Performance Objective 1: Celebrate diversity among our students, staff and community.

Evaluation Data Source(s) 1: Hispanic Heritage, Black History, Rodeo Week

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Critical Success Factors CSF 6 1) Participation in Hispanic Heritage month, Black History month, and Kindness matters week activities.	2.5	Administration and Staff	Increased respect for diversity			
Critical Success Factors CSF 5 2) Participation in Bullying / Kindness for all shows using Title IV funds	2.6	Administration and Staff	Address awareness of Bullying and Kindness			
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	1) Teachers will participate in professional development for research based math strategies to meet the needs of all math learners. Trainings include attending Math Camt, District Math Trainings The strategies will include but not be limited to an increase in the use of hands on activities and decrease usage of pencil/paper, worksheets to teach math. 2) In addition to using computerized programs such as Dream Box, classroom teachers will collaborate with grade level team members to develop strategies to improve math fluency through expert instructional delivery, fast math, and computer games. Title math interventionist and teacher prescriptive interventions and educational aides will be used to provide small group interventions to student having difficulty in math. 3) STAAR tutors will help with pulling small groups of targeted students to work on math strategies.
1	2	1	STAAR Tutors will help with pulling small groups of targeted students to work on reading comprehension strategies. Training: Neuhaus, Leveled Literacy Instruction, WELLS/WOW, RAVO, Sight Words that Stick, Fast Forward I-station Phonics Blast Phonics Boost Countdown
1	2	2	2) Leveled Literacy Instruction (LLI) A small group reading intervention for students who are below grade level by one year or more.
1	2	3	Provide interventions and resources for our LEP students
1	2	4	Teachers will participate in professional development for research based reading strategies to meet the needs of all reading students.
1	3	1	Inclusion with the special education teacher or paraprofessional in the general education classroom.
1	3	2	Special Education students will participate in all intervention during Bulldog University

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Michael Skinner	Principal
Instructional Facilitator	Barbara Tompkins	Instructional Facilitator
Classroom Teacher	Bea Sanchez	Teacher
Classroom Teacher	Martha Garrett	Teacher
Classroom Teacher	Heidi Smith	Teacher
Classroom Teacher	Flor Hernandez	Teacher
Classroom Teacher	Emma Griffin	Teacher
Classroom Teacher	Susan Campbell	Teacher
Classroom Teacher	Eva Horton	Teacher
Parent	Ashlee Leiber	Parent

Campus Funding Summary

Title One (211)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	10			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00