

Waller Independent School District
Jones Elementary
2018-2019 Campus Improvement Plan



Mission Statement

High academic achievement will be fostered in all areas of the curriculum to ensure students will be successful lifelong learners.

Vision

H.T. Jones Elementary School students will be provided educators who are highly qualified and committed to technology and scientifically based resources that will propel them to the highest levels of academic and social success. Through this education, students will be able to compete in an ever-changing global society.

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Comprehensive Needs Assessment

Needs Assessment Overview

Student Achievement Needs:

Increase the effectiveness of core tier 1 instruction as well as the implementation of interventions for Pre-k-5th grades in math, reading, science and writing.

Curriculum, Instruction and Assessment Needs:

Ensure instruction is aligned and addresses the curriculum standards and assessment needs.

Ensure staff members are provided quality professional development to address instructional and assessment needs.

School Context and Organization Needs:

Improve communication between all stakeholders.

Technology Needs:

Provide training on technology integration within the classroom.

Acquire additional technologies to assist in academic achievement

Staff Quality, Recruitment and Retention Needs:

Retain our highly qualified staff Improve staff attendance rate

School Culture and Climate Needs:

Jones Elementary believes it is important to create a positive learning environment that is inviting to students and parents alike. This year Jones Elementary will continue using C.L.A.S.S.--Character, Learning, Attitude, Self-respect, Success as our PBIS model to foster self-discipline and respect to ensure a safe productive environment.

Family and Community Involvement Needs:

Increase PTO membership

Provide programs and activities to involve parents and community in the school.

Watch D.O.G.S (Dads Of Great Students)

School Gardens

Community Food Drive

Community Coat Drive

Demographics

Demographics Summary

Jones Elementary is currently serving 640 students in grades prekindergarten through 5th grades. As of October 26, 2018 we are at 84.38% economically disadvantaged. The 2017-2018 attendance rate was 96.8%

Hispanic----- 56.7

African American--27.19

White-----12.5

Demographics Strengths

ELAR Coach--Christina Godfey full time on campus to assist is ELAR needs

Math--- Hispanic 3rd-5th grades

Problem Statements Identifying Demographics Needs

Problem Statement 1: EL and Hispanic students are under-performing in ELAR. **Root Cause:** Consistency with programs and expectations

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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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 End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

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,
- 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

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
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

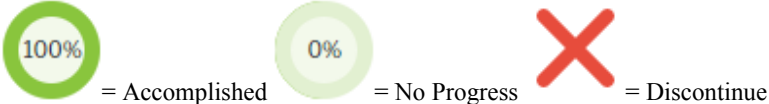
Goals

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: A 10% increase in overall 3rd-5th grade math STAAR results.

Evaluation Data Source(s) 1: 2018 STAAR data will be compared to 2017 STAAR data along with CBA and benchmark data. The expectation is that scores will show a 20% increase; increase math areas by 20% in masters level

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Implement a campus wide Math Framework, professional development at Math Vertical, that include A. Daily Math Routines including Origo Math Box of Facts (1- 5), Number Talks and Problem Solving. B. Small group (ALL)- Giving students the chance to work individually, in pairs or groups. This also allows teachers to be able to work in reduced numbers with students on their particular needs. C. Hands on (ALL)- the use of manipulatives to drive the concrete concepts behind math skills	Leader- campus math interventionist Others involved: Principal, Assistant Principal, all math classroom teachers and Instructional facilitator	(1) Implementation can be measured with discussion and teacher testimonials. Walk- through and observation by admin. (2) Impact can be measured with CBAs, Benchmarks and classroom assessments			
					




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: Increase Writing and Reading performance on Benchmark and STAAR assessments by 10% in masters level over 2017-18 data

Evaluation Data Source(s) 2: 2017-18 STAAR data will be compared to 2018-19 STAAR data along with benchmark data. The expectation is that scores will show a minimum of a 10% increase in masters level performance.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide professional development opportunities to implement Writer's Workshop for (Pk-5th grade)	Principal, assistant principal, instructional facilitator, instructional coaches and content coordinators	Increase with Telpas writing results Results of Benchmarks and STAAR			
Comprehensive Support Strategy 2) The Reading and Writing Strategies Book as a resource to set goals for students and lend strategies to help them reach them and Patterns of Power	IF Classroom teachers reading interventionists district reading coordinator district reading coach	increase of reading/ writing scores students meeting individual scores			
Comprehensive Support Strategy 3) Combine writing and reading within the curriculum during monthly planning meetings for ELAR	If, Coach, Principal, teachers, ELA coordinator	Consistent student writing embedded daily to improve writing and reading acquisition			
Comprehensive Support Strategy 4) Provide professional development focused on writing needs	ELA Coordinator, ELA Coach, Reading Interventionist, IF, Lead Reading Teachers,	Individual student growth in writing Growth in overall writing scores increased.			
Comprehensive Support Strategy 5) Conduct pre and post writing assessments that will drive instruction for each writing unit. for all students including African American, ELL, Eco Dis and Hispanic students.	ELA Coordinator, Instructional Facilitator, Principal, ELA teachers	Increased academic performance in writing for African American, ELL, Eco Dis and Hispanic students			
Comprehensive Support Strategy 6) African American Tier I and II math instructional needs are targeted based on student data.	Elementary Math Coordinator, Title Math Interventionist, Instructional Facilitator, Elementary Math Coach, Classroom teachers, Administration	Increase African American performance by 20% on CBA's Benchmarks and STAAR assessments.			

<p>Comprehensive Support Strategy</p> <p>7) African American Tier I and II reading instructional needs targeted based on student data.</p>	<p>Elementary ELAR Coordinator, Title Reading Interventionist, Instructional Facilitator, Elementary Reading Coach, Classroom teachers, Administration</p>	<p>Increase African American performance by 20% on Benchmark and STAAR assessments.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

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: Within the student achievement domain I our two or more subpop will meet and or exceed the the state in performance.

Evaluation Data Source(s) 3: STAAR Assessment, CBA

Summative Evaluation 3:


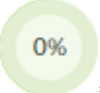

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1: Provide a challenging curriculum that follows 100% of the district's Scope and Sequence and ensures all TEKS are addressed successfully.

Evaluation Data Source(s) 1: BOY, MOY and EOY Universal Screeners, District CBAs, and Benchmarks

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will use the intervention and instructional programs for Math which in include: Go Math, Origo and a variety of manipulatives inspired by the trainings provided by Garland and use DreamBox	Principal Assistant Principal Instructional Facilitator Math Interventionist Classroom teachers Resource teacher	Lesson Plans will reflect rigorous activities needed to ensure critical thinking is attained and will follow the district math framework			
2) Teachers will use the intervention and instructional programs for Science currently available to the campus include: StemScopes kits (2-5) and Brain Pop. Teachers will use the Science lab to focus on necessary exploration of science skills.	Leader: Principal Instructional Facilitator Classroom teachers District Science Coordinator	Lesson Plans will reflect rigorous activities needed to ensure critical thinking is attained Student knowledge base will grow as they become more familiar with science skills and as they receive this hands on experience			

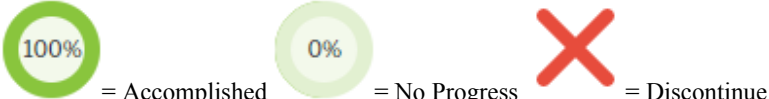
<p>3) Teachers will use the intervention and instructional programs for ELAR currently available to the campus include: RAZKids, Jennifer Serravallo, Neuhaus, IStation, Heinemann System and Reader/Writer's Workshop. Lucy Calkins Reading Units of Study. Continue using Guided Reading resources to supplement and enhance guided reading instruction in lower grade classrooms as well as all classrooms with low reading levels. Dictionaries of various types and thesauruses for EL's to supplement learning strategies. PK-1st and PK-2 book study materials, Handwriting without Tears, Sistema de evaluacion de la lectura, grados K-2, Patterns of Power. Bilingual Kinder shared reading materials from OKAPI.</p>	<p>Leader: Principal Instructional Facilitator Reading Interventionist Classroom teachers Resource teacher Elementary ELAR Coordinator Whitney LaRocca, Leigh Ann DeFreitas</p>	<p>Lesson Plans will reflect rigorous activities needed to ensure critical thinking is attained</p> <p>Student individual reading levels will grow closer to 'on level' and beyond.</p>			
<p>4) Partner with district instructional consultants and coaches to provide instructional guidance and professional development in the core areas throughout the year.</p>	<p>Subject Area Coordinators Curriculum Director Federal Programs Director SPED Director Bilingual Director Testing Coordinator Principal Instructional Facilitator</p>	<p>STAAR and various other assessment scores reflect the increase of student learning</p>			
<p>5) Title III will also fund Academic language and vocabulary used across grade levels. ValleySpeech Language and Learning Center w/ Presenter Dr. Elsa Hagan for WOWS/WELLS, JELLS, and ESPERANZA trainings. Early Exit Model Consultation LRI Spanish phonics Pk thru 1, poetry lessons and Read Aloud, Reading, and Writing STAAR related intervention materials in both Spanish and English for recent immigrants in their year 1 and 2 in US, from Booksource. STAAR Ready Test Practice materials 2nd Grade.</p>	<p>District Coordinators, Principal, Teachers instructional facilitator</p>	<p>Campus Vertical Meetings District Horizontal Meetings</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 2: Address the academic needs of 100% of the children in the school, particularly the needs of children in the target populations

Evaluation Data Source(s) 2: Academic achievement according to CBAs, Benchmarks, STAAR and running records

Summative Evaluation 2:

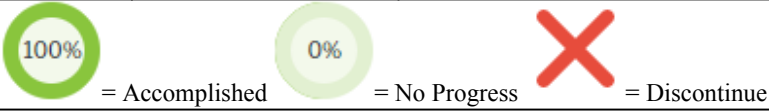
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Title 1 reading and math teachers will pull small groups from targeted student populations (504, ESL, Dyslexia, , AA,) using various resources such as Leveled Literacy Interventions, Soluciones, Phonics Blast, Phonics Boost and Countdown. Classroom teachers will also pull small groups for focused intervention during intervention time.</p>	Title 1 Reading and Math Teachers, Classroom Teachers, Instructional Facilitator	Student achievement on identified and remediated skills will reach 85%			
2) Teachers will conduct small group instruction within the classroom on a daily basis in order to target and assist struggling students as well as high achieving students.	Classroom Teachers Assistant Principal Principal IF	There will be an overall increase in student achievement levels according to CBAs, Benchmarks, STAAR, phonetic assessments, and classroom grades.			
3) The Resource teacher will provide accelerated instruction to special education students according to their IEP, and will provide in-class support for identified students.	Resource Teacher Classroom teachers	There will be a 50% increase in the academic achievement of the students according to report cards, cbas and benchmark results			
4) Cumulative, DRA, Intervention and RtI folders will be used to assist in developing and monitoring individual student achievement	Classroom Teachers, RTI Coordinator, 504 Coordinator	RTI and Cumulative folders are consistently updated and the information is used on a continuous basis to align all instruction and interventions with student need and targeted achievement levels.			
5) G/T program will be evaluated annually	G/T Coordinator	100% of parents of G/T students will complete a survey evaluating the program			
6) Pre-Kindergarten teachers will effectively operate in small groups providing for a variety of stations that meets all the needs of a Pre-Kinder Student. This includes: Math, Reading, Science, Social, Emotional, fine motor and gross motor	Principal, Asst. Principal, IF	CLI- Engage Program			
					

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

Evaluation Data Source(s) 3: Implementation of strategies learned will be evident in lesson plans, classroom walk through, observations and improvement in student achievement.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>1) All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population: *ELPS *Valley Speech *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *Stem Scopes*Scientific Spelling *Seidlitz Group ELL Trainings *The Curriculum Project *The DBQ Project *Stetson and Associates *Guided Reading *Neuhaus *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *SDE Math Training *Reader's & Writer's Workshop. *Patterns of Power, Math Training for elementary Bil/ESL Teachers on Anchor Charts, Journals, and Manipulatives. *Handwriting without Tears *PK New Teacher Academy Training and Materials Needed for New TX PK Guidelines (2015), PD provided by Houghton Mifflin for Everyday Calendar Math for PreK along with training materials needed for PD; Math Institute professional development for Pre-K through 5th grade math teachers along with materials needed for PD. HWOT. Training materials and professional books to support balanced literacy</p>	<p>Lead: Curriculum Content Coordinators, Campus Administrators Others involved: Consultants, such as: Garland, Shonda Guthrie, Elizabeth Martin, Dr. Elsa Cardenas-Hagan, Liz Evans, Linsey McCoun, John Seidlitz, Nicole Shanahan, Nicole Frazier, Patricia Morales, John Samara, Mathlink Consulting - Garland Linkenhoger, Debbie Wells, Rebecca Koesel, Dawn Vinas, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei</p>	<p>Completion of the minutes, agendas, and sign-in sheets from professional development events. Observation, through walk throughs, that the specific skills and knowledge acquired in training have been implemented.</p>			
					

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




Performance Objective 1: PBMS will be implemented to increase the positive interactions with students

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Jones Bucks Continued with Menu	Kinney, Matthews, Finnerty, Mcgee, Pazdenik, Gallegos, Desouza, Perales, Dickison, Thoompson, Ervin	Increased positive interactions			
Funding Sources: Local (199) - 0.00					
2) Positive Behavior Bash--Students receive prizes for positive behavior	Kinney, Thompson, Dickison, Finnerty, Perales, Sotelo, Desouza, Pazdernik, Gallegos, Ervin, Matthews	Reduced referrals			
3) Title IV Funds will be used to purchase anti-bullying, Red Ribbon Week and kindness material	Principal Assistant Principal Teachers Jackson-Counselor Mcgee-Counselor	Positive student behavior and decrease in bully behavior and increase in positive behavior			
4) Title IV Funds will be used to for professional development at the Texas Counselors Association in February, 2019	McGee Counselor	Counselor will present the positive takeaways to implement to improve student and staff engagement			

<p>5) Through Title IV funding, students will participate in KINDNESS WEEK at school. Students will participate in activities that will educate them on what bullying is, how to stop bullying and how to report bullying appropriately.</p>	<p>Counselors, Principal, Assistant Principal, Grade level teachers and special area teachers</p>	<p>Strategy The counselors will implement various anti-bullying activities during KINDNESS WEEK.</p> <p>Incentives will be provided to students to help promote the anti-bullying initiative.</p> <p>Impact An awareness of the importance of not being a bully.</p> <p>Students will have increased confidence in knowing what and how to report bullying.</p> <p>Decrease in referrals as it relates to bullying.</p>			
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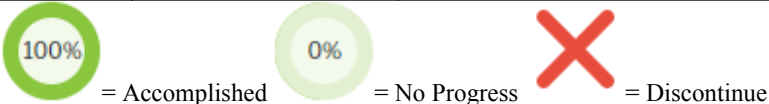
 = Accomplished
  = No Progress
  = Discontinue

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

Performance Objective 1: 100% of academic core subjects will continue to be taught by highly qualified teachers and paraprofessionals in compliance with federal and state law.

Evaluation Data Source(s) 1: Highly Qualified Annual Compliance Report

Summative Evaluation 1:

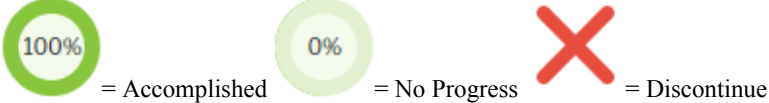
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Professional development will be provided for teachers to obtain staff development hours to maintain certifications	Principals, Content Coordinators	100% of staff are highly qualified			
2) Compose interview team to conduct interviews, review on-line applications and check references and certifications.	Human Resource Department Campus Admin Team Lead Team	Qualified teachers are hired			
3) 3) According to ESSA requirements Pre K Teachers will receive extra training from Region IV.	Principal Assistant Principal IF	Certificates are filed			
					

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

Performance Objective 1: 100% of Jones teachers will perform at Distinguished or Accomplished overall on the T-TESS Evaluation Instrument.

Evaluation Data Source(s) 1: T-TESS

Summative Evaluation 1:

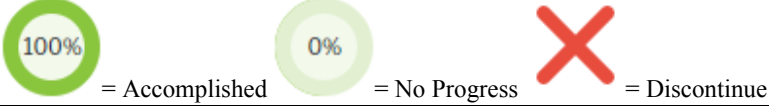
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) 1) Campus administrators will conduct walk-throughs and observations based on TEA guidelines and board approved T-TESS calendar.	Leader: Campus Administration Others: Curriculum Director, HR Director	Walk-Throughs, observations, summatives compared year-to-year			
2) Bil. Director/ EL Coordinator will provide trainings and/or utilizing information acquired by attending conferences; such as, Seidlitz, Strategic Teaching-Bilingual Guided Reading, Valley Speech Language and Learning Center w/ Presenter Dr. Elsa Hagan for WOWS/WELLS, JELLS, and ESPERANZA training-- all funded by Title III.	Bilingual/ESL Director EL Coordinator	Sign-in Sheets and/or Certificates			
					

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

Performance Objective 1: 100% of the students will increase their grade level academic knowledge through the use of technology.

Evaluation Data Source(s) 1: Classroom, District and State Assessments will be used to determine academic levels.

Summative Evaluation 1:

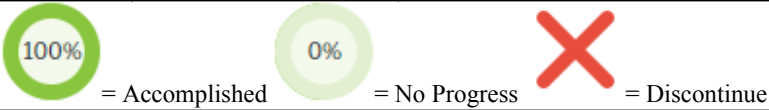
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will incorporate the use of technology in their every day lesson plans to enhance the quality of the 21st century learners' educational experience. Teachers will see as close to a 1:1 ratio for technology in grades 2-5. Teachers will be trained on how to use technology including programs such as Google Classroom, Clever and Classroom DoJo.	Campus Technologist Principal District Technologist IF	Confidence level of all students will increase with their knowledge of how to use technology in a 21st century learning environment. Visible projects and the ease of technology use by students as well as the teacher. Sign in sheets for trainings			
					

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 collaborate and establish open lines of communication.

Evaluation Data Source(s) 1: Over 90% of parents will attend Parent-Teacher conferences and 100% of communications will be in English and Spanish.

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) At the beginning of the school year, teachers will make positive phone calls to establish open communication between teachers and parents.	All homeroom teachers	All parents are contacted and documentation is is retained.			
2) Publish and distribute a monthly newsletter written in English and Spanish detailing information pertaining to instruction, testing, upcoming events, and PTO news. (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.)	Principal and PTO President	Monthly PTO meetings. Agendas and newsletters are kept on file.			
3) Parents can stay informed of their children's progress through Skyward Parent Portal 24 hours each day. Training will be provided for parents with how to use Skyward	Teachers	Parent initiated conferences, phone calls and notes to staff.			
4) Title I Parent Involvement funds will be used to provide strategies to help work with parents and families to contribute to student success through a professional development opportunity at Region IV: "Building Capacity and Strengthening Partnerships for Family Engagement."	Campus Administrative Team	Attendance of training			
					

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: Jones will supplement local funding with federal funding

Evaluation Data Source(s) 1: 2018-19 budget reports

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Local funding to support curriculum, staffing, and foundations programs	Principal, Business Office and Secretary	All classrooms are staffed and supported			
2) Title IA funding to supplemental services to at risk students	Principal, Content directors and curriculum director	increase in student achievement			
3) Title III funding to provide supplemental services to ELL students. Adding materials to support instruction for students testing in EP. Headsets for NAC Students will be provided for Language Acquisition.	Principal, Title III Para, Bilingual/ESL Director, Content Director and Curriculum Director	Increase in ELL student achievement through campus, district and state assessments.			
4) Administrative supplies to be used for reviewing ELL data and progression toward campus and district goals.	Bil/ESL Director	Sign-sheets, walk throughs, observations, test scores, meeting agenda			
5) Through Title IV funding, students will participate in Red Ribbon Week activities to 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.	Counselor, Principal,	Students become aware of the impact of drug use and its impact by Students will receive pencils, bookmarks, ribbons and sign name to banner. Counselors will utilize the Comprehensive School Counseling Guide Counselors will have an improved counseling program for the campus.			
 = Accomplished  = 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: Students will participate in numerous co-curricular activities.

Evaluation Data Source(s) 1: These activities will be district and state wide with the potential to become nation- wide.

Summative Evaluation 1:

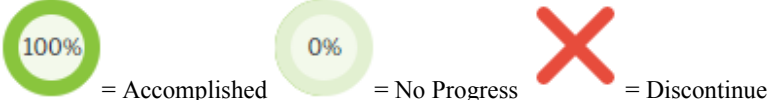
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students (5th)will participate in Virtual UIL Competition.	UIL Sponsor and UIL Coaches	District- Wide Competition Area- Wide Competition State- Wide Competition			
2) Students (2-5) will participate in various UIL competitions	UIL Sponsor and UIL Coaches	District- Wide Competition			
3) 3-5 graders will be able to participate in a drumline/Choir/ step team	Music Director, Principa/ Assistant Principal	Students involved in various events such as parades, school plays etc.			
4) Students will compete in a campus Spelling Bee	Spelling Bee Coordinator	Winners of campus Bee will advance to different levels of spelling bee			
5) Students will participate in Name that Book Competition - Campus wide competition - District wide Competition	NTB Coordinator District Reading Coordinator	District- Wide Competition			
6) Students (2-5) will participate in a District Wide Geography Bee	Geography Bee Coordinator District GT Coordinator	District Wide Coordinator			
7) 5th grade Track Meet	Physical Education Teacher Assistant Principal Principal				
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 1: Create a computer and resource based Parent Center for parents to register, check grades, research job and educational opportunities and communicate with school staff.

Evaluation Data Source(s) 1: Parents will sign in and/or call ahead to reserve the use of a computer.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Assist parents with the successful use of two computers for the Parent Center.	Technologist Receptionist Secretary Registrar	Increased parent access to skyward More digital parent/ teacher communication			
2) Provide Pre-K Orientation "Make and Take" Materials. Funded through Title I and III	ELL Coordinator, Bilingual/ESL Director, Curriculum Director, and Campus Administrative Team	Agenda and Sign in Sheets			
3) 3) Provide a Pre-K summer outreach literacy program for parents and students	Summer School Librarian	Sign-In Sheets			
					

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

Performance Objective 2: Provide digital signage for parent communication of school and community events/activities

Evaluation Data Source(s) 2: Sign in sheets from various events.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1)) Purchase needed items for parental involvement space.	Campus Secretary Campus Principal	increased parent participation/ involvement			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	The Reading and Writing Strategies Book as a resource to set goals for students and lend strategies to help them reach them and Patterns of Power
1	2	3	Combine writing and reading within the curriculum during monthly planning meetings for ELAR
1	2	4	Provide professional development focused on writing needs
1	2	5	Conduct pre and post writing assessments that will drive instruction for each writing unit. for all students including African American, ELL, Eco Dis and Hispanic students.
1	2	6	African American Tier I and II math instructional needs are targeted based on student data.
1	2	7	African American Tier I and II reading instructional needs targeted based on student data.
2	2	1	Title 1 reading and math teachers will pull small groups from targeted student populations (504, ESL, Dyslexia, , AA,) using various resources such as Leveled Literacy Interventions, Soluciones, Phonics Blast, Phonics Boost and Countdown. Classroom teachers will also pull small groups for focused intervention during intervention time.

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)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anna Fontenot	Interventionist	Math	
Kasey White	Interventionist	Reading	
Katarina Ipina	Interventionist	Reading	

Campus Funding Summary

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Computer access		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00