

Waller Independent School District
Fields Store Elementary
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Fields Store 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: 19-20 Enrollment Data on Snapshot, 2019 Campus Accountability Table, Campus At Risk Indicators and numbers on campus, Fields Store STAAR data vs. State, Preliminary AYP 2019, 2019 PBMAS, 2019 TELPAS, Sample Teacher job description, 2019-2020 Retention Information, Sample TTESS Document, Curriculum Bundle, Sample Scope and Sequence, Unit Assessment/Benchmark Assessment Control Form, Fields Store Perception Surveys, Discipline Data from 17-18, 18-19 and 19-20, campus compacts, Bell schedules, campus maps, technology plan, STAAR 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 Fields Store Comprehensive Needs Assessment Summary.

In our pursuit to develop greatness at Fields Store Elementary, we knew we would begin with a comprehensive understanding of where we are now. This understanding includes not only academic achievement data, but a multifaceted look into the overall wellness of our school. Through strategically gathered input, the voices of our stakeholders in our community were the driving force in defining targeted areas that we believe will lead the way for continuous growth. Both quantitative and qualitative data led to the identification of four targets: Academics & Targeted Supports, Safety & Operations, Human Capital & Finance, and Communication & Customer Service.

In further developing these target areas to move us forward, various opportunities were created for input. Large and small group meetings, surveys, and both formal and informal conversations were all employed to ensure as much input as possible from all stakeholders. An authentic representation of our school community in the development of our strategic plan was a priority.

Each of these target areas is connected to Waller ISD Strategic Goals and has a clearly defined goal with performance objectives. Using the input of our school community, a strategic plan emerged with initiatives and strategies to support our growth toward our goals. Additional considerations within the strategic plan represent the ideas and thoughts of our stakeholders. This document will be revised over time and noted as such to adapt to the current needs of our campus. Progress will be reviewed periodically and reported to all stakeholders.

As we seek continuous improvement, stakeholders will continue to share their individual expertise in a collaborative spirit creating a transformational mindset. We will focus our interactions on growth for all members of our school community to develop productive learners and leaders. We will provide a safe and positive environment where everyone feels a sense of belonging to our school family. We will responsibly manage our resources, both human and financial, to honor the value of each maximizing impact. We will be proactive thinkers and engage in practices that meet the needs of our diverse population learners.

While we have celebrated many achievements as a campus, we do not want to take comfort in the past as we know progress happens outside of our comfort zone. In seeking to continually develop greatness at FSE, we recognize that growth takes work and progress is not perfect. We will withstand challenges as we journey through each gateway and will meet those challenges with resilience and innovation. We will not waiver in our commitment to serving our students and families in our continuous pursuit.

This is our **Fields Store Elementary School** strategic plan.
These are our **Gateways to Greatness**.

Demographics

Demographics Summary

The student population of Fields Store Elementary School is: 2.73% African American, 51.87% White, 42.96% Hispanic, 2.44% all other races, 58.33% low socioeconomic status. The staff population of Fields Store is: 4.0% African American, 73.1% White, 0% Asian, 22.9% Hispanic, 0% Native American, 8.8% Male, 91.2% Female. Fields Store is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides). The average daily attendance rate for students is 96.84 %. Within various programs at Fields Store Elementary School, we serve a number of students. The numbers of students served are: 183 Limited English Proficient, 26 Gifted and Talented Program, and 84 Special Education Program.

* Development classroom and/or campus incentives for attendance

Our School-wide Title I program consists of parent involvement activities, computer based intervention programs, reading and/or math campus based interventionists, campus academic tutors for core subject areas, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of STAAR Acceleration teachers, instructional aides to assist at-risk students, homebound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of 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 trainings, summer programming for identified students, and parent involvement activities.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Demographics Strengths

- Small group interventions helping with SpEd and LEP population
- Able to give appropriate accommodations and label LEP students
- 2 family events per month
- 76%-100% ESL participates in ESL or bilingual
- Field trips with parent volunteers
- Classroom and campus incentives for attendance
- Community involvement in campus improvement

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bilingual coach on campus daily needed. **Root Cause:** We do not have a bilingual coach on campus.

Problem Statement 2: A bilingual counselor is needed to serve our bilingual students and families. **Root Cause:** We do not have a bilingual counselor.

Problem Statement 3: Social worker available for all students. **Root Cause:** We currently share a social worker with five other campuses.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2021-2022 school year, **Fields Store Elementary** met three targets:

- Domain 1 - Student Achievement. Fields Store Elementary Score: Met
- Domain 2 - Student Progress. Fields Store Elementary Score: Met
- Domain 3 - Closing Performance Gaps. Fields Store Elementary Score: Met

These scores result in Fields Store Elementary receiving a **2022 Texas Accountability Rating B**. The campus also earned one distinction:

- **Academic Achievement in Science**

Although we are proud of our scores, we know there is much more work to be done. On the 2022 STAAR, the following scores for all grades show the percentage at Approaches or above:

- All Subject -
- Reading Grade 3- 81%, (State 76%, District 74%)
- Reading Grade 4-79%, (State 76%, District 73%)
- Reading Grade 5- 79%, (State 79%, District 79%)
- Math Grade 3 - 83%, (State 69%, District 74%)
- *Math Grade 4 - 66%, (State 67%, District 66%)*
- Math Grade 5 - 82%, (State 74%, District 74%)
- Science 5th Grade - 74%, (State 64%, District 69%)

A deep analysis of the above scores at grade level and by each student group reveals that almost all student groups have shown positive growth when comparing the 2021 and 2022 STAAR data. Intervention strategies will be implemented to accelerate learning and close this gap.

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.

Fields Store Elementary is an Additional Target Campus for SPED.

Student Achievement Strengths

- 2022 STAAR achievement in RLA
- RLA support and interventions
- Kinder interventions in the spring semester

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Smaller class sizes for Pre-Kindergarten through 5th grade. **Root Cause:** Larger class sizes reduce student achievement and put a strain on teachers.

Problem Statement 2: Meet to discuss student growth with interventionists and teachers during Data Meetings. **Root Cause:** Interventionists are currently not meeting with the instructional facilitator and teachers during data meetings.

Problem Statement 3: Add a bilingual math interventionist to support meeting targets on math student achievement, as well as support our emergent bilinguals. **Root Cause:** Domain III data from TEA shows several subpopulations are not meeting the target for student achievement in math. With one math interventionist, we are only able to service 5-6 students in math per grade level.

Problem Statement 4: Time needs to be built into the math scope and sequence to reteach and intervene math concepts, including time to teach math vocabulary intentionally. **Root Cause:** Teachers believe that math scope and sequences move too rapidly for students to comprehend the content truly. With data supporting that EL students are not meeting targets, vocabulary should be intentionally taught.

School Culture and Climate

School Culture and Climate Summary

- Communication with administration team
- Direct counseling services with kids in need
- Faculty and team communication
- Transition throughout campus

School Culture and Climate Strengths

- Teachers creating strong reading and math scope and sequence
- Blue Ribbon School
- PTO
- Chromebook carts and iPad carts, 2nd-5th one-to-one devices
- Greetings in car rider line
- Safety - drills and procedures
- Positive school environment
- Remind 101, Class Dojo
- PRIDE
- Data Driven
- Bulldog Brag
- Books for Babies
- Cathedral Books

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our campus needs a full-time 504/ RTI coordinator. **Root Cause:** Our counselor is responsible for counseling, 504, and RTI.

Problem Statement 2: Our campus needs a full-time LSSP or an on campus behavior specialists. **Root Cause:** Students are exhibiting increasing issues with executive functioning, mental health, behavioral issues, and self-regulation skills. As a campus with both ISET and RESET and ongoing classroom concerns a full-time LSSP is needed to address this issues with students and to help teachers in designing successful plans to address student needs.

Problem Statement 3: Our campus is in need of a full-time special populations clerk. **Root Cause:** Our campus shares our special populations clerk with another campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Campus website not specific
- Insurance rates and quality of insurance
- Benefits Package
- Increased substitute population
- Additional training for paraprofessionals
- We offer opportunities to move into positions of interest
- A pay raise based on workload
- Someone to translate ARD's and not pull classroom support.

Staff Quality, Recruitment, and Retention Strengths

- Hire HQ teachers
- Retention of teachers
- Professional Development in core subjects
- Opportunities to move into positions of interest
- Job fair
- Starting salary and competitive pay
- Staff attendance
- Rookie Club

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus needs more substitutes. **Root Cause:** The substitute pool is limited and those on it seem to sub infrequently or taken as long-term subs or hired on.

Problem Statement 2: Someone to translate ARD's and not pull from classroom support. **Root Cause:** We currently do not have an employee whose only job is to translate ARD's which leads to the campus pulling an in-class support paraprofessional to translate ARD's.

Problem Statement 3: Year-round rookie club for new teachers and new staff to our campus. **Root Cause:** New staff need support throughout the entire school year that is consistent and organized to meet the needs specific to certain times of the year.

Problem Statement 4 (Prioritized): Professional development for specific positions other than core content. **Root Cause:** Not enough professional development was offered to employees in specialized positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Follow-up trainings to programs introduced so questions can be answered after using the program in the classroom and a good balance between formal and informal assessments to be used for interventions.
- More detailed and adjusted curriculum Scope & Sequences
- Training on Rapid Assessments, DreamBox, and iStation
- Testing Date is a tremendously stressful day, but if we had a week window it could allow more flexibility to release stress of staff and students.

Curriculum, Instruction, and Assessment Strengths

- Developing Assessments according to the state standards
- Classroom decisions and instruction are based on data
- Data to assess needs
- Collaboration - Vertical and Horizontal

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Our campus needs a full-time Bilingual coach. **Root Cause:** Our bilingual teachers are not receiving coaching from a bilingual coach. Our district currently has a vacancy for this position. However, when this position was filled, we shared the bilingual coach with five other elementary campuses, which left our bilingual teachers underserved.

Problem Statement 2 (Prioritized): Alignment of RLA assessments of curricula taught. **Root Cause:** Inappropriate RLA assessment leads to inaccurate data and does not reflect true student achievement.

Problem Statement 3: Teachers need monthly long-range planning with their team, optional with curriculum coaches. **Root Cause:** Teachers are not receiving enough planning time to get responsibilities done. Once a week planning during the teacher's conference period with coaches is great, teachers need more time to plan in their room.

Problem Statement 4: SPED needs access to district curriculum and google drives for all content and grade levels. **Root Cause:** SPED teachers have a difficult time supporting students and teachers without access to district curriculum.

Problem Statement 5: Combine Science night, Smart Night, and Math to have a Curriculum Night. **Root Cause:** More teacher buy in, the whole campus would be involved and plan together.

Problem Statement 6: Look into assessing primary K-3 students based on Texas Primary Reading Inventory - TPRI, in addition to other district assessments. **Root Cause:** iStation data is unreliable due to students not being engaged. Many educational decisions are based on iStation data. Teachers would like more in depth data to compare to iStation. Teachers would like more comprehensive, reliable data.

Problem Statement 7: Purchase Flocabulary with campus state comp ed funds. **Root Cause:** Expose students to new vocabulary in an engaging way.

Parent and Community Engagement

Parent and Community Engagement Summary

- Increase in parental involvement in PTO, classroom, and planned activities throughout the year
- Activities that give back to the community
- More involvement of Not on Our Watch
- Student calendars are sent home in a timely manner
- Continuing the free breakfast for all students.
- Counselor continuing to be available
- For teachers' mental health it would be better to have half days before holidays.

Parent and Community Engagement Strengths

- Internet for those who do not have it
- SMART Nights
- Library Nights
- PTO supports family involvement with fundraisers and activities for kids
- PTO/Spring Fling
- Careers On Wheels day
- Science Night
- Communication - Dojo, Newsletter and Calendar
- Curriculum Nights
- Red Ribbon Week
- Angel Tree (Community Rocks)
- Momster Mash and Boots and Bling
- Calender Survey
- Parent Surveys
- Parent participation is up
- Free breakfast for all students
- Team relationships for teachers at lunch
- Food bank opportunities for families

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: A counselor whose job is just to counsel students and support families, and one counselor per 350 students. **Root Cause:** The counselor is responsible for 504/RTI, sped referrals, GT testing, placements testing, family engagement, and counseling.

Problem Statement 2: Visible "Not on Our Watch!" team with at least 50 members and consistent participation all year. **Root Cause:** We do not have enough volunteers, do not have flyers, and we do not have any type of visible materials (such as vests or lanyards, as well as walkie talkies and supplies).

Problem Statement 3 (Prioritized): Parents, staff and community increase involvement in school events, with a focus on grade level specific activities and events. **Root Cause:** Although we have school-wide events, more grade level specific and community related events would allow for more parent involvement (such as 2nd grade heritage around the

world, 1st grade reading restaurant, etc) with each grade having a spotlight.

School Context and Organization

School Context and Organization Summary

- Consistent calendar program and schedule
- Monitor parent influence
- Volunteer home space (Confidential)
- Improve communication
- Increase Interventions

School Context and Organization Strengths

- Student ratio, 22:1 (Except 5th)
- Ability for teachers to identify and give input for students in need of interventions
- Gradelevels working on scheduling
- In-Class support scheduling
- STAAR camp (Did not occur due to COVID-19.)
- Interventions devoted to math and reading
- Even distributions of students in classes
- Campus wide committees
- Family Involvement

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Speech times during specials. **Root Cause:** Students are being pulled during academic instructional time.

Technology

Technology Summary

- Grade level-specific staff development
- Computers as specials rotation
- Google classroom training and SMART training
- Earbuds and headphones for students

Technology Strengths

every room has a smartboard

- accessible color printer
- poster maker
- 1 to 1 devices for all students
- new teacher ThinkPads and iPads
- maker space
- Internet is better
- Testing online

Problem Statements Identifying Technology Needs

Problem Statement 1: Our campus needs a charging station for student devices (iPads and Chromebooks). **Root Cause:** Our students take home devices nightly and do not charge them, or they are using them on the buses causing the devices to need to be charged again.

Problem Statement 2: Younger grade levels have to alter how they use devices on testing days. **Root Cause:** The bandwidth is not capable of providing service for our entire campus on testing days.

Problem Statement 3: Trouble implementing computer program expectations (Dreambox, Typetastic, iStation, et.c.) **Root Cause:** Lack of time in daily schedule.

Problem Statement 4: Devices in the cafeteria are not set up/compatible for programs put on by students. **Root Cause:** Not having the correct technology (Windows computer) in the cafeteria.

Problem Statement 5 (Prioritized): 1 to 1 earbuds and headphones for students. **Root Cause:** Students are responsible for purchasing their own headphones. With our school being a title one campus, we feel that we should purchase these for students.

Problem Statement 6 (Prioritized): Our campus needs to upgrade classroom smartboards, intercoms, document cameras, and copy machines. **Root Cause:** Dated equipment leads to teacher frustration and impacts instruction.

Priority Problem Statements

Problem Statement 1: Professional development for specific positions other than core content.

Root Cause 1: Not enough professional development was offered to employees in specialized positions.

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: Bilingual coach on campus daily needed.

Root Cause 2: We do not have a bilingual coach on campus.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our campus needs a full-time Bilingual coach.

Root Cause 3: Our bilingual teachers are not receiving coaching from a bilingual coach. Our district currently has a vacancy for this position. However, when this position was filled, we shared the bilingual coach with five other elementary campuses, which left our bilingual teachers underserved.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Alignment of RLA assessments of curricula taught.

Root Cause 4: Inappropriate RLA assessment leads to inaccurate data and does not reflect true student achievement.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: 1 to 1 earbuds and headphones for students.

Root Cause 5: Students are responsible for purchasing their own headphones. With our school being a title one campus, we feel that we should purchase these for students.

Problem Statement 5 Areas: Technology

Problem Statement 6: Our campus needs to upgrade classroom smartboards, intercoms, document cameras, and copy machines.

Root Cause 6: Dated equipment leads to teacher frustration and impacts instruction.

Problem Statement 6 Areas: Technology

Problem Statement 7: Parents, staff and community increase involvement in school events, with a focus on grade level specific activities and events.

Root Cause 7: Although we have school-wide events, more grade level specific and community related events would allow for more parent involvement (such as 2nd grade heritage around the world, 1st grade reading restaurant, etc) with each grade having a spotlight.

Problem Statement 7 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: Every child, in every student group at Field Store Elementary will show continuous growth in literacy. By June 2026, the percentage of:

*Pre-Kindergarten students that score "on-track" on the CIRCLE Progress Monitoring literacy diagnostic will increase from 87% to 90.0%(1.1.1)




*Kindergarten students that score "on-track" on TX- KEA Literacy Screener will increase from 84% to 88.5% (1.1.2)











*1st through 2nd grade students that score "on-track" on the Istation's Indicators of Progress (ISIP) Early Reading assessment will increase from 73% to 85% (1.1.3)

*3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 61% (1.1.4)

*4th grade students that score meets grade level or above on STAAR Reading will increase from XX% to XX% (1.1.5)

*5th grade students that score meets grade level or above on STAAR Reading will increase from XX% to XX% by. (1.1.6)
(Student Achievement in Literacy)








Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Kindergarten interventions in reading during the 2nd nine week period. Strategy's Expected Result/Impact: Increased data on the literacy screener Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase bilingual classroom library selections Strategy's Expected Result/Impact: Improved TELPAS scores and student achievement for the EL population Staff Responsible for Monitoring: Literacy Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Maximize time of paraprofessionals providing in class support to emergent bilingual students Strategy's Expected Result/Impact: Improvement in EL student academic support Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement Celebrity Reader Series Strategy's Expected Result/Impact: Increase interest in reading and literacy improvement Staff Responsible for Monitoring: Librarian TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement researched based instructional programs/materials with fidelity. Strategy's Expected Result/Impact: To increase reading scores across campus. Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Build a foundation of reading and math Funding Sources: Research based instructional materials (Countdown, Lead4ward MathMark Subscription, Scholastic, Storyworks 1st Grade) - SCE (199.30) - \$2,444	Formative		
	Nov	Jan	Mar
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 2: Every child, in every student group, at Field Store Elementary will show continuous in growth in math. By June 2026, the percentage of:

- *Pre-Kindergarten students that score "on-track" on the CIRCLE Progress Monitoring math diagnostic will increase from 84% to 89% (1.2.1)
 - *Kindergarten students that score "on-track" on the TX-KEA math diagnostic will increase from 90% to 91.5% (1.2.2)
 - *1st grade students that score "on-track" on the TEMI-O 2.0 diagnostic will increase from 89% to 91% (1.2.3)
 - *2nd grade students that score "on-track" on the ESTAR algebra ready math assessment will increase from 89% to 90.50% (1.2.4)
 - *3rd grade students that score meets grade level or above on STAAR Math will increase from 51% to 63% (1.2.5)
 - *4th grade students that score meets grade level or above on STAAR Math will increase from 51% to 61% (1.2.6)
 - *5th grade students that score meets grade level or above on STAAR Math will increase from 51% to 61% (1.2.7)
- (Student Achievement in Math)

Strategy 1 Details	Formative Reviews		
Strategy 1: Support the increase of small group instruction in math through resources and targeted support Strategy's Expected Result/Impact: Increase academic language of students Staff Responsible for Monitoring: Math Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			










Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 3: Every child, in every student group, at Field Store Elementary will show continuous in growth in science. By June 2026, the percentage of:

*5th grade students that score meets grade level or above on STAAR Science will increase from 51% to 61% by June 2026. (1.3.1)
(Student Achievement in Science)

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: Field Store Elementary will implement a variety of strategies, such as time management, curriculum alignment, and long range planning, in order to maximize learning in the classroom.
(Time Management and Curriculum Alignment)

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will conduct an annual review of the master schedule with a focus on maximizing instructional minutes. (1.4.1) Strategy's Expected Result/Impact: Increase learning time Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Re-structure master schedule to maximize instructional minutes and utilize realistic instructional minutes when building schedules. Strategy's Expected Result/Impact: Increased Instructional Time Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will implement a schedule for long range planning time for teachers so that staff can meet a minimum of 3 times per semester to focus on long-range planning. (1.4.2) Strategy's Expected Result/Impact: Increased student learning Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			

Strategy 4 Details		Formative Reviews		
Strategy 4: Staff will meet a minimum of 2 times per semester to include a focus on vertical alignment in literacy and math; focusing on key terms and vocabulary. Integrated with long-range planning. (KPI - 1.4.3) Strategy's Expected Result/Impact: Breakdown of the TEKS to ensure teachers are teaching to the depth and complexity of the vocabulary Staff Responsible for Monitoring: Instructional Facilitators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative		
		Nov	Jan	Mar
Strategy 5 Details		Formative Reviews		
Strategy 5: Interventionists will meet with staff a minimum of three times per year to discuss student progress and instructional needs. KPI (1.4.4) Strategy's Expected Result/Impact: Student Progress Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments		Formative		
		Nov	Jan	Mar
Strategy 6 Details		Formative Reviews		
Strategy 6: Utilize teacher input when planning for the implementation of interventions, specifically addressing necessary supplemental resources and tutorials Strategy's Expected Result/Impact: Organized intervention time with intentional lessons Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Extra Duty Pay for Tutorials - SCE (199.30) - 199.E.11.6116.00.106.0.30.000 - \$13,728, Supplemental Supplies for Interventions - SCE (199.30) - 199.E.11.6399.00.106.0.30.503 - \$10,296		Formative		
		Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue emphasis on Tier 1 instruction Strategy's Expected Result/Impact: Improvement in RTI Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: Strategically pull translators for ARDs in attempt to reduce missed time supporting classes Strategy's Expected Result/Impact: Increased instructional time Staff Responsible for Monitoring: Principal, Assistant Principal, Diagnostician TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			










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








Performance Objective 1: Fields Store Elementary will foster a positive educational environment where staff, students, and parents feel safe and prepared to respond to incidents on campus, thus resulting in the following:






*the percentage of staff that report experiencing a safe and secure school environment will be at or above 90% annually. (2.4.3)

*the percentage of parents that report experiencing a safe and secure school environment will be at or above 90% annually. (2.4.4)





(Student Behavior and Safety)

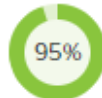







Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will attend crisis response and safety drill training annually. (2.1.1) Strategy's Expected Result/Impact: Incident preparation and staff training in order to respond to incidents on campus Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be explicitly taught safety drill procedures each semester. (2.1.2) Strategy's Expected Result/Impact: Students will understand how to respond during various safety drills Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Students and staff will participate in a minimum of one safety drill practice per month. (2.2.1) Strategy's Expected Result/Impact: Staff and students will understand what to do in case of a real incident on campus Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Staff will have the opportunity to provide feedback via a google form following safety drill practice each month. (2.2.2) Strategy's Expected Result/Impact: Feedback from all staff for continuous improvement Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
Strategy 5: A team of staff members, to include an SRO, will conduct an annual safety audit of campus. (2.3.1) Strategy's Expected Result/Impact: Practice in case of a real incident Staff Responsible for Monitoring: Campus Safety Team and SRO TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: A team of staff members, to include an SRO, will meet at minimum three times per school year to review campus safety. (2.3.2) Strategy's Expected Result/Impact: Continuous Improvement with drill training Staff Responsible for Monitoring: Campus Safety Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Field Store Elementary will address recommendations from an external safety audit initiated by the district triannually. (2.3.3) Strategy's Expected Result/Impact: Continuous Improvement to safety training Staff Responsible for Monitoring: Campus Safety Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			

Strategy 8 Details	Formative Reviews		
Strategy 8: A group of students will be provided the opportunity to voice any concerns regarding feelings of safety during each school year. (2.4.2) Strategy's Expected Result/Impact: Feedback from students in order to continuously improve Staff Responsible for Monitoring: Campus Safety Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Staff will conduct monthly maintenance walks to assess the building and grounds for needed repairs and submit work orders accordingly. (2.4.7) Strategy's Expected Result/Impact: Ensure Campus is always safe and secure Staff Responsible for Monitoring: Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Refine and further development campus crisis procedures Strategy's Expected Result/Impact: Improvement in safety on campus Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			





Strategy 11 Details	Formative Reviews		
Strategy 11: Routine and regular maintenance checks throughout the building Strategy's Expected Result/Impact: Ensure all locking mechanisms work Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 12 Details	Formative Reviews		
Strategy 12: Create a School Safety Advisory committee Strategy's Expected Result/Impact: Work as a team for safety routines Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Address the need for portable safety protocols Strategy's Expected Result/Impact: Ensure portables are safe in case of an incident Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			
Strategy 14 Details	Formative Reviews		
Strategy 14: Train on safety drill types and notifications Strategy's Expected Result/Impact: Knowledge and practice of what to do in case of an incident Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			








Strategy 15 Details	Formative Reviews		
Strategy 15: Review perimeter security: doors, gates, creation of secondary perimeters via playground fencing and/or second secured door for building access Strategy's Expected Result/Impact: Ensure all areas are safe Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 16 Details	Formative Reviews		
Strategy 16: Increase safety drills and practice to include cafeteria and recess with an opportunity for staff feedback following drills Strategy's Expected Result/Impact: Practice for safety improvement Staff Responsible for Monitoring: Assistant Principal, All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 17 Details	Formative Reviews		
Strategy 17: Promote positive environment with increase visibility of administrators and counselor throughout building and in classrooms Strategy's Expected Result/Impact: Visibility for safety and positive environment Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar








Strategy 18 Details	Formative Reviews		
Strategy 18: Review and address safety and emergency alert systems: campus security camera operation and needs, intercom in gym, fire alarm operations Strategy's Expected Result/Impact: Improved safety on campus Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 19 Details	Formative Reviews		
Strategy 19: Continue and refine visitor procedures: check-in, visibility of visitor identification Strategy's Expected Result/Impact: Safety on campus Staff Responsible for Monitoring: Front Office Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 20 Details	Formative Reviews		
Strategy 20: Include School Resource Officer in drills, safety and security audits, trainings, etc Strategy's Expected Result/Impact: Practice for incidents on campus Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


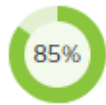




Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1: Fields Store Elementary will offer teachers opportunities and time to grow, as well as implement professional learning systems that support teachers' continuous growth. (Professional Development of Staff)

Strategy 1 Details	Formative Reviews		
Strategy 1: The principal team will complete at least 90% of formal observations for all personnel evaluated using TTESS by the end of the first semester. (3.5.3) Strategy's Expected Result/Impact: Staff feedback for professional growth and development Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use district-developed walk through document to provide authentic and timely feedback to instructional staff. Strategy's Expected Result/Impact: Coaching opportunities for staff to develop high quality teaching and support for teachers Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
Strategy 3: The principal team will initiate self-evaluations in December, review conferences in January, and summary conferences for final evaluations in April for all personnel evaluated using a locally developed protocol. (3.5.2) Strategy's Expected Result/Impact: Continuous feedback for teacher professional growth Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar




Strategy 4 Details	Formative Reviews		
Strategy 4: All staff will be trained in appropriate evaluation systems during the professional development days prior to the start of school. (3.5.1) Strategy's Expected Result/Impact: Staff understanding of evaluation systems Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus leadership team will conduct a training on the district handbook and campus practices during professional development prior to the start of school each year. (3.1.1) Strategy's Expected Result/Impact: Teacher awareness of campus and district procedures Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Continue Reading Academy completion for all teachers in Kindergarten through third grade Strategy's Expected Result/Impact: Increase in staff who have completed the state required reading academies Staff Responsible for Monitoring: Principal, Literacy Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Jan	Mar
			








Strategy 7 Details	Formative Reviews		
Strategy 7: Increase presence of support in all classrooms in a systematic way Strategy's Expected Result/Impact: Coaching opportunities for effective instruction and educator growth Staff Responsible for Monitoring: Instructional Facilitator, Literacy Coach, Math Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide access to professional development and support in delivering classroom management, parent engagement, and academic content strategies for instructional staff on campus Strategy's Expected Result/Impact: Knowledge of how to implement PBIS strategies Staff Responsible for Monitoring: Classroom Management Strategies Training Team, Principal, Assistant Principal, Instructional Facilitator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Professional Development Travel for Counselor - Title IV (289) - 289.E.31.6411.00.106.3.30.000 - \$625	Formative		
	Nov	Jan	Mar
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Conduct regular walk through observations by implementing a targeted plan Strategy's Expected Result/Impact: Immediate instructional feedback for educator growth Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			

Strategy 10 Details	Formative Reviews		
Strategy 10: Schedule post conference 24 hours following formal observation Strategy's Expected Result/Impact: Immediate feedback Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Refine campus practices for evaluation cycles: set targets for TTESS formal observations completed in the fall semester, local self-evaluations in December with review meetings in January and end of year meetings by the end of April Strategy's Expected Result/Impact: Ensure all staff are provided educator growth feedback Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Fields Store Elementary will offer new teachers a mentor program in order to support and retain staff, while growing them in their skills. (Professional Development of NEW Staff)

Strategy 1 Details	Formative Reviews		
Strategy 1: New staff will have access to support throughout the school year through Rookie Club monthly meetings. (3.1.2) Strategy's Expected Result/Impact: Support for new teachers Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with new teachers to teach data analysis and how to use it for creating small groups for instruction during Rookie Club. Strategy's Expected Result/Impact: New Teacher Support Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Rookie Club will meet once a month, at a minimum, to support new staff to the field of education and staff who are new to our campus. (3.2.2) Strategy's Expected Result/Impact: New Teacher Support Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			

Strategy 4 Details	Formative Reviews		
Strategy 4: New teachers to the profession will be assigned mentors and new teachers to campus will be assigned buddies each school year. (3.2.1) Strategy's Expected Result/Impact: Support for new staff on campus Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Reinstate Rookie Club for new staff/teachers and to support new-to-FSE staff, to include timely topics and items such as expectations for different campus meetings (data, planning, faculty meetings, team meetings, etc), survey new staff specifically throughout the school year Strategy's Expected Result/Impact: Support of new staff for educator growth Staff Responsible for Monitoring: Teacher Leader TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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

Performance Objective 3: Fields Store Elementary will offer opportunities to build and sustain a positive staff culture to support the well-being of all staff on campus. (Positive Staff Culture)

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus leadership team will host a minimum of three appreciation events or activities per month (Our Staff Rocks). (3.3.1) Strategy's Expected Result/Impact: Satisfied staff Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: The principal team will systematically review implementation of the strategic plan and provide feedback to staff monthly. (3.3.2) Strategy's Expected Result/Impact: High Attendance Rate among staff Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: The campus leadership team will recognize staff weekly through recognition programs such as Spotlight on Greatness, FANTASTIC FRIDAY, and Selfless Servant. (3.4.2) Strategy's Expected Result/Impact: Positive Staff Culture Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Staff will recognize fellow staff members via electronic celebrations throughout the school year. (3.4.1) Strategy's Expected Result/Impact: Positive Staff Culture Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: A monthly health and wellness focus will be promoted across campus to focus on self-care and well-being. (3.3.3) Strategy's Expected Result/Impact: Employee self-care Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Staff surveys will be conducted a minimum of two times per year to assess the health of the school climate and culture. (4.1.1) Strategy's Expected Result/Impact: Feedback from staff for continuous improvement Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: Use The Five Language of Appreciation in the Workplace to personalize teacher appreciation Strategy's Expected Result/Impact: Improved teacher morale Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 8 Details	Formative Reviews		
Strategy 8: Create and implement system for students or staff to schedule time with an administrator or counselor Strategy's Expected Result/Impact: SEL Support for students and staff Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 9 Details	Formative Reviews		
Strategy 9: Promote wellness across campus focusing on staff, such as group exercise, healthy habit promotion, etc Strategy's Expected Result/Impact: Mental and Physical Support for staff Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 10 Details	Formative Reviews		
Strategy 10: Create and implement a plan to celebrate staff attendance Strategy's Expected Result/Impact: Improvement in staff attendance Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 11 Details	Formative Reviews		
Strategy 11: Maintain the hospitality committee to support positive morale on campus Strategy's Expected Result/Impact: Improved teacher morale Staff Responsible for Monitoring: Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 12 Details	Formative Reviews		
Strategy 12: Continue weekly "This Week" communication with staff Strategy's Expected Result/Impact: Awareness of campus events and information Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 13 Details	Formative Reviews		
Strategy 13: Maintain campus events/meetings/important dates on campus google calendar, post calendar near staff sign-in Strategy's Expected Result/Impact: Support staff in their knowledge of campus events Staff Responsible for Monitoring: Campus Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 14 Details	Formative Reviews		
Strategy 14: Regular classroom visits for in-person communication with staff and students Strategy's Expected Result/Impact: Feedback and communication to support teachers Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Performance Objective 1: Positive Behavior Interventions and Supports (PBIS) will be implemented at Fields Store Elementary in order to increase student academic performance, encourage strong attendance, decrease problem behavior (including behaviors that warrant office referrals and/or ISS, OSS, DAEP placement), and establish a positive school climate amongst staff and students. (Positive behavior and culture among staff and students)

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will share a minimum of two Spotlight on Greatness slides highlighting staff and students weekly. (4.2.8) Strategy's Expected Result/Impact: Positive impact on staff and students Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: A group of students (Student Advisory Council) will be surveyed a minimum of two times per semester for feedback on various aspects of the school. (4.1.2) Strategy's Expected Result/Impact: Build positive community and solicit feedback for improvement Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: All classroom teachers will explicitly teach PBIS matrices in classrooms annually. (2.4.5) Strategy's Expected Result/Impact: Positive student and staff behavior Staff Responsible for Monitoring: All Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Character Strong Curriculum - Title IV (289) - 289.E.11.6398.00.103.3.30.000 - \$699, Character Strong Professional Development - Title IV (289) - 289.E.13.6299.00.103.3.30.000 - \$2,500	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Behavior expectations and procedures will be taught in the cafeteria a minimum of two times per school year. (2.4.6) Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will participate in classroom management training annually. (2.4.1) Strategy's Expected Result/Impact: Decrease in Student Behavior Incidents Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Revise and update attendance plan for encouraging, incentivize, and celebrating student attendance Strategy's Expected Result/Impact: Increase in perfect attendance Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide targeted support for students with recurring attendance/tardy issues Strategy's Expected Result/Impact: Support for absences Staff Responsible for Monitoring: Assistant Principal, Principal, Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 8 Details	Formative Reviews		
Strategy 8: Professional and student goals to be growth-focused Strategy's Expected Result/Impact: All students and staff will have a growth mindset Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 9 Details	Formative Reviews		
Strategy 9: Structured teaching of cafeteria expectations and procedures, regular follow up throughout the school year Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 10 Details	Formative Reviews		
Strategy 10: Refine campus PBIS plan Strategy's Expected Result/Impact: Improved Behavior Staff Responsible for Monitoring: Assistant Principal, PBIS Committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 11 Details	Formative Reviews		
Strategy 11: Promote consistency in PBIS expectations across environments and over time Strategy's Expected Result/Impact: Improved student behavior Staff Responsible for Monitoring: Assistant Principal, PBIS Committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 12 Details	Formative Reviews		
Strategy 12: Focus on building strong relationships with students, families, and community (All Staff) Strategy's Expected Result/Impact: Build a culture of respect and trust among staff and students Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 13 Details	Formative Reviews		
Strategy 13: Focus on reduced time out of class for students Strategy's Expected Result/Impact: Increased instructional time Staff Responsible for Monitoring: Assistant Principal, All Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 14 Details	Formative Reviews		
Strategy 14: Review and refine discipline practices, to include employing restorative practices Strategy's Expected Result/Impact: Development of a culture of trust and responsibility Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 15 Details	Formative Reviews		
Strategy 15: Target reduction in overall school discipline Strategy's Expected Result/Impact: Implementation of restorative practices Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 16 Details	Formative Reviews		
Strategy 16: Implement Student Advisory Council to promote student voice on campus Strategy's Expected Result/Impact: Student Feedback Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 17 Details	Formative Reviews		
Strategy 17: Review student recognitions: students of the week, shout outs (via mail), positive calls home, semester awards, PBIS recognitions) Strategy's Expected Result/Impact: Positive campus culture and student recognition Staff Responsible for Monitoring: Campus leadership team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 18 Details	Formative Reviews		
Strategy 18: Partner with community resources for staff appreciation, such as local churches Strategy's Expected Result/Impact: Build community engagement Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 19 Details	Formative Reviews		
Strategy 19: Update campus website regularly Strategy's Expected Result/Impact: Public communication Staff Responsible for Monitoring: Campus Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 20 Details	Formative Reviews		
Strategy 20: Promote campus events four to six weeks in advance with periodic reminders through all media platforms Strategy's Expected Result/Impact: Advanced notice for parents and community for improved communication efforts Staff Responsible for Monitoring: Campus Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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: Fields Store Elementary will increase student achievement by implementing teaching practices through the use of technological applications. (Use of Technology)

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will evaluate library and gym technology needs. Strategy's Expected Result/Impact: Updated technology if needed Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Jan	Mar
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 1: To ensure effective engagement of parents and to support a partnership among the school, parents and the community in an effort to improve student academic achievement, the Field Store Elementary will build the schools' and parents' capacity for strong parental engagement by implementing a variety of ways be involved with the school. (Parent and Community Engagement)

Strategy 1 Details	Formative Reviews		
Strategy 1: Field Store Elementary will host a minimum of two events per month during the school year inviting families and our community to attend and/or participate. (4.3.4) Strategy's Expected Result/Impact: Increased Parent Communication Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Field Store Elementary will seek out and obtain a minimum of two community partners to support our campus during the school year. (4.3.3) Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of staff will participate in the campus DOJO communication group. (4.2.1) Strategy's Expected Result/Impact: Increase parent communication and building a community of learners Staff Responsible for Monitoring: Principal, Dojo Ambassador, All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar





Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of classroom teachers and student group leaders will offer and utilize DOJO as a communication platform with families. (4.2.2) Strategy's Expected Result/Impact: Increase parent communication and building a community of learners Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will send out student activity calendars and newsletters monthly through various platforms. (4.2.4) Strategy's Expected Result/Impact: Increase in marketing events on campus for ways parents can be involved Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: The campus will host two town hall meetings per year. (4.2.3) Strategy's Expected Result/Impact: Review of parent compacts and policies Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 7 Details	Formative Reviews		
Strategy 7: PTO membership among FSE staff will be 100% annually. (4.3.2) Strategy's Expected Result/Impact: Increase in parent engagement Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: The campus leadership team will review events each month to initiate community involvement by sending personal invitations to events. (4.2.7) Strategy's Expected Result/Impact: Personal one-on-one communication to be more personal with a goal of increasing parent engagement Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 9 Details	Formative Reviews		
Strategy 9: Parents will be surveyed a minimum of one time per semester to assess the health of the school climate and culture. (4.1.3) Strategy's Expected Result/Impact: Parent Feedback on continuous improvement Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 10 Details	Formative Reviews		
Strategy 10: The front office staff will review procedures and participate in customer service training annually. (4.3.1) Strategy's Expected Result/Impact: Welcoming front office environment and positive interactions and etiquette with parents and community Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 11 Details	Formative Reviews		
Strategy 11: Implement Watch DOGS Program Strategy's Expected Result/Impact: Increase parent engagement on campus Staff Responsible for Monitoring: Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 12 Details	Formative Reviews		
Strategy 12: Extend invitations to community members, central office staff, school board, members, etc to campus meetings and events with a request for participation in the event Strategy's Expected Result/Impact: Increased Community Engagement Staff Responsible for Monitoring: Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 13 Details	Formative Reviews		
Strategy 13: Implement Walks of Greatness to highlight academics on campus, inviting community into our school Strategy's Expected Result/Impact: Increase in parent engagement to foster two-way communication displaying student work at school Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 14 Details	Formative Reviews		
Strategy 14: Pre-Kindergarten teachers host spring parent conferences as a second opportunity for parents to participate actively in the development of their students Strategy's Expected Result/Impact: Review of parent compact, policy, student progress, and academic criteria Staff Responsible for Monitoring: Instructional Facilitator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 15 Details	Formative Reviews		
Strategy 15: Host 20th anniversary celebration for campus in 2022-23 school year Strategy's Expected Result/Impact: Community event of celebration Staff Responsible for Monitoring: Event Planning Committee, All Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 16 Details	Formative Reviews		
Strategy 16: Systematically communicate with families using emails, Peach Jar, Dojo, etc Strategy's Expected Result/Impact: Improved communication with families Staff Responsible for Monitoring: Campus Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 17 Details	Formative Reviews		
Strategy 17: Create and share out monthly newsletter and student activities calendar Strategy's Expected Result/Impact: Ways for parents to be involved Staff Responsible for Monitoring: Campus Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 18 Details	Formative Reviews		
Strategy 18: Oversee translation of documents to reach Spanish-speaking families Strategy's Expected Result/Impact: Accessibility of campus information Staff Responsible for Monitoring: Campus Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 19 Details	Formative Reviews		
Strategy 19: Maintain regular schedule for social media Strategy's Expected Result/Impact: Public Communication always up to date Staff Responsible for Monitoring: Campus Social Media Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar

Strategy 20 Details	Formative Reviews		
Strategy 20: Follow standards for appropriate response times and communication timelines with families Strategy's Expected Result/Impact: Improved communication Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			





Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1: Fields Store Elementary will review the campus strategic plan, campus improvement plan, and the campus financial plan in order to ensure campus activities are on target to meet campus goals. (Finance and operations)

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus leadership team will meet monthly to review the total campus budget, allocations, expenses, and financial practices. (3.6.1) Strategy's Expected Result/Impact: Check in to ensure campus is on track as planned Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will review the strategic plan annually and share revisions. (4.2.6) Strategy's Expected Result/Impact: Continuous improvement of campus plan through formative assessment Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will review the strategic plan routinely and share progress updates twice per semester. (4.2.5) Strategy's Expected Result/Impact: Continuous improvement of campus plan through formative assessment Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar

Strategy 4 Details	Formative Reviews		
Strategy 4: Routine management of funds via establishing monthly meetings to update campus leadership on budget, with timely expenditures and reimbursements Strategy's Expected Result/Impact: Good fiscal management Staff Responsible for Monitoring: Principal, Assistant Principal Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Purchase orders directed through instructional facilitator with a focus on student-centered spending Strategy's Expected Result/Impact: Review of all class needs by the instructional facilitator to maximize and review all class materials Staff Responsible for Monitoring: All Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 6 Details	Formative Reviews		
Strategy 6: Address equity in budgeting for grade levels, programs, and activities Strategy's Expected Result/Impact: Equity in financials Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Campus Secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar





Strategy 7 Details	Formative Reviews		
Strategy 7: Continue Campus Planning Committee for staff to be involved in planning the theme and details for the next school year Strategy's Expected Result/Impact: Continuous improvement of campus plans Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Nov	Jan	Mar
Strategy 8 Details	Formative Reviews		
Strategy 8: Fields Store Elementary will provide supplemental instructional and/or coaching staff, resources, supplies (including technology and software), specialized training, and parent resources to ensure programs and activities on campus are focused on the improvement of curriculum; enhancement in parent engagement, and extended learning time for students who need extra help with a focus on raising student achievement. Strategy's Expected Result/Impact: Individual student growth in test scores Staff Responsible for Monitoring: Principal, Director of Federal Programs Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Math Link \$7,000 / D Wells \$4,940 (6299) - Title One (211) - \$11,940, Campus Instructional Supplies to support Instruction (6300) - Title One (211) - \$27,559, Site Licenses for programs such as Dreambox, SS Weekly, SeeSaw, PebbleGO, and Sirius - Title One (211) - \$26,845, Region IV PFE Training (6239) - Title One (211) - \$250, Family Engagement/Reading Materials for Events and Parent Classes (6300) - Title One (211) - 211.E.61.6329.00.106.3.30.000 - \$1,500, Family Engagement Licenses / Smore \$150 (6300) - Title One (211) - 211.E.61.6398.00.106.3.30.000 - \$600	Formative		
	Nov	Jan	Mar

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Fields Store Elementary will utilize supplemental funds to support the English Learner population by providing supplemental staff (Professional and/or paraprofessional), Sheltered instruction training, and instructional supplies to focus on the four language domains-- listening, speaking, reading, and writing, while also incorporating parent engagement strategies and initiatives.</p> <p>Strategy's Expected Result/Impact: Individual improvement is student TELPAS scoring focused on listening, speaking, reading, and writing</p> <p>Staff Responsible for Monitoring: Principal, Director of Federal Programs, Bilingual/ESL Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: 7 steps books (\$306), Oxford Dictionary (\$252), Velaquez (\$60), 7 steps poster (\$160), Heggerty Curriculum, and additional supplemental materials - Title III (263) - \$1,248, Supplemental Bilingual Aide (6100) - Title III (263) - \$30,892, 7 Steps training for new staff (\$400), 7 Steps refresher (\$640), Pathways to greatness (\$400) - Title III (263) - \$1,440, Seidlitz Ed. Teaching Math for EB training (760.00), Teaching Math books for training (\$831.99) - Title III (263) - \$1,592, Vista Summer School Program for Elementary NAC - Title III (263) - \$440.56</p>	Formative		
	Nov	Jan	Mar
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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: Fields Store Elementary will encourage enrichment opportunities through elective offerings, post-secondary events, and campus organizations that offer students experiences to support healthy behavior and a focus on post-secondary opportunities. (College and Career / Healthy Students)

Strategy 1 Details	Formative Reviews		
Strategy 1: Connect students to secondary and post-secondary opportunities and provide instructional support and resources to promote safe and healthy students. Strategy's Expected Result/Impact: Allow students to explore opportunities Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Credit by Exam - Title IV (289) - 289.E.31.6339.00.106.3.30.000 - \$220, Supplies for Kindness Week, Red Ribbon, Etc. - Title IV (289) - 289.E.11.6399.00.106.3.30.000 - \$1,000	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: The campus will host an annual career fair to facilitate engagement between students and community. (4.3.6) Strategy's Expected Result/Impact: Exposure to post-secondary opportunities Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
Strategy 3: Emphasize academic focus for field trips to build background knowledge of students. Strategy's Expected Result/Impact: Help to build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, and expose students to worlds outside their own Staff Responsible for Monitoring: Team Leaders TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Jan	Mar
Strategy 4 Details	Formative Reviews		
Strategy 4: Connect students to secondary and post-secondary opportunities Strategy's Expected Result/Impact: Increase exposure to college and career Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 5 Details	Formative Reviews		
Strategy 5: Refine morning announcements, consider including "Think about it Thursday" highlighting a career/college to consider Strategy's Expected Result/Impact: Information and knowledge about different offerings of post secondary pathways Staff Responsible for Monitoring: Principal, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Field Store Elementary will work to establish practices and programs that promote well-rounded students through social emotional learning supports. (Social Emotional Learning Supports)

Strategy 1 Details	Formative Reviews		
Strategy 1: Focus on social emotional well-being as a foundation for growth. Strategy's Expected Result/Impact: Improved well-being of students Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement consistent classroom management strategies. Strategy's Expected Result/Impact: Decreased discipline data Staff Responsible for Monitoring: Classroom Management Strategies Training Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop a schedule for regular counseling lessons in classrooms. Strategy's Expected Result/Impact: Positive campus culture Staff Responsible for Monitoring: Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Jan	Mar
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Fields Store Elementary

Total SCE Funds: \$507,896.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The funds are used to support supplemental positions and/or courses that are considered intervention/enrichment, as well as the supplies needed for those courses. Some of the funds are also reserved for tutorials to occur outside of the normal campus hours.

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our students in relation to the challenging state academic standards. The CNA includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged, and Gifted & Talented, but it also includes a focus on offering well-rounded educational opportunities for all students. The CNA process includes reviewing the data for strengths of the campus and problem areas to ensure planning and budgeting is targeted to the most important needs of the campus; a list of the data sources used to conduct the CNA process can be found within the plan. The CNA is developed during the Spring semester and is approved in the Fall Semester of each school year. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA is documented within the campus plan. The committee, as well as specialized subcommittees, meet throughout the school year as new data becomes available and/or when the needs of students require campus-level action. The campus goal is to conduct at least 3 meetings during the school year to formatively assess the plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and district and campus personnel including teachers, paraprofessionals, district and campus leaders and leadership team members, and district administration as aligned to Waller ISD board policy BQB (Local). The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other district and campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP can be found within the campus plan.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I district and campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on students' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring will include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners: ESSA Section 1111(c)(2) and "at-risk" students [TEC 42.152 (d)]. Meeting agendas, meeting minutes, and sign-in sheets with the date, time, and location of each meeting can be found stored locally at the LEA.

2.3: Available to parents and community in an understandable format and language

Families will be notified at the beginning of the year that a copy of the CIP is located on the campus website. English and Spanish copies are available upon request. The district will, to the extent possible, provide translations in other languages. (ESSA, Sec. 1114(b)(4)) The Waller

ISD Translation Policy can be found on the Waller ISD website, under "Parents" - "Parent and Family Engagement".

2.4: Opportunities for all children to meet State standards

The district and campuses determine schoolwide reform strategies based upon formative and summative student achievement data. Each campus and district plan includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners) [Sec 1111(c)(2)] will meet the challenging state academic standards.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, performance objectives, and strategies, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education.

2.6: Address needs of all students, particularly at-risk

The campus addresses the needs of all students it serves with a focus on the needs of students identified as “At Risk” of not meeting the challenging state academic standards. Within the needs assessment and improvement plan, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting state standards.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is evaluated through three formative reviews in order to arrive at the annual summative evaluation.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed jointly with families and provided in English and Spanish. Other languages are provided upon request. A list of individuals who assisted with the development of the Parent and Family Engagement Policy can be found at the campus. The Campus Principal maintains documentation related to the parent and family engagement policy.

4.2: Offer flexible number of parent involvement meetings

The campus provides a flexible number of meetings for parents. The Parent and Family Engagement meetings are held throughout the year. The Campus Principal maintains all documentation of events, agendas, past meeting information, and training opportunities for parents.

5.1: Determine which students will be served by following local policy

Waller ISD is a school-wide LEA and does not have any targeted assistance schools.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
None			

Campus Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	8	Family Engagement/Reading Materials for Events and Parent Classes (6300)	211.E.61.6329.00.106.3.30.000	\$1,500.00
8	1	8	Region IV PFE Training (6239)		\$250.00
8	1	8	Campus Instructional Supplies to support Instruction (6300)		\$27,559.00
8	1	8	Site Licenses for programs such as Dreambox, SS Weekly, SeeSaw, PebbleGO, and Sirius		\$26,845.00
8	1	8	Family Engagement Licenses / Smore \$150 (6300)	211.E.61.6398.00.106.3.30.000	\$600.00
8	1	8	Math Link \$7,000 / D Wells \$4,940 (6299)		\$11,940.00
Sub-Total					\$68,694.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	9	7 Steps training for new staff (\$400), 7 Steps refresher (\$640), Pathways to greatness (\$400)		\$1,440.00
8	1	9	7 steps books (\$306), Oxford Dictionary (\$252), Velaquez (\$60), 7 steps poster (\$160), Heggerty Curriculum, and additional supplemental materials		\$1,248.00
8	1	9	Seidliltz Ed. Teaching Math for EB training (760.00), Teaching Math books for training (\$831.99)		\$1,592.00
8	1	9	Vista Summer School Program for Elementary NAC		\$440.56
8	1	9	Supplemental Bilingual Aide (6100)		\$30,892.00
Sub-Total					\$35,612.56
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	8	Professional Development Travel for Counselor	289.E.31.6411.00.106.3.30.000	\$625.00
5	1	3	Character Strong Professional Development	289.E.13.6299.00.103.3.30.000	\$2,500.00
5	1	3	Character Strong Curriculum	289.E.11.6398.00.103.3.30.000	\$699.00
9	1	1	Credit by Exam	289.E.31.6339.00.106.3.30.000	\$220.00
9	1	1	Supplies for Kindness Week, Red Ribbon, Etc.	289.E.11.6399.00.106.3.30.000	\$1,000.00
Sub-Total					\$5,044.00

SCE (199.30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Research based instructional materials (Countdown, Lead4ward MathMark Subscription, Scholastic, Storyworks 1st Grade)		\$2,444.00
2	1	6	Extra Duty Pay for Tutorials	199.E.11.6116.00.106.0.30.000	\$13,728.00
2	1	6	Supplemental Supplies for Interventions	199.E.11.6399.00.106.0.30.503	\$10,296.00
Sub-Total					\$26,468.00