

**Temple Independent School District**  
**Western Hills Elementary**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

District Mission: The mission of the Temple Independent School District is to prepare students to be life-long learners who are productive in 21st century college and work life.

Campus Mission: Western Hills Elementary establishes an environment where all students actively participate in and assume ownership of their learning. As an educational community, we will create a rigorous instructional program which promotes globally minded, creative, confident, and reflective lifelong learners.

# Vision

District Vision: Our vision is to be the school of choice where every student is a life-long learner, every life-long learner graduates, and every graduate becomes a meaningful contributor to his/her community and society.

Campus Vision: Our vision at Western Hills Elementary School is to focus on the whole child and to create a love of learning that lasts a lifetime.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

A main focus this year will be attendance. The district truancy officer will make calls and home visits in addition to our teacher and administrator calls. Our Counselor and Assistant Principal will also make home visits. We have a perfect attendance program for all grade levels to improve attendance also. We will complete the district parent contact logs both in the fall and in the spring to obtain correct contact information. During PTO meetings and Title 1 Parent nights will will educate our parents on the negative effects on students who have a high absentee rate.

Our school demographics reflect:

Economically disadvantaged 77.61%

Black 36.57%

White 26.37%

Hispanic 35.07%

### Demographics Strengths

We are focused on attendance in the Demographics category.

Attendance:

All of our teachers call home on any student on his or her second absence.

Our receptionist calls home each day on every student absence.

Starbucks for perfect attendance

Attendance parties

### **Demographics Needs**

Attendance:

Get correct phone numbers and update on a regular basis.

Hold regular parent meetings about attendance and achievement.

Ethnicity:

Strive to have a better mix of teachers to match the ethnic makeup of the school.

Student Mobility:

Parent education on the negative educational affects of moving students two or three times a year.

## **Student Achievement**

### **Student Achievement Summary**

Our PLC's are scheduled for each Thursday and our Team Planning is scheduled for each Tuesday. During these regularly scheduled meetings we will analyze and discuss CBA, Benchmark, Summative and formative data and make plans and adjustments for student mastery. The first Wednesday of each month we have a faculty meeting and the third Wednesday of each month we have professional development. During these PD's we will set aside time for vertical planning. In the spring we will have a parent meeting to educate our parents on the changes in the STAAR tests and the importance of these tests. Prior to the STAAR tests will have a student BOOT camp for STAAR.

### **Student Achievement Strengths**

Regularly Analyze Data during PLC meetings

Regularly Analyze data during team planning

RTI and STAR Analysis

Flexible scheduling to meet student needs

### **Student Achievement Needs**

Have more vertical team planning

Parent meeting or education on changes in math TEKS

Assigned day for student/parent conferences

Boot camp for STAAR

## **School Culture and Climate**

### **School Culture and Climate Summary**

At Western Hills we have regular monthly PTO meetings in conjunction with our school programs in order to bring out the most parents to both events. Each six weeks we have Rockin' Roadrunner Awards, Star Student Awards and Western Hills Outstanding Citizens awards. Our fathers are very active with the Watch D.O.G.program where the dads spend a day volunteering at school. Programs to involve the students include the Wildcat Mentors, STAAR Mentors, the junior master gardeners, the cooking club, the choir, the cupstacking group and the Western Hills Dancers.

### **School Culture and Climate Strengths**

PTO Meetings in evenings

Awards, Treats and eats as incentives

No Referral rewards

Watch D.O.G.S.

Wildcat Mentors

STAAR Mentors

Star Student lunches

### **School Culture and Climate Needs**

More parent volunteers

More summer activities for parents to get involved in

Stability in leadership from year to year



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

This summer we were able to send our teachers to Region 12 master teacher training in reading and math to better prepare them for the curriculum and to equip them with more teaching activities. Our entire staff took full advantage of the plethora of staff development opportunities this summer. We have built in professional development to our monthly routine. Teachers were allowed to select the grade level and subject that they would each like to teach for this school year. We believe that these trainings and the teacher choices should result in a greater teacher retention.

### **Staff Quality, Recruitment, and Retention Strengths**

Highly Qualified Teachers

Research-Based instruction

Continuing learning opportunities

Pre Service Summer sessions in district

### **Staff Quality, Recruitment, and Retention Needs**

Aligned resource materials

Create Traditions

Keep people where they want and are strong

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The district TEKS Resource system makes planning lessons much easier. The teachers were all trained on the system on the first day back from summer and have been using this system since then. They can find the road-maps for their grade levels, assessment maker to generate formative assessments, and exemplars for their lessons. Our staff has taken advantage of the many staff development opportunities during the summer. They have weekly PLC time and Team planning times as well. We are implementing the new district reading plan: The Big 6.

### **Curriculum, Instruction, and Assessment Strengths**

Inspiring Instruction

Weekly Team planning ( PLC's)

TEKS Resource System Unit Tests made

4th and 5th collaboration in math

### **Curriculum, Instruction, and Assessment Needs**

More training for new teachers

Consistency in curriculum

Strengthen vertical alignment discussions between content teachers in STAAR grades

Required attendance for model classroom or teachers new to district or to grade level

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

At Western Hills we have regular monthly PTO meetings in conjunction with our school programs in order to bring out the most parents to both events. Our fathers are very active with the Watch D.O.G.program where the dads spend a day volunteering at school. Programs to involve the students include the Wildcat Mentors where a community member adopts a students to mentor weekly. We have parent volunteers at the school on a daily basis. In the fall we have a Family Literacy and Technology night as well as a Book Fair that same night. In the spring we have a Family Math and Technology night along with our spring book fair.

### **Family and Community Involvement Strengths**

Literacy Night Fall

Math and Reading night - Spring

Watch D.O.G.S.

PTO

Parent Volunteers

### **Family and Community Involvement Needs**

Parent STAAR Prep Night

## **School Context and Organization**

### **School Context and Organization Summary**

This year we are a Formally IR school. With this comes many extra requirements for our teachers and staff. We have a Formally IR planning team to meet the state requirements and reporting dates. Our team started planning for this in June and July and we are well on our way to getting the students where they need to be by June 2017. The teachers plan and attend trainings to make sure they are planning engaging and differentiated lessons each day.

# Technology

## Technology Summary

The District Technology Integration Guidelines will be a regular part of Western Hills ES:

Classroom Instruction, Professional Learning Communities, Lesson Design and Student Outcomes. A majority of the lessons will include varying levels of technology integration with planning focused on achieving the highest levels of integration as possible. These guidelines will be implemented no later than the beginning of the second six weeks. The integration will move on the technology continuum from teacher control to student creation. Teachers will be encouraged to use the Digital Activities document listed on the Tech Teach website. Professional development will be offered monthly to support this integration.

## Persons Responsible

- Principal
- Assistant Principal
- Instructional Coach
- Instructional Technologist
- Librarian
- Team Leaders

## Activities

- Principal will review technology integration guidelines with staff August 17
- Principal will review technology integration guidelines in PLC's to check progress.
- Teachers will include a technology component on the new lesson plan template that states the integration level and the specific activity/app to it.
- Persons responsible will evaluate lesson plans to ensure teachers are progressing through the integration levels.
- District Instructional Technologist will design professional development for teachers monthly or as needed to include the following,

but not limited to.

- October- Docs/Drawing
  - November- Animoto
  - January- Socrative
  - February- QR Codes
  - March- Padlet
  - April- Lucid Press
  - May- WeVideo
- 
- Librarian will design library lessons to incorporate technology.

### Monitoring

- Lesson plans: Checked each Friday
- Classroom observations: Bi-weekly
- PLC's : Thursdays
- Team planning with Instructional Technology Coach: Tuesdays
- Student products
- Technology Vertical Planning: Third Wednesday each month
- Technology Parent Night: Each semester
  - November 5- Family Literacy Technology Night
  - February 16- 3-5 Student Technology Showcase
  - May 17- Family Math Technology Night

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data

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

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results








# Goals

**Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.**

**Performance Objective 1:** TISD campuses will meet or exceed state standards for the Texas Accountability System.

**Summative Evaluation:** District Rating of Met Standard

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>1) Implement PK-5 Reading plan to align reading instruction, resources and professional development</p>	2, 4	Executive Director of Elementary Education; Campus Principals; Instructional Coaches	Documentation of targeted staff development; monitor and support implementation of instructional strategies; increase CBA and BM scores on reading assessments; STAR Reading assessment increases; Reading Workshop Walk-through documentation				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> <p>2) Support implementation of the K-5 writing plan to align writing instruction, resources, and professional development.</p>	2, 4	Executive Director of Elementary Education; Campus Principals; Instructional Coaches	Documentation of targeted staff development; monitor and support Empowering Writers implementation through classroom walkthroughs and lesson plan evaluation; CBA and benchmark scores				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>3) Align grades 3-8 instructional support for Resource/Inclusion students with the district scope and sequence and interventions.</p>	2, 8, 9	Director of Special Education; Coordinator of Special Education; Campus Principals	STAR Renaissance student data reports, classroom observations, CBAs, lesson plans				
<p>4) Provide ongoing training for test coordinators to ensure successful testing.</p>		Director of Accountability, Assessment and PEIMS, Campus Principals	Documentation of training				

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>5) Continue the Early Literacy Initiative to increase rigor of the PK-2 program by providing targeted staff development.</p>	2, 4, 7, 8	Executive Director of Elementary Education; Campus Principal; Instructional Coach; Assistant Principal; Literacy Coach	Documentation of targeted staff development; monitor and support Foundations and implementation through classroom walkthroughs and lesson plan evaluation; meet district goals for MOY and EOY.				
6) Create and implement a standardized format for academic interventions at all ACE / CIS RtI afterschool programs.	9, 10	Director of ACE; Campus Principal, CIS Site Coordinator	Developed plan; plan implementation training documentation; intervention monitoring of afterschool programs				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>7) Continue to implement new Math TEKS with revised Instructional Frameworks.</p>	2, 4, 9	IC, Teachers, Campus Administrators	Increase STAAR scores in Math to state standards.				
8) Implement the Western Hills Outstanding Citizens program.	1, 2, 3, 6, 7, 8	Campus Principal, Assistant Principal, Counselor, Instructional Coach, Literacy Coach, Classroom Teachers	Students with excellent attendance each six weeks will be rewarded with a trip to RWYC and recognition at Rockin' Roadrunner Awards.				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>9) Consistently and purposefully plan differentiated learning experiences to motivate and engage all learners.</p>	1, 2, 3, 4, 8, 9	Campus Principal, Assistant Principal, Counselor, Instructional Coach, Literacy Coach, Classroom Teachers	Campus STAAR scores will meet or exceed state standards.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 2:** TISD will improve each district accountability measure: Index 1 from 62% to 65%, Index 2 from 35% to 37%, Index 3 from 31% to 32%, and Index 4 from 62% to 64%, as indicated in the state accountability system.

**Summative Evaluation:** District Accountability Index Measure

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 7</p> <p>1) Strengthen K-5 math teachers' math instruction through implementation of guided math / small group instructional strategies.</p>	2, 3, 9	Executive Director of Elementary Education; Elementary Campus Principals; Instructional Coaches	Documentation of targeted staff development; monitor and support implementation of instructional strategies; increase CBA and Benchmark scores on math assessments; increase STAR Math scores				
<p>2) Utilize progress monitoring plan (K-5) and RtI Data Management System.</p>	2, 7, 9, 10	RtI Coordinator, Campus Administrative Team, IC, Classroom Teachers	All grade levels will be in compliance with RtI monitoring and procedures with the use of district approved RtI resources.				
<p>3) Design a systematic data analysis process for CBA's, Benchmarks, TPRI, and mClass.</p>	1, 8	Campus Administrators, IC	Curriculum instruction will be adjusted based on results from data analysis to improve K-2 TPRI scores, and reach 3-5 state standards for STAAR scores.				
<p>4) Reduce identification of AA in SPED through RtI process.</p>	2, 9, 10	Campus Administrators, IC, Counselor, and Diagnostician	Decrease of AA in SPED by 2%.				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p>5) Increase STAAR passing rate for African-American, Hispanic and Eco. Disc. students</p>	3, 4, 8, 9	Campus Administrators, IC, Counselor, and Classroom Teachers	African-American, Hispanic, and Eco. Disc. students will meet or exceed state standards on STAAR tests.				
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p>6) Close the achievement gap in the eco-dis, African-American, and Hispanic subpops. Index 3.</p>	1, 2, 3, 8, 9	Campus Administrators, IC, Classroom Teachers, SPED teachers	STAAR results				


7) Continue the focus on Index 2, student growth for all students.	1, 2, 3, 8, 9	Campus Administrators, IC, Classroom Teachers, SPED teachers	STAAR results				
8) Increase STAAR performance for all grade levels and all content areas.	1, 2, 3, 8, 9	Campus Administrators, IC, Classroom Teachers, SPED teachers	STAAR results				
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 9) Implement campus-wide writing program, Empowering Writers, K-5 with and increased focus on editing and revision.	1, 2, 3, 4, 7	Campus Administrators, IC, Classroom Teachers, SPED teachers	Lesson Plans PLC student writing samples Roadrunner Writer's bulletin board CBA's & Benchmarks STAAR				
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 10) Implement the district Dyslexia curriculum with fidelity to ensure student support and success.	2, 9, 10	Dyslexia Teacher and Campus Administrators	Student schedule follows Scottish Rite research-based requirements. Monitor STAAR Reading scores for active and monitored students.				
11) Implement Technology Integration Guidelines.	10	Campus Administrators, IC, technology liaison, instructional technology specialist	Campus Technology Aide and Librarian will teach district technology guidelines when classes come to the lab. Classroom teachers will integrate technology daily.				
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 12) Foundations will be continued in K-2 to improve phonics and phonemic awareness.	3, 4, 9	Campus Administrators, K-2 Teachers, and Early Literacy Coach	Lesson plans Professional Development TPRI STAR Reading STAR Early Literacy Progress Monitoring				
<b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> 13) Continue tutoring students based on their academic needs, K-5.	2, 6, 7, 10	Campus Administrators, IC, Classroom Teachers, SPED teachers, CTE Director, Counselor, THS CTE Students	Attendance at both collaboration presentations. Administration and analysis of student interest inventory.				
14) Acknowledge students academic achievements with the Roadrunner A or A/B honor roll awards and Western Hills Outstanding Citizens awards.	1, 2, 6, 7, 10	Campus Administrators, IC, Counselor, Classroom Teachers, SPED teachers	Number of awards given out each six weeks.				

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p>15) Increase the percentage of Level 3/Advanced STAAR scores for students in grades 3-5.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Campus Administrators, IC, Counselor, Classroom Teachers, SPED teachers, GATE teachers, Dyslexia Teacher</p>	<p>Lesson plans Walk-throughs PLC Team planning Benchmark &amp; CBA result</p>				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 3:** TISD will increase the graduation rate from 85.2% to 90.0% or above.






**Summative Evaluation:** Graduation Rate of 90.0% or Above

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Apply and participate in the CREST Lone Star Winner program with the Texas School Counseling Association.	9	Director of Counseling; Campus Principal; Campus Counselors	CREST application; counseling program presentation documentation				
							

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 4:** TISD will decrease the dropout rate in grades 7 through 12 from 2.1% to 2.0% or less.


**Summative Evaluation:** Dropout Rate of 2.5% or less

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) Strengthen instructional interventions and processes on all campuses by: (1) Monitoring the effectiveness of Tier 2 interventions; (2) Providing training and support in small group instruction for core academic areas; (3) Monitoring training and support of RtI processes; (4) Supporting further development of Elementary and Middle School RtI period.</p>	2, 8, 9	Executive Directors of Secondary and Elementary Education; Campus Principals; Instructional Coaches; Coordinator of Student Interventions	Monitor usage and documentation of interventions through RtI reports; documentation of targeted staff development; documentation of ongoing training and support for teachers; Increased student achievement on STAAR/ EOC scores				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 5:** TISD will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED and NCLB, as indicated by no staging for PBMAS.

**Summative Evaluation:** PBMAS Program Staging of "0" or "1"






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Develop parent engagement activities that can be utilized at the campus level in order to meet the minimum requirement of one parent engagement activity each six weeks on every campus</p>	1, 6, 10	Director of ACE, ACE Facilitator	Activities developed, documentation of parent engagement activities on every campus				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>2) Apply and participate in CREST Lone Star Winners program with the Texas School Counseling Association.</p>		Director of Counseling, Campus Principals, Campus Counselors	Evidence of CREST application submitted at 100% of campuses; presentation of CREST applications October 14				
<p><b>Critical Success Factors</b> CSF 2 CSF 3</p> <p>3) Revamp monthly trainings from the PEIMS department to ensure correctness of data, to enhance and improve services.</p>		Director of Accountability, Assessment and PEIMS, Campus Principals	Documentation of pre-PEIMS reports sent weekly and monthly to campuses; documentation of training				
<p>4) Reduce identification of AA students in special education through early interventions in the RtI process.</p>	10	Director of Special Education; Coordinator of Special Education; Campus Principal; Campus RtI Coordinator	RtI data report summaries; special education student and referral demographic data				
							



**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 6:** TISD will hire only those teachers that have a valid Texas certification prior to their first day of instruction.


**Summative Evaluation:** Campus Certified Teacher Data

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Only certified teachers will be presented to the School Board for hire. Long-term substitutes will be hired if no certified teacher can be found for an open position.</p>	3	Assistant Superintendent of Human Resources, Campus Principals	Board minutes; hiring documentation				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 1:** Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

**Performance Objective 7:** TISD will reduce the teacher attrition rate to below 20%.


**Summative Evaluation:** Campus Attrition Rate 20% or less

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Implement process for after-school meetings.	4, 5, 8	Assistant Superintendent of Human Resources; Campus Principals	Campus meeting reports				
2) Monitor master schedules to assure balance in class loads for first and second-year teachers (class size, behavior).	5	Assistant Superintendent of Human Resources; Assistant Superintendent of Student Services; Campus Principals	Master schedules; PEIMS data regarding class loads and discipline				
3) Develop and implement process on New Teacher Walkthroughs for Quick Evals.	3	Assistant Superintendent of Human Resources; Campus Principals	Walkthrough documentation				
							

**Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.**

**Performance Objective 1:** TISD will continue district-wide facilities improvements using bond funds.






**Summative Evaluation:** Complete Renovation plans

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
1) Develop plans for renovation of Western Hills Elementary School.	5	Assistant Superintendent for Finance and Operations; Campus Principal; Maintenance Supervisor	Complete renovation plans				
							

**Goal 2:** Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 2:** TISD will develop and maintain academically driven and functionally appropriate facilities where students' safety and health are paramount.

**Summative Evaluation:** Dashboards will reflect monthly measurable progress.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Identify and train members of a Medical Emergency Response Team (MERT) at each campus to recognize medical emergency situations and utilization of CPR and AED protocols.</p>		Assistant Superintendent of Student Services, Director of Health Services and Campus Administrators	<p>Evidence of MERT team on each campus (list of team members)</p> <p>Evidence of training for every team member in CPR and AED (sign in sheets and copies of certification documents)</p> <p>Evidence of annual on-site mock drills (completed drill evaluation documentation)</p>				
2) Monitor custodial services at the campus level for quality and completion.		Assistant Superintendent for Finance and Operations; GCA; Campus Principals	Custodial satisfaction survey information				
3) Monitor general operating and bond expenditures.		Assistant Superintendent for Finance and Operations; Campus Principals	Budgetary and bond expenditure reports				
4) Monitor student participation in the breakfast and lunch program to maintain daily participation at previous year levels.		Assistant Superintendent for Finance and Operations; Director of School Nutrition; Campus Principals	Breakfast and lunch participation data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

**Performance Objective 3:** TISD campuses will improve discipline at each campus and decrease ISS, OSS, and DAEP placements.

**Summative Evaluation:** Campus will decrease ISS, OSS and DAEP Placements by 1%.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Provide CHAMPS training to 100% of teachers.</p>	4	Coordinator of Student Intervention Services	Eduphoria reports of teachers completing on-line refresher, New Teacher sign-in sheets, and New substitute training sign-in sheets				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) Train new teachers in positive behavioral supports and interventions.</p>	2, 4	Coordinator of Student Intervention Services, Campus Principals, Assistant Principals	Certificates of Texas Behavior Support Initiative (TBSI) module completion				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Implement required counseling activities in line with state mandates at all campuses including Why Try?, No Place for Hate, and Career Cruising.</p>	2, 10	Director of Counseling, Campus Counselors	Calendar of activities, participation documentation, Documentation of non-direct service delivery				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Support behavioral intervention strategies through Trust-Based Relational Intervention (TBRI) training and coaching.</p>	2, 4	Assistant Superintendent of Student Services, Director of Counseling, Campus Principals	Training plan in place and evidence of completion of plan				
<p>5) Monitor campus PBMAS indicators related to the discipline of students through the Foundation reports (special education, ethnicity).</p>	2, 10	Director of Special Education; Coordinator of Special Education; Campus Principal, Campus Assistant Principal	Foundation reports Reduce ISS Placements to 75 Reduce OSS placements to 50 Reduce DAEP Placements to 6				

6) Provide training on Foundation reports and strategies to decrease regular ed and special ed OSS and ISS placements by 1%.	2, 10	Assistant Superintendent of Student Services; Coordinator of Student Intervention Services; Campus Principal; Assistant Principals	Training schedule, agendas and participation documentation; campus visit documentation; OSS placement documentation; ISS placement documentation				
7) Continue to implement CHAMPS program throughout grades K-5.	1, 3, 7	Classroom teachers, Instructional Coach, Literacy Coach, Counselor, Assistant Principal, Principal	Decrease in class disruptions Decrease in office referrals Decrease in ISS/OSS placements Decrease in DAEP placements Compare current year data to last years data				
8) Continue Restorative Discipline in grades 4, 5, Activities, and Special Education	1, 2, 3, 4, 7	4th, 5th, Activities, and Special Education classroom teachers, Instructional Coach, Literacy Coach, Counselor, Assistant Principal, Principal	For 4th & 5th Grade: Decrease in class disruptions Decrease in office referrals Decrease in ISS/OSS placements Decrease in DAEP placements Compare current year data to last years data				
9) Continue the Western Hills Outstanding Citizen program.	1, 2, 6, 7	Campus Principal, Assistant Principal, Counselor, Instructional Coach, Literacy Coach, Classroom Teachers	Students with perfect attendance each six weeks will be rewarded with a trip to RWYC and recognition at Rockin' Roadrunner Awards.				

**Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.**

**Performance Objective 1:** TISD will increase student attendance at each campus to reach a district student attendance rate of 95%.






**Summative Evaluation:** Campus Attendance will reach 95.5% or higher

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Develop presentation to inform and education staff on attendance accountability and truancy prevention.</p>	10	PEIMS Department, Truancy Officers	Presentation developed and presented at all campuses.				
2) Provide attendance incentives each 6 weeks.	1, 2, 6	Campus Principal, Assistant Principal, Counselor	Each grading period				
3) Continue accountability period check and designate "absence person" contact on all campuses.	9	Attendance Clerk, Assistant Principal	Student attendance data will meet or exceed campus goal of 95.5%.				
4) Continue the Western Hills Outstanding Citizen program.	1, 2, 6	Campus Principal, Assistant Principal, Counselor, Instructional Coach, Literacy Coach, Classroom Teachers	Students with perfect attendance each six weeks will be rewarded with a special event or trip and recognition at Rockin' Roadrunner Awards.				
5) Implement Attendance Matters Week in September to promote and increase students attendance .	1, 2, 6, 7	Campus Principal, Assistant Principal, Counselor, Instructional Coach, Classroom Teachers	Student attendance data will meet or exceed campus goal of 95.5%				
							

**Goal 3:** Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

**Performance Objective 2:** TISD will increase teacher attendance average from 95.7% to 96.0%.

**Summative Evaluation:** Campus Teacher Attendance will reach 96% or higher.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Teacher attendance will be promoted consistently at each campus by the campus administration. Teacher attendance will be tracked with special recognition each grading period and at the end of the year.</p>	3, 5	Assistant Superintendent of Human Resources; Campus Principal, Assistant Principal, Instructional Coach, Counselor	Attendance tracking documentation; Western Hills Teacher attendance 96.0% ,recognition documentation Excellent Teacher attendance recognition : Sonic Drinks, Jeans, Breakfast Burritos, Tender Tuesday, Chips and Salsa and a Mystery Prize				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							




**Goal 3:** Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

**Performance Objective 3:** TISD will establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

**Summative Evaluation:** Number of Parent involvement activities and parent participation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Fine arts teachers will work with students to maintain a digital portfolio of student work via Artsonia / Google Drive / Schoology / SmartMusic and other specific software. This will be accessible to parents to demonstrate learning and growth for the individual students and/or the ensembles.</p>	1, 6, 10	Director of Fine Arts; Campus Principals	<p>Individual art portfolios created by every art student with a minimum of 2 works of art in the portfolio</p> <p>Music, Dance, Theatre teachers will have class portfolios of class performances with a minimum of 2 performances for each group or ensemble</p>				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Work with principals to create campus-based activities that promote use of Family Access.</p>	6, 10	Director of Technology; Assistant Superintendent of C&; Campus Principals	Meeting agendas; increased participation of parent access; campus plans				
<p>3) Improve communication to parents from TISD teachers and staff.</p>	6	Assistant Superintendent of Student Services; Director of ACE; Attendance Committee; Campus Principal	Meeting minutes from Foundations teams, Public Relations Committee, and Superintendent Advisory Council; parent contact documentation; Parent Portals in place; evidence of communication in Spanish				
<p>4) Provide training on use of new website and identify personnel responsible for website updates at each campus.</p>	6	Director of Communications; Director of Technology; Director of ACE; Campus Principal	Training documentation; monitoring of campus calendars for event posting; list of expected forms and communication log				
<p>5) Continue Watch D.O.G.S. program.</p>	1, 4, 6	Campus Principal, Assistant Principal, Counselor, Instructional Coach, Literacy Coach, Classroom Teachers, Parent Volunteers	Parent training, sign-in sheets, increased parent involvement/volunteers				
<p>6) Continue updating campus website and Facebook page.</p>	1, 6	Campus Principal, Counselor/Communications Coordinator, Technology Liaison	Parent response. Increased attendance at campus events.				

7) Continue grade level weekly newsletters (electronic and take-home folder).	1, 6	Campus Principal, Counselor/Communications Coordinator, Technology Liaison, Classroom Teachers	Increased communication log entries.				
8) Continue grade level weekly newsletters (electronic and take-home folder).	1, 6	Campus Principal, Counselor/Communications Coordinator, Technology Liaison, Classroom Teachers	Increased communication log entries.				
							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement PK-5 Reading plan to align reading instruction, resources and professional development
1	1	2	Support implementation of the K-5 writing plan to align writing instruction, resources, and professional development.
1	1	3	Align grades 3-8 instructional support for Resource/Inclusion students with the district scope and sequence and interventions.
1	1	5	Continue the Early Literacy Initiative to increase rigor of the PK-2 program by providing targeted staff development.
1	1	7	Continue to implement new Math TEKS with revised Instructional Frameworks.
1	1	9	Consistently and purposefully plan differentiated learning experiences to motivate and engage all learners.
1	2	1	Strengthen K-5 math teachers' math instruction through implementation of guided math / small group instructional strategies.
1	2	5	Increase STAAR passing rate for African-American,Hispanic and Eco. Disc. students
1	2	6	Close the achievement gap in the eco-dis, African-American, and Hispanic subpops. Index 3.
1	2	9	Implement campus-wide writing program, Empowering Writers, K-5 with and increased focus on editing and revision.
1	2	10	Implement the district Dyslexia curriculum with fidelity to ensure student support and success.
1	2	12	Foundations will be continued in K-2 to improve phonics and phonemic awareness.
1	2	13	Continue tutoring students based on their academic needs, K-5.
1	2	15	Increase the percentage of Level 3/Advanced STAAR scores for students in grades 3-5.
1	4	1	Strengthen instructional interventions and processes on all campuses by: (1) Monitoring the effectiveness of Tier 2 interventions; (2) Providing training and support in small group instruction for core academic areas;( 3) Monitoring training and support of RtI processes; (4) Supporting further development of Elementary and Middle School RtI period.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement PK-5 Reading plan to align reading instruction, resources and professional development
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# Title I

## Schoolwide Program Plan

Western Hills Elementary School is a Title 1 school. Funding from Title 1 is used to involve parents through communication, activities, and opportunities for increasing academic performance for the students.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

A comprehensive needs assessment of the entire school (taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.

SBDM meets monthly

RtI in place

TEKS Resource System

RtI period

Parent involvement

Teachers meet in PLC's (Thursdays) and team planning (Tuesdays) to review content, assessments, data, and interventions.

System Safeguards were reviewed as part of the comprehensive needs assessment

### 2: Schoolwide Reform Strategies

Schoolwide reform strategies that (a) provide opportunities for all children to meet the state's proficient and advanced levels of student performance; (b) use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic

program in the school, increase the amount and quality of learning time, and include strategies for meeting the educational needs of historically underserved populations; (c) include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state academic achievement standards who are members of the target population of any program that is included in the schoolwide program, address how the campus will determine if such needs have been met, and are consistent with and are designed to implement

the state and local improvement plans, if any.

### 3: Instruction by highly qualified professional teachers

All students are instructed by highly qualified teachers.

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Relevant Professional Development offered:

Classroom instruction  
Classroom management  
Technology  
Student behavior  
RtI  
Instructional Coach

**5: Strategies to attract highly qualified teachers**

All staff at Western Hills Elementary School are certified in their respective areas. We will strive to create a supportive learning environment for all learners, where teachers and students feel confident in trying new things, being creative, and being critical in their thinking and application for learning.

**6: Strategies to increase parental involvement**

PTO, Title 1 Family Math & Literacy Nights, Student Performances, Parent STAAR prep night

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Foundations program, Classroom Guidance lessons, spring tours for incoming kindergarteners

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

All teachers are involved in a PLC – Content Focus, Assessments, Data, Interventions

Teachers are involved with RtI and Behavior RtI meetings

Teachers are involved in SBDM

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Universal screeners will show which students are Tier 2/3. Every 3 weeks teachers will, in PLC's, review the universal screener results and develop interventions for those students. The interventions are research-based and district-supported. Interventions are logged into Skyward and reviewed for effectiveness every 3 weeks. Teachers will monitor and adjust. An RtI period has been established during the day to meet the needs of these students.

**10: Coordination and integration of federal, state and local services and programs**

Faculty meetings

Counseling program

Communities in Schools

RtI

Zone

PTO

Ralph Wilson Youth Club

## 2016-2017 Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kathy Cook	Principal
Administrator	Tiffany Vestal	Assistant Principal
Classroom Teacher	Cayleigh Drake	4th
Classroom Teacher	Brooke Guerra	3rd
Classroom Teacher	Kristy Hall	2nd
Classroom Teacher	Tina Kelley	Kinder
Classroom Teacher	Gretchen Knaus	Resource
Classroom Teacher	Melody Knott	Music
Classroom Teacher	Megan Richards	1st grade
Classroom Teacher	Sarah Thomas	5th
Community Representative	Gay Vick	Wildcat Mentor
Non-classroom Professional	Candice Eixman	Instructional Coach
Non-classroom Professional	Courtney Macal	Counselor
Paraprofessional	Shannon Anders	Secretary
Parent	Margarita Rios	Parent