

**Mineral Wells Independent School District**  
**Houston Elementary**  
**2016-2017 Campus Improvement Plan**



# **Mission Statement**

Mineral Wells Independent School District is committed to building a community of life-long learners in a student-centered climate emphasizing character and responsibility.

# **Vision**

Mineral Wells Independent School District will design challenging, relevant learning experiences to prepare students for our ever-changing global community.

# **Value Statement**

Houston Elementary is building confident and successful learners, one student at a time.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Total students enrolled is 491.
- We have 12 second grade classes with a total of 263 second grade students.
- We have 12 third grade classes with a total of 228 third grade students.
- We have 2 special education life skills classes, 1 special education resource class and 1 special education behavior class.
- Total students receiving special education services is 46.
- 79% of our students are identified as economically disadvantaged.
- We have approximately 50% White, 41% Hispanic, 5% African American, and 4% two or more races.
- Fifty percent of our students are identified as At-Risk.
- 17% of our students are identified as English Language Learners.
- Total students receiving 504 services is 29.

### Demographics Strengths

- Enrollment is equal to last school year.

### Demographics Needs

- Half of our students are identified as At-Risk.

## Student Achievement

### Student Achievement Summary

TEA Accountability Rating - Met Standard

Index 1 = 64

- Reading = 60%
- Math = 67%

Index 2 = 42/32

Index 3 = 36/28

Index 4 = 12/12

### Student Achievement Strengths

Index 1 =

- Math = 67%

Index 2 = 42/32

Index 3 = 36/28

### Student Achievement Needs

- Did not meet system safeguards in sub-groups:
  - Math: Special Education
  - Reading: White, Special Education, Economically Disadvantaged, ELL
- While Index 4 : Postsecondary Readiness was met at the target score at 12/12.
- 41% of 2nd grade students are reading on or above grade level (DRA)
- 50% of 3rd grade students are reading on or above grade level (DRA).

## **School Culture and Climate**

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

- Information from parents and staff reflect a positive and welcoming school environment.
- Student discipline referrals decreased to 226 occurrences from 2015-2016 (186 in 2013-2014, 312 in 2014-2015).
- Character Education Program: Character Counts
- Student Recognition: Awards Assemblies each 6 weeks to recognize students for academic, behavior, and attendance.
- Super Kid Conduct Award and Celebration each 6 weeks.
- Bully Alert Program
- Student Service Projects: United Way, Pennies for Patients, Food Pantry, Jump Rope for Heart, St. Jude Math-A-Thon
- Parent surveys indicate a feeling of safety at school: 100%.
- Staff surveys indicate a feeling of safety at school: 95%
- Parent surveys indicate the perception of facilities and physical environment are adequate according to surveys.

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

- Welcoming environment
- Character Education program
- Student Recognition

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

- Student discipline support
- Staff indicate a need for more frequent communication

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

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

- 100% of staff are highly qualified
- Teacher retention remained the same from the previous year with 10 teachers leaving the district for the 2016-2017 school year. Previous years (15 teachers leaving the district in 13-14 and 10 teachers leaving the district in 15-16).
- New staff members are assigned a mentor teacher and monthly meetings.
- District instructional coaches provide training and support for teachers.
- Student Intervention Team in place to support teachers in the RtI process.
- Professional Development opportunities within the district and Region 11 ESC.
- Staff Development in PBIS
- Professional Development Activities Included: Guided Reading, Math and Reading Academies
- Teacher Academic Leaders provide training and support to teachers.

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

- Mentors provide support for beginning and new to the campus teachers.
- Student Intervention Team meets each 6 weeks to develop intervention plans for students in the RtI process.
- District Instructional Coaches provide support for classroom instruction.
- Collaboration with Region 11 ESC for staff development.
- PBIS Team offers training and support for classroom behavioral needs.

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

- Teacher Retention: Need to retain well qualified/trained staff.

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

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

- TEKS Resource System: Consistent scope and sequence
- lead4ward
- District Assessment Calendar for reading, math, and writing
- I-Station Reading and Math
- DRA
- Professional Learning Communities: Offer teachers common planning time.
- Consistent evaluation instruments
- Student data notebooks for reading and math

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

- Consistent scope and sequence: TEKS Resource System and lead4ward resources
- Consistent Evaluation Instruments: DRA, I-Station Reading and Math, TEMI, Reading and Math Checkpoints and Benchmarks, Writing Portfolio
- Professional Learning Communities for planning time.

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

- Index 4: Students met standards in both reading and math, but right at the target standard 12/12
- System Safeguards:
  - Math-Special Education
  - Reading-Special Education, ELL, White and Economically Disadvantaged
- GT Program



## **Family and Community Involvement**

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

- PTO
- Monthly Parent Newsletter
- Campus Communication: Newsletter, school messenger, facebook.
- Campus Improvement Team
- Skyward Parent Access
- Opportunities to Volunteer: PTO, Buck Store, Fundraisers, Walk-A-Thon, Classrooms
- Community Resources: CAC, Counseling Services, Center of Life, Backpack Buddies, People Helping People

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

- Campus Communications: newsletter, school website, Facebook, School Messenger
- Campus and District Family Events: Literacy Night, Math Night, Field Day, Open House, Pastries for Parents, Music Programs, Red Ribbon Week, Career Day
- Opportunities to Volunteer: Fundraisers, PTO, Houston Bucks Store, Super Kid Celebrations, Walk-A-Thon, Classrooms
- Community Resources: CAC, Counseling Services, Center of Life, Backpack Buddies, People Helping People

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

- School Marketing
- Parent training on topics such as school attendance, behavior, health, technology, academics, character education, etc.
- Parental Involvement with Academic Needs

## **School Context and Organization**

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

- Teachers are involved in decision-making and school policies through the Campus Improvement Team, District Improvement Team, Surveys, and Planning Days
- Team Teaching Approach
- Mentor Teachers
- Counseling Classes for Character Education
- Teacher Academic Leaders
- Mixed Grade Hallways
- Rotation Classes: Art, Music, Library, Computer, Counseling
- Master Schedule with common planning times
- Professional Learning Communities

### **School Context and Organization Strengths**

- Team Teaching Approach by Content
- Counseling Classes for Character Education
- Fine Arts Classes
- All classrooms are within the school building
- Professional Learning Communities with common planning time

### **School Context and Organization Needs**

- Need for two playground areas

# Technology

## Technology Summary

- All classrooms have smartboard, media cart with projector and document camera
- Each classroom has 3-4 student computers and 1 iPad
- Available for checkout: eInstruction kits, digital cameras, flip cameras, and wireless chalkboards
- Librarian responsibilities include media specialists tasks
- Wireless access points throughout building
- 1-2 Chromebooks for each classroom
- Computer lab for technology applications

## Technology Strengths

- Technology available to all students
- Wireless access throughout the building
- Computer lab for technology applications
- Classroom equipped with variety of technology
- Chromebooks

## Technology Needs

- Security system/cameras
- Purchase additional chromebooks for student use in the classroom
- Update smartboards
- Staff Development for software programs.

# 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## 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
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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

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

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

# Goals

## Goal 1: Reading/Language Arts


**Performance Objective 1:** Use TEKS based instruction, research-based strategies, and data to ensure all students demonstrate a mastery level of performance in reading/language arts as determined by diagnostic assessments, curriculum unit assessments, checkpoints, grade level benchmarks, and state assessments (STAAR).

**Evaluation Data Source(s) 1:** 90% of all students will meet grade level expectations and 65% of all students will meet state assessment standards on STAAR.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Organize and regularly update student data and goal notebooks for each student to show academic progress in Reading.</p>	1, 9	Classroom Teacher, Intervention Teacher	100% of students will have a data and goal notebook				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Use I-Station and DRA as diagnostic screeners to determine tiered interventions for all students and direct instruction during readers workshop and guided reading.</p>	1, 2, 3, 7, 8, 9	Principals, Teachers, Reading Specialists, Special Education, Student Intervention Team	Program reports will demonstrate all students benchmarking at BOY, MOY, and EOY expected levels, student data in AWARE, lesson plans, training.				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>3) Implement phonics lessons using resources such as Fountas and Pinnell and Texas Treasures to support reading achievement.</p>	1, 2	Principals, Instructional Coach, Teachers	Lesson plans and evaluations/walk-throughs				

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>4) Implement weekly PLC meetings to plan lesson plans using the 5E Model and to review data to determine learning goals. Use data from scheduled checkpoint assessments, unit assessments, screeners, lead4ward training, and benchmarks to determine focus of instruction and to target student expectations for mastery and reteaching.</p>	1, 2, 3, 4, 5, 8, 10	Principals, Teachers, Instructional Coaches, TALS, Curriculum Dept.	Master schedule, lesson plans, meeting agendas, student data				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>5) Provide training on grade level TEKS readiness, supporting, and process standards through PLC time, lead4ward, faculty meetings, and Region 11.</p>	3, 4, 8	Principals, Teachers, Curriculum Dept.	Training certificates and meeting sign-in sheets				
<p>6) Implement direct instruction of academic vocabulary with research-based strategies.</p>	1	Classroom Teachers, Principals, Instructional Coaches	Lesson plans, word walls, professional development, teacher guides				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Implement Empowering Writers to improve student performance in writing by providing materials and training for all teachers.</p>	1, 3, 4	Principals, Classroom Teachers, Instructional Coaches, Curriculum Dept.	Training certificates, lesson plans, meeting agendas				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Implement Readers Workshop Model with Guided Reading in all reading classrooms by providing professional development, instructional coaches, resources, and materials for implementation.</p>	1, 2, 3, 4, 5, 7, 9	Teachers, Leggett, Consultant, Instructional Coaches, Curriculum Dept.	Lesson Plans, evaluations/walk-throughs, consultant feedback, team meeting agendas and sign-in sheets				
<p>9) Increase the number of leveled books in the literacy closet for guided reading.</p>		Principals, Reading Teachers, Librarian	Purchase Orders				
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>10) Provide training and resources for teachers to implement ELPS and ELL strategies in all ESL and Bilingual classrooms.</p>	1, 3, 4, 9	Principals, Curriculum Dept., ESL and BIL Teachers	Training certificates, lesson plans, walk-throughs				

<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1	1, 3, 9	Reading Specialists, Principals, Special Ed. Teacher	Lesson Plans, evaluations and walk-throughs, student data				
11) Implement Leveled Literacy Instructional Kits for students targeted for tier 2 and tier 3 interventions.		Principals, Teachers	Parent Letters, Program Flyers, Media Announcements				
							








## Goal 2: Mathematics

**Performance Objective 1:** Use TEKS based instruction, research-based strategies, and data to ensure all students demonstrate a mastery level of performance in mathematics as determined by diagnostic screeners, curriculum unit assessments, checkpoints, grade level benchmarks, and state assessments (STAAR).

**Evaluation Data Source(s) 1:** 90% of all students will meet grade level expectations and 65% of all students will meet state assessment standards on STAAR.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Organize and regularly update student data and goal notebooks for each student to show academic progress in Math.		Classroom Teacher, Intervention Teacher	100% of students will have a data and goal notebook.				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> 2) Use I-Station Math as diagnostic screeners to determine tiered intervention and instruction for all students.		Classroom Teacher, Student Intervention Team	Program Reports will demonstrate all students benchmarking at BOY, MOY, and EOY expected levels, student data in AWARE, lesson plans, training.				
3) Implement "First Move" chess program for all students to develop critical thinking skills in math.	1, 4, 9	Principals, Curriculum Dept., Classroom Teachers, Rotation Teachers	Training, Lesson Plans, Walk-Throughs				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> 4) Implement weekly PLC meetings to plan lesson plans using the 5E Model and to review data to determine learning goals. Use data from scheduled checkpoint assessments, unit assessments, screeners, lead4ward training, and benchmarks to determine focus of instruction and to target student expectations for mastery and reteaching.		Principals, Teachers, Curriculum Dept., Instructional Coaches, TALs	Master Schedule, Lesson Plans, Meeting Agendas, Student Data				
5) Provide training on grade level TEKS readiness, supporting, and process standards through PLC time, lead4ward, faculty meetings, and Region 11.		Principals, Teachers, Curriculum Dept.	Training certificates, meeting sign-in sheets, meeting agendas				


6) Incorporate classroom economy system in conjunction with Houston Bucks to provide real world math experience.		Principals, Classroom Teachers	Teacher observation and walk-throughs, classroom economy guidelines, Houston Bucks Store schedule				
7) Implement writing in math for problem solving and critical thinking.		Principals, Instructional Coaches, Curriculum Dept., Teachers	Training certificates, meeting agendas, student journals.				
8) Implement direct instruction of academic vocabulary with researched-based strategies and resources.		Principals, Teachers, Instructional Coaches	Lesson plans, math journals, word walls, teacher guides, meeting agendas				
9) Implement Reflex Math software to provide support for math fact fluency for all students.		Principals, Teachers	Student reports generated from the program.				
10) Purchase and provide math manipulatives and teacher resources that align with the math TEKS.		Principals, Teachers, TALs	Purchase Orders				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Goal 3: Science

**Performance Objective 1:** Use TEKS based instruction, best practices, and data to ensure all students demonstrate a mastery level of performance in science as determined by curriculum unit assessments, checkpoints, and end of year grades.

**Evaluation Data Source(s) 1:** Passing rate of 70% on unit assessments, checkpoints, and report card final grade.

#### Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Implement weekly PLC meetings to plan lesson plans using the 5E Model and to review data to determine learning goals. Use data from scheduled unit assessments to determine focus of instruction and to target student expectations for mastery and reteaching.		Principals, Teachers	Master schedule, lesson plans, student data				
2) Implement direct instruction of academic vocabulary with researched-based strategies and resources.		Principals, Teachers	Lesson plans, science journals, word walls, teacher guide, meeting agendas				
3) Plan and participate in campus Science Wonder Wall project.		Classroom Teachers	Committee meetings, 100% student participation.				
4) Implement BrainPop as a source for science content videos.		Principals, Teachers	BrainPop Quiz Data				
Funding Sources: General Fund - 199 - \$1945.00							
5) Plan and participate in a campus science fair.		Teachers, Principals, TALS, Instructional Coaches	Science fair entries and awards				
							

## Goal 4: Social Studies

**Performance Objective 1:** Use TEKS based instruction, best practices, and data to ensure all students demonstrate a mastery level of performance in social studies as determined by curriculum unit assessments, checkpoints, and end of year grades.

**Evaluation Data Source(s) 1:** Passing rate of 70% on unit assessments, checkpoints, and report card final grade.

### Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Implement weekly PLC meetings to plan lesson plans using the 5E Model and to review data to determine learning goals. Use data from scheduled unit assessments to determine focus of instruction and to target student expectations for mastery and reteaching.		Teachers, Principals	Lesson plans, master schedule, student data				
2) Implement direct instruction of academic vocabulary with researched-based strategies and resources.		Principals, Teachers	Lesson plans, word walls, teacher guide, meeting agendas				
3) Purchase classroom magazines such as Scholastic News to promote current events.		Principals, Teachers	Purchase orders.				
Funding Sources: General Fund - 199 - \$2799.94							
4) Participate in patriotic activities for Veterans Day and Celebrate Freedom Week.		Principals, Teachers	Lesson plans, calendar events.				
5) Coordinate a Career Day to invite parents and community members to present career information in classrooms.		Boyd, Leggett, Bleeker, Classroom Teachers	Career Day Schedule				
6) Coordinate a Biography Living Wax Museum for third grade.		Principals, Teachers	Scheduled event, flyers, sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Goal 5: Technology

**Performance Objective 1:** Improve effectiveness of technology using TEKS based instruction and best practices.

**Evaluation Data Source(s) 1:** 100% of students will produce one computer-generated product.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Provide opportunity for teachers to attend technology trainings.		Principals, Teachers, Technology Dept.	Training certificates, faculty meetings, sign-in sheets, meeting agendas				
2) Provide training on campus purchased software programs.		Teachers, Principals	Sign-in sheets from faculty meetings/trainings, program usage reports				
3) Implement computer literacy lessons and technology applications lessons in the computer lab.		Principals, Computer Teacher	Lesson Plans				
4) Equip all classrooms with 4-6 student chromebooks.		Principals, Teachers, Technology Dept.	Classroom & Technology Inventory				
5) Provide training through Region 11 in Future Ready Innovation Symposium.		Principals	Training certificates				
6) Provide coding lessons in the computer lab.		Couger	Lesson Plans, Student Product				
							






## Goal 6: School Climate/Safety

**Performance Objective 1:** To provide training, activities, and communication that leads to an environment that is conducive to learning, and an environment in which students and staff feel safe and secure.

**Evaluation Data Source(s) 1:** Parent, teacher, and student surveys reflect satisfactory rating of school climate.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Campus administration will coordinate with the SRO to maintain a safe and bully free environment.		Principals, SRO	Weekly schedule of SRO on campus				
2) Recognize two good citizens from each classroom for each six weeks period who portray the six pillars of character.		Principals, Classroom Teachers	Newspaper articles, letters to parents, and student recognition board.				
3) Increase attendance by providing incentive prizes weekly and each six weeks.		Principals, Teachers	Purchase orders for prizes, daily attendance rates.				
4) Provide leadership opportunities for students through such programs as Good Morning Greeters, Library Helpers, Box Tops for Education, etc.		Boyd, Pierce, Teachers, Principals	Record of student applications and assignments.				
5) Implement a school-wide discipline plan with positive behavior supports to create a learning environment that is productive, safe, and positive.		All Staff	Student discipline reports, staff development, teacher guide				
6) Plan and provide a "Super Kid" celebration each 6 weeks for students with a grade of 95 or above in conduct each grading period.		Teachers, Principals	Report cards, number of students participating, student discipline data				
7) Provide training through Tarleton State University's Effective Schools Project	4	Teachers, Principals	Training certificates, lesson plans, faculty meeting agendas and continued training.				
8) Purchase and provide a Principal's Pick book each six weeks for all classrooms and the library to teach and reinforce career pathways.		Principals, Teachers, Librarian	Six Weeks book distribution, book activities, purchase orders.				
Funding Sources: General Fund - 199 - \$2607.43							
9) The school counselor will provide instruction in the Character Counts program during the first semester.		Boyd, Leggett	Lesson plans, schedules.				
10) Provide information to parents and students regarding the Stay Alert school safety program.		Leggett	Stay Alert reports/emails.				
11) Recognize students on the school Character Counts Wall who exhibit the six pillars of character.		Teachers, Principals	Committee meetings, character wall display, recognition reports from teachers.				

12) Provide staff training on the Character Counts character education program.		Principals, Counselor, Teachers	Sign-In Sheets, Staff Development Agendas				
13) Provide professional development for campus principals and campus leaders in leadership development and instruction.	1, 3, 4, 8	Principals, Curriculum Dept.	Training certificates				
14) Install security cameras for safety.		Principals, Maintenance, Technology	Installed equipment				
15) Provide opportunities for students to participate in UIL academic events.		Principals, UIL Coordinator, Teacher Coaches	Parent Letters, Parent Permission, Student Sign-Up, Practice Schedules, Final Competition and Results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Goal 7: Parent/Community Involvement






**Performance Objective 1:** Improve the involvement of parent/community within school.

**Evaluation Data Source(s) 1:** Parent surveys will indicate satisfactory rating of parental involvement activities.

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Mar	Apr	June
1) Utilize school messenger, monthly newsletter, campus website, classroom assignment sheets, and campus facebook page to keep parents informed of school events.		Principals, Teachers, Technology Team	Report of completed messages, copies of newsletters and records of electronic posts.				
2) Teachers will conduct parent conferences after the first six weeks to inform parents about academics, behavior, and attendance.		Principals, Classroom Teachers, Specialists	Conference day sign-in sheets, documentation in AWARE.				
3) Plan and implement a math night for parents to participate with students in learning.	6, 9	Principals, Classroom Teachers, Curriculum Dept.	Sign-in sheets; master calendar				
4) Coordinate Literacy Night with Annual Book Fair to promote reading.		Librarian, Classroom Teachers, Principals	Sign-sheets; master calendar				
5) Invite local service organizations, community members, and parents to volunteer to read with students.		Principals, Classroom Teachers	Volunteer Schedule				
6) Plan and coordinate Pastries for Parents to promote family involvement in the school.		Principals, Classroom Teachers	Committee meetings, Parent Sign-in sheets.				
7) Provide parents with parent portal information to access student grades and attendance.		Leggett, Kincaid	Parent letters, campus webpage				
8) Provide opportunities for students to participate in various service projects including United Way, St. Jude Math-a-thon, Local Canned Food Drives, and Jump Rope for Heart.		Principals, Counselor, Committees	Calendar, Parent Permissions to Participate, Donation Collections				
9) Participate in a school-wide reading program with parents such as Texas Reads One Book.	6	Principals, Librarian, Teachers	Student and Parent Feedback				



10) Coordinate and plan 3-4 parent training nights to provide parents with important school information.		Principals, Counselor, Teachers	Scheduled Events, Flyers, Sign-in Sheets				
11) Coordinate and plan school priority tours for community members.		Principals, Teachers, Students	Scheduled event, brochures, tour guides, RSVP				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Organize and regularly update student data and goal notebooks for each student to show academic progress in Reading.
1	1	2	Use I-Station and DRA as diagnostic screeners to determine tiered interventions for all students and direct instruction during readers workshop and guided reading.
1	1	3	Implement phonics lessons using resources such as Fountas and Pinnell and Texas Treasures to support reading achievement.
1	1	4	Implement weekly PLC meetings to plan lesson plans using the 5E Model and to review data to determine learning goals. Use data from scheduled checkpoint assessments, unit assessments, screeners, lead4ward training, and benchmarks to determine focus of instruction and to target student expectations for mastery and reteaching.
1	1	5	Provide training on grade level TEKS readiness, supporting, and process standards through PLC time, lead4ward, faculty meetings, and Region 11.
1	1	7	Implement Empowering Writers to improve student performance in writing by providing materials and training for all teachers.
1	1	8	Implement Readers Workshop Model with Guided Reading in all reading classrooms by providing professional development, instructional coaches, resources, and materials for implementation.
1	1	10	Provide training and resources for teachers to implement ELPS and ELL strategies in all ESL and Bilingual classrooms.
1	1	11	Implement Leveled Literacy Instructional Kits for students targeted for tier 2 and tier 3 interventions.
2	1	2	Use I-Station Math as diagnostic screeners to determine tiered intervention and instruction for all students.
2	1	4	Implement weekly PLC meetings to plan lesson plans using the 5E Model and to review data to determine learning goals. Use data from scheduled checkpoint assessments, unit assessments, screeners, lead4ward training, and benchmarks to determine focus of instruction and to target student expectations for mastery and reteaching.

# Title I

## Schoolwide Program Plan

Provide supplemental support to improve student achievement and meet expectation on STAAR reading and math. Provide opportunities for parental involvement through family events and school activities. Provide professional development opportunities for teachers in TEKS Resource System, Grade Level TEKS, and Instructional Best Practices.

## Ten Schoolwide Components

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Schipper	Reading Specialist/TAL	3rd Grade	1
Krystal McDaniel	Teacher	3rd Grade	1
Lindsey Wells	Instructional Coach	Support Services	.33
Rhonda Nicklas	Teacher/TAL	2nd Grade	1

## 2016-2017 Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dianna Leggett	Principal
Administrator	Tabitha Bleeker	Assistant Principal
Classroom Teacher	Ashlie Hein	3rd Grade
Classroom Teacher	Mandy Hollifield	2nd Grade
Classroom Teacher	Kelcee Nicklas	2nd Grade
Classroom Teacher	Kendra Prest	3rd Grade
Classroom Teacher	Lacy Pruitt	3rd Grade
Classroom Teacher	Ashley Simon	2nd Grade
Community Representative	Nikki Grisso	Community Rep
District-level Professional	Parisa Lerma	Special Ed Director
Non-classroom Professional	Tymmie Boyd	Counselor
Non-classroom Professional	Barbara Schipper	Reading Specialist
Parent	Michelle Spieker	Parent
Parent	Ashley Windham	Parent

## Campus Funding Summary

<b>General Fund - 199</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	4			\$1,945.00
4	1	3			\$2,799.94
6	1	8			\$2,607.43
<b>Sub-Total</b>					\$7,352.37
<b>Grand Total</b>					\$7,352.37