

Temple Independent School District
Western Hills Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Top 25% Student Progress



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.

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: As an educational community, we will create a rigorous instructional program which promotes globally minded, creative, confident, and reflective lifelong learners.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Academic Achievement	7
School Processes & Programs	8
Perceptions	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.	14
Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.	26
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.	32
System Safeguard Strategies	38
Title I	39
Schoolwide Program Plan	39
Ten Schoolwide Components	39
2017-2018 Campus Site-Based Committee	42
Campus Funding Summary	43

Comprehensive Needs Assessment

Needs Assessment Overview

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

Improvement Planning Data

- District/Campus goals and objectives
- Prior years campus improvement plans
- Campus decision making committee meeting discussions (CIT)
- NCLB report card data

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

- STAAR data – longitudinal/current
- AYP data
- PBMAS data
- Local benchmark and common assessment results
- Data for students in special programs

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

- 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
- Discipline records
- Student surveys and/or feedback
- Student failure and/or retention rate
- Class size data

Employee Data

- Staff surveys and/or feedback
- Professional Learning Communities discussions and survey
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Staff development evaluations, surveys, and/or needs assessments
- State assessment results
- Special education, homeless, migrant, at-risk, ELL, dyslexia, Section 504, and gifted populations, including performance, discipline, attendance, and mobility

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices
- Prior year budgets/entitlements and expenditures in relation to current year funding priorities

Demographics

Demographics Summary

Western Hills is a diverse campus with a large number of economically disadvantaged families. Our families are very mobile and move several times during one school year, which provides us the opportunity to acclimate new students to our campus all throughout the year.

Demographics Strengths

Our students perform above the target score in Index 2 where we are in the STAAR cohort that our demographics/size/location have placed us in.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

Problem Statement 2: Western Hills is a very diverse campus with predominately teachers of only one race.

Problem Statement 3: Western Hills reached 96% attendance and will continue to make home visits on students with excessive(more than 7) absences.

Student Academic Achievement

Student Academic Achievement Summary

Western Hills students achieved the highest percentage on student growth in the district. We had growth in all areas except 5th grade Science. Our advanced scores increased in all areas except for 5th grade science and 4th grade Writing.

Student Academic Achievement Strengths

Western Hills received two distinctions for our STAAR performance: Reading and Student growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability.

Problem Statement 2: Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state.

Problem Statement 3: District SPED Writing scores dropped by 5%.

Problem Statement 4: District Grade 1 TPRI scores were stagnant.

Problem Statement 5: District STAAR Reading scores dropped in grades 4 and 6.

Problem Statement 6: District Special Education students do not meet state academic expectations on STAAR (26% all subject passing rate).

Problem Statement 7: Western Hills Science and Writing scores were below state average.

Problem Statement 8: Student Writing STAAR Scores in grade 4 have dropped.

Problem Statement 9: Student Science STAAR Scores in Grade 5 are stagnate

Problem Statement 10: Western Hills STAAR Writing was low compared to the state scores.

Problem Statement 11: Western Hills STAAR Science scores were low.

School Processes & Programs

School Processes & Programs Summary

Western Hills has set processes in place for student RtI so that all struggling students receive interventions on a daily basis from trained staff.

Western Hills provides all teachers with PD that is relevant to their content area and strive to encourage all staff to become better educators by self-reflection and incorporating researched based strategies.

PLC's are scheduled twice a week with a specific focus for discussions and reflection.

Western Hills has developed a fresh reputation in the community which draws qualified candidates and our interview process is specific to our student needs and staff is chosen carefully.

We are a campus that if open to feedback and communicates to all shareholders.

School Processes & Programs Strengths

Western Hills follows the district road-maps with fidelity and reflection on student performance through our PLC processes and meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Professional Learning Community (PLC) process across the district is not focused.

Problem Statement 2: Technology and face-to-face learning are not tightly integrated in the student's learning experience.

Problem Statement 3: Western Hills had a low teacher and staff turn over rate but we would like to lower it even more.

Problem Statement 4: Western Hills teachers were not completing the IPF(Instructional Planning Framework) with fidelity last year.

Problem Statement 5: Western Hills teachers were not stressing all items on the campus created focus documents to guide school and curricular procedures.

Problem Statement 6: Campus Community involvement is lower than expected.

Problem Statement 7: Western Hill's parent and community involvement was not as high as needed so we will promote parent and community communication through the use of technology.

Problem Statement 8: Western Hills Science and writing STAAR scores were below state average.

Problem Statement 9: Western Hills teachers are implementing technology, but we would like to make it more seamless with a greater focus on daily curriculum.

Problem Statement 10: Western Hills needs to hire only qualified teachers.

Problem Statement 11: Western Hills needs to reinforce TBRI, Restorative Discipline and CHAMPS behaviors.

Problem Statement 12: Western Hills needs to reduce ISS, OSS and DAEP placements.

Perceptions

Perceptions Summary

The community speaks highly about Western Hills, our teachers, staff and climate. Our surveys come back positive and we reflect on all feedback to become better. Parents/community members have stated that they are welcomed and feel accepted when they visit our campus. We have partnerships with several businesses and donations are given to our campus based on our needs.

Staff surveys also come back positive and staff feels comfortable about coming to their teams, administrators, campus support members and collaborating for the enrichment and success of our students. In fact our staff climate surveys are one of the highest in the district.

Perceptions Strengths

Our staff is comfortable communicating with our administrative team about needs or wants. Our Administration and teachers communicate with parents and help them feel like a partner in their child's success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Western Hills is need of updating: HVAC, Windows and Painting.

Problem Statement 2: Western Hills Parent attendance at at academic events is not as high as we expect.

Problem Statement 3: Western Hills needs to maintain the CHAMPS Student culture.

Problem Statement 4: Western Hills needs to promote student safety, nutrition and health.

Problem Statement 5: Western Hills needs to improve student behavior and success through the use of proven behavior intervention 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
- Accountability Distinction Designations
- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- 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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk 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
- 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
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community 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: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

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

Evaluation Data Source(s) 1: STAAR Campus Results in the Texas Accountability System.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Develop district level "Blended Learning" implementation plan (See Education Elements Scope of Work).	1, 2, 3, 10	Assistant Superintendent of Curriculum & Instruction, Elementary and Secondary Executive Directors, Technology Director, Blended Learning Council, Campus Principal	Student agency and relationships with staff will be increased through the implementation of Blended Learning. 1. Final draft of Blended Learning Vision 2. Development of District Blended Learning Design Expectation 3. Determination of District Focus Areas. 4. Development of design expectations for schools 5. Training plans for teachers 6. Training plans for coaches 7. Training plans for principals. 8. Multi-year Blended Learning Road-map developed				
				Problem Statements: School Processes & Programs 2			
2) Contract with Solution Tree to design and deliver six installments of PLC training. Each installment will cover the primary processes outlined for PLCs: Content Focus, Data Analysis, Common Assessments and Interventions - with two additional sessions on Leadership and Monitoring Interventions. Session participants will include each and every member of each campus leadership team.	2, 4, 10	Assistant Superintendent of Curriculum & Instruction, Campus Principal	1. Build leadership capacity to effectively lead a PLC. 2. Understand collaborative leadership and be able to identify and utilize strategies for changing the culture to one that focuses on learning. 3. Increase understanding in creating clear expectations and monitoring what matters. 4. Participate in strategies that will assist in supporting and coaching the work of a PLC. 5. Develop and utilize PLC protocols to facilitate increased student achievement and effective teacher planning.				
				Problem Statements: School Processes & Programs 1			

3) PLC's will design and deliver processes and protocols that address Contest Focus, Data Analysis, Common Assessments and Interventions. Weekly PLC meetings will include 2 days of content focus; 1 day of data analysis on formative and summative assessments and intervention planning. Progress monitoring will take place throughout strategic points throughout the assessment calendar dates.	2, 4, 10	Principal Asst. Principal Instructional coach Classroom Teachers	1. Build leadership capacity to effectively participate in the PLC processes. 2. Increase understanding in creating clear expectations and monitoring campus expectations. 3. Participate in strategies that will assist in supporting and coaching the work of a PLC and improve classroom instruction. 4. Develop and utilize PLC protocols to facilitate increased student achievement and effective teacher planning.				
Problem Statements: School Processes & Programs 1							
4) Western Hills teachers and students will create videos on low TEKS to spiral in the mastery learning while allowing all students to see the lessons in a different format. The light board was purchased with TEF grant funds.	4, 8, 9, 10	Campus Leadership Team and teachers	Increased numbers of both passing and mastery level students on the STAAR.				
Problem Statements: School Processes & Programs 2, 9							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs	
Problem Statement 1: The Professional Learning Community (PLC) process across the district is not focused.	
Problem Statement 2: Technology and face-to-face learning are not tightly integrated in the student's learning experience.	
Problem Statement 9: Western Hills teachers are implementing technology, but we would like to make it more seamless with a greater focus on daily curriculum.	

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 63% to 65%, Index 2 from 40% to 42%, Index 3 from 33% to 35%, and Index 4 from 63% to 64%, as indicated in the state accountability system.








Evaluation Data Source(s) 2: Western Hills will improve each campus accountability measure: Student Achievement Domain from 65% to 67%, Student Progress Domain from 50% to 52%, Closing the Gap Domain from 36% to 38%, and increase Students' Post Secondary Readiness from 23% to 25% .

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy PBMAS 1) Implement K-5 writing plan to include 75% focus on revising and editing skills, daily spiral review, quarterly writing walk-throughs and data analysis, and writing PLCs with all 4th grade writing teachers and ICs.	1, 2, 9	Executive Director of Elementary Education, Director Special Education, Campus Principal	Improve student achievement on the 4th grade writing STAAR. Align and strengthen writing instruction.				
				Problem Statements: Student Academic Achievement 2, 3			
System Safeguard Strategy PBMAS 2) Support classroom implementation of Foundations / Esperanza and Leveled Literacy Intervention (LLI)/SDL and provide targeted student interventions grades PK-2, with the addition of full-time literacy coaches.	2, 7, 9, 10	Executive Director of Elementary Education, Director of Bilingual/ESL, Campus Principal	Improve student achievement on the early reading assessments. Align and strengthen early reading instruction.				
				Problem Statements: Student Academic Achievement 4, 5			
System Safeguard Strategy 3) Continue PK-5 Reading plan to align reading instruction, resources and professional development and to increase special education reading scores.	2, 4	Executive Director of Elementary Education; Campus Principals; Instructional Coaches, Special Education Teachers	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, STAAR Reading Scores				
				Problem Statements: Student Academic Achievement 5			

4) Continue the Early Literacy Initiative to increase rigor of the PK-2 program by providing targeted staff development.	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.				
Problem Statements: Student Academic Achievement 4							
System Safeguard Strategy 5) Consistently and purposefully plan differentiated learning experiences to motivate and engage all learners with a focus on science achievement.	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.				
Problem Statements: Student Academic Achievement 1							
6) Utilize progress monitoring plan (K-5) and RtI Data Management System.	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.				
Problem Statements: Student Academic Achievement 1							
7) With the creation of the Western Hills Focus Documents teachers and the leadership team has systematic data analysis process for CBA's, Benchmarks, TPRI, and mClass.	1, 8	Campus Administrators, IC, teachers	Curriculum instruction and interventions will be adjusted based on results from data analysis to improve K-2 TPRI scores, and reach 3-5 state standards for STAAR scores.				
Problem Statements: School Processes & Programs 5							
8) Reduce identification of AA in SPED through RtI process.	2, 9, 10	Campus Administrators, IC, Counselor, and Diagnostician	Decrease of AA in SPED by 2%.				
Problem Statements: Student Academic Achievement 3							
9) Increase STAAR passing rate for African-American, Hispanic, special ed and Eco. Disc. students	3, 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.				
Problem Statements: Student Academic Achievement 1							
10) Close the achievement gap in the eco-dis, African-American, and Hispanic sub-pops.	1, 2, 3, 8, 9	Campus Administrators, IC, Classroom Teachers, SPED teachers	Close the achievement gaps.				
Problem Statements: Student Academic Achievement 1							

System Safeguard Strategy 11) 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 will show an increase for all grade levels and all content areas.				
	Problem Statements: Student Academic Achievement 1						
12) 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.				
	Problem Statements: Student Academic Achievement 5						
13) 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, GATE teachers, Dyslexia Teacher	Students on A/B honor roll will reach commended levels on state assessments.				
	Problem Statements: Student Academic Achievement 1						
14) Increase the percentage of Level 3/Advanced STAAR scores for students in grades 3-5.	1, 2, 3, 4, 8, 9	Campus Administrators, IC, Counselor, Classroom Teachers, SPED teachers, GATE teachers, Dyslexia Teacher	STAAR results will show an increase in the number of commended students.				
	Problem Statements: Student Academic Achievement 2, 5, 7						
15) Pilot a Flipped Learning program as a precursor to the District Blended Learning Program in two classrooms to increase student growth.	6, 8, 9	Director of Technology, Technology IC, Principal, Assistant Principal, IC, Teachers.	Student engagement and achievement will increase with the use of teacher made videos.				
	Problem Statements: School Processes & Programs 9						
System Safeguard Strategy 16) Increase STAAR Passing rate on Reading and Math by special education Students.	8, 9, 10	Principal, Assistant Principal, IC, Sped. Teachers and classroom teachers.	STAAR Results for special education students in reading and math will show an increase.				
	Problem Statements: Student Academic Achievement 6						

17) Western Hills will add interventionists from November to May for students in grades 3-5 to increase student achievement in Math, Reading, Writing and science. With this increased small group tutoring, the students should score higher on the STAAR on Student Achievement and Student Progress Domain.	8, 9, 10	Campus Leadership Team and Teachers.	Increase STAAR Student Achievement and Student Progress Domains.				
	Problem Statements: Student Academic Achievement 1, 7 Funding Sources: 211 - Title I, Part A - \$24,000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:








Student Academic Achievement
Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability.
Problem Statement 2: Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state.
Problem Statement 3: District SPED Writing scores dropped by 5%.
Problem Statement 4: District Grade 1 TPRI scores were stagnant.
Problem Statement 5: District STAAR Reading scores dropped in grades 4 and 6.
Problem Statement 6: District Special Education students do not meet state academic expectations on STAAR (26% all subject passing rate).
Problem Statement 7: Western Hills Science and Writing scores were below state average.
School Processes & Programs
Problem Statement 5: Western Hills teachers were not stressing all items on the campus created focus documents to guide school and curricular procedures.
Problem Statement 9: Western Hills teachers are implementing technology, but we would like to make it more seamless with a greater focus on daily curriculum.

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 88.5% to 91.0% or above.

Evaluation Data Source(s) 3: Western Hills will continue to promote student attendance academic achievement.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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 special event and recognition at Rockin' Roadrunner Awards.				
Problem Statements: Student Academic Achievement 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability.

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 maintain a dropout rate in grades 7 through 12 at 1.5% or less.

Evaluation Data Source(s) 4: Western Hills will continue to promote academics, behavior and attendance to promote the importance of school.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement Attendance Matters Week in September along with the Attendance RtI 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%				
Problem Statements: Demographics 3							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 4 Problem Statements:









Demographics
Problem Statement 3: Western Hills reached 96% attendance and will continue to make home visits on students with excessive(more than 7) absences.

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 Title I, as indicated by no staging for PBMAS.

Evaluation Data Source(s) 5: Western Hills will meet the performance standards for all state and federal programs including ESL, SPED, and Title 1 as indicated by the no staging for PBMAS.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
System Safeguard Strategy PBMAS 1) Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district.	2, 9, 10	Director of Special Education, Coordinator of Special Education, Campus Principal	Provide training to campus administration to support monitoring service delivery. Improve consistency of service delivery and documentation of supports provided. Identify areas of strength and areas for improvement.				
	Problem Statements: Student Academic Achievement 6						
2) Western Hills will apply for and participate in CREST Lone Star Winners program with the Texas School Counseling Association for the third year.	4, 6, 10	Director of Counseling, Campus Principals, Campus Counselors	Evidence of CREST application submitted at 100% of campuses; presentation of CREST applications October				
	Problem Statements: School Processes & Programs 6, 7 - Perceptions 3, 4, 5						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 6: District Special Education students do not meet state academic expectations on STAAR (26% all subject passing rate).
School Processes & Programs
Problem Statement 6: Campus Community involvement is lower than expected.
Problem Statement 7: Western Hill's parent and community involvement was not as high as needed so we will promote parent and community communication through the use of technology.
Perceptions
Problem Statement 3: Western Hills needs to maintain the CHAMPS Student culture.

Problem Statement 4: Western Hills needs to promote student safety, nutrition and health.









Problem Statement 5: Western Hills needs to improve student behavior and success through the use of proven behavior intervention programs.

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.

Evaluation Data Source(s) 6: Western Hills will recommend only teachers who have a valid Texas Certification.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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.	3	Assistant Superintendent of Human Resources, Campus Principal	100% of TISD teachers will be certified.				
Problem Statements: Demographics 1							
2) Western Hills will only recommend certified teachers to 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.	3	Campus Principal and members of the interview team.	100% of Western Hills teachers will be certified.				
Problem Statements: Demographics 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:









Demographics
Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

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%.

Evaluation Data Source(s) 7: Western Hills will reduce the teacher attrition rate by 5%.

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Monitor campus assignments and loads to assure balanced class loads and student issues.	3	Assistant Superintendent of Human Resources, Campus Principal	Balanced class loads				
				Problem Statements: School Processes & Programs 3			
2) Check on new teachers to ensure they have the resources they need and are supported on campus with discipline and curriculum issues.	5, 10	Campus Administration, Team Leaders, Mentors	New teachers will have all resources that they need for teaching and discipline.				
				Problem Statements: School Processes & Programs 3			
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 7 Problem Statements:








School Processes & Programs
Problem Statement 3: Western Hills had a low teacher and staff turn over rate but we would like to lower it even more.

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.

Evaluation Data Source(s) 1: Western Hills will receive bond funds for HVAC and new windows.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	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 and complete renovation.				
Problem Statements: Perceptions 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Western Hills is need of updating: HVAC, Windows and Painting.








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.

Evaluation Data Source(s) 2: Western Hills will increase the number of students served in breakfast by 5%.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Identify and train members of a Medical Emergency Response Team (MERT) at each campus.		Assistant Superintendent of Student Services, Director of Health Services, Campus Principal	Emergency situations at campuses are handled with CPR and AED protocols				
Problem Statements: Perceptions 4							
2) Identify and train members of a Medical Emergency Response Team (MERT) at Western Hills.	10	Campus Leadership Team	Emergency situations at campuses are handled with CPR and AED protocols				
Problem Statements: Perceptions 4							
3) Monitor custodial services for quality and completion.		Assistant Superintendent for Finance and Operations, GCA, Campus Principal	90% satisfaction				
Problem Statements: Perceptions 4							
4) Western Hills will monitor custodial services for quality and completion.	10	Campus Principal	90% satisfaction on Monthly Custodial reports to district.				
Problem Statements: Perceptions 4							
5) Monitor student participation in the breakfast and lunch programs.		Assistant Superintendent for Finance and Operations; Director of School Nutrition, Campus Principal	Maintain student participation at 2016-17 levels				
Problem Statements: Perceptions 4							

6) Western Hills will monitor and encourage student participation in the breakfast and lunch programs.	10	Campus Principal and Campus School Nutrition lead	Maintain student participation at 2016-17 levels				
Problem Statements: Perceptions 4							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:









Perceptions
Problem Statement 4: Western Hills needs to promote student safety, nutrition and health.






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.

Evaluation Data Source(s) 3: Western Hills will reduce the number of OSS placements by 10%, ISS placements by 15% and number of discretionary DAEP placements by 25%.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
PBMAS 1) Monitor the effectiveness of district training in terms of reducing student behavior resulting in ISS, OSS and DAEP placements.		Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Foundation Teams, Campus Principal	Reduction of ISS, OSS and DAEP placements				
	Problem Statements: School Processes & Programs 11, 12						
2) Provide CHAMPS training to 100% of teachers.	4	Campus Administrative Team.	Campus sign in sheets. Eduphoria reports of teachers completing on-line refresher, New Teacher sign-in sheets, and New substitute training sign-in sheets				
	Problem Statements: Perceptions 3						
3) Train new teachers in positive behavioral supports and interventions.	2, 4	Coordinator of Student Intervention Services, Campus Principals, Assistant Principals	Certificates of Texas Behavior Support Initiative (TBSI) module completion				
	Problem Statements: School Processes & Programs 11 - Perceptions 3						
4) Support behavioral intervention strategies through Trust-Based Relational Intervention (TBRI) training and coaching.	2, 4	Assistant Superintendent of Student Services, Director of Counseling, Campus Principal	Training plan in place and evidence of completion of plan				
	Problem Statements: School Processes & Programs 11						

5) Monitor campus PBMAS indicators related to the discipline of students through the Foundation reports (special education, ethnicity).	2, 10	Director of Special Education; Coordinator of Special Education; Campus Principal, Campus Assistant Principal	ISS,OSS and DAEP placements will be reduced.				
Problem Statements: School Processes & Programs 12							
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	Teachers and staff will be familiar with the foundation report and how they can help reduce out of class placements.				
Problem Statements: School Processes & Programs 11, 12							
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				
Problem Statements: Perceptions 3							
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				
Problem Statements: School Processes & Programs 11							
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.				
Problem Statements: Student Academic Achievement 1							

10) Western Hills will monitor the effectiveness of district training in terms of reducing student behavior resulting in ISS, OSS and DAEP placements.	Campus Foundation Team, Campus Leadership Team	Reduction of ISS, OSS and DAEP placements				
	Problem Statements: School Processes & Programs 11, 12					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability.
School Processes & Programs
Problem Statement 11: Western Hills needs to reinforce TBRI, Restorative Discipline and CHAMPS behaviors.
Problem Statement 12: Western Hills needs to reduce ISS, OSS and DAEP placements.
Perceptions
Problem Statement 3: Western Hills needs to maintain the CHAMPS Student culture.











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%.

Evaluation Data Source(s) 1: Western Hills will maintain a 96% attendance rate.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Identify attendance issues through RYG report and early interventions.		Assistant Superintendent of Student Services, Truancy Officers, Campus Principal	Increased attendance rate for RYG students				
	Problem Statements: Demographics 3						
2) Implement Restorative Discipline circles with top truancy students.		Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Campus Principal	Increased attendance rate of top truancy students				
	Problem Statements: School Processes & Programs 11						
3) Develop presentation to inform and education staff on attendance accountability and truancy prevention.	10	PEIMS Department, Truancy Officers	Presentation developed and presented at all campuses.				
	Problem Statements: Demographics 3						
4) Provide attendance incentives each 6 weeks.	1, 2, 6	Campus Principal, Assistant Principal, Counselor	Student attendance will increase.				
	Problem Statements: Demographics 3						

5) Continue the Western Hills Outstanding Citizen program.	3, 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 and recognition at Rockin' Roadrunner Awards.				
	Problem Statements: Student Academic Achievement 1						
6) Implement Attendance Matters Week in September along with the Attendance RtI 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%				
	Problem Statements: Demographics 3						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:











Demographics
Problem Statement 3: Western Hills reached 96% attendance and will continue to make home visits on students with excessive(more than 7) absences.
Student Academic Achievement
Problem Statement 1: Some Temple ISD campuses have struggled to meet state standards for accountability.
School Processes & Programs
Problem Statement 11: Western Hills needs to reinforce TBRI, Restorative Discipline and CHAMPS behaviors.

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 achieve a teacher attendance average of 96%.

Evaluation Data Source(s) 2: Western Hills will achieve a teacher attendance rate of 96%.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Recognize and award teacher attendance each grading period.		Assistant Superintendent of Human Services, Campus Principal	Increased teacher attendance				
Problem Statements: School Processes & Programs 3							
2) Design incentives for teachers with outstanding attendance.		Assistant Superintendent of Human Services, Campus Principal	Increased teacher attendance				
Problem Statements: School Processes & Programs 3							
3) 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.	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				
Problem Statements: School Processes & Programs 3							
4) Western Halls will recognize teachers with prefect attendance at each six weeks.	5	Leadership Team	Teacher attendance will increase to 96%				
Problem Statements: School Processes & Programs 3							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 3: Western Hills had a low teacher and staff turn over rate but we would like to lower it even more.

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.

Evaluation Data Source(s) 3: Western Hills will maintain up to date communication with parents through Facebook, Twitter, our campus web page and Skylert calls.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Develop coordinated procedures to promote use of Family Access.	6	Assistant Superintendent of Student Services, Director of Technology, PEIMS Coordinator, Campus Principal	Increased percentage of families enrolled in Family Access				
Problem Statements: School Processes & Programs 7							
2) Work with principals to create campus-based activities that promote use of Family Access.	6, 10	Director of Technology; Assistant Superintendent of C&; Campus Principals	Increased participation of parent access; campus plans				
Problem Statements: School Processes & Programs 7							
3) Provide training on use of new website and identify personnel responsible for website updates at each campus.	6	Director of Communications; Director of Technology; Director of ACE; Campus Principal	Monitoring of campus calendars for consistent and up to date event posting.				
Problem Statements: School Processes & Programs 7							
4) Continue Watch D.O.G.S. program.	6, 7, 10	Campus Principal, Assistant Principal, Counselor, Instructional Coach, Literacy Coach, Classroom Teachers, Parent Volunteers	Parent training, sign-in sheets, increased parent involvement/volunteers				
Problem Statements: School Processes & Programs 6							
5) Continue updating campus website and Facebook page to tell the Western Hills Story to the community.	1, 6, 10	Campus Principal, Counselor/Communications Coordinator, Technology Liaison	Increased attendance at campus events.				
Problem Statements: School Processes & Programs 7							

6) Continue grade level weekly newsletters (electronic and take-home folder).	6	Campus Principal, Counselor/Communications Coordinator, Technology Liaison, Classroom Teachers	Increased communication log entries.				
	Problem Statements: School Processes & Programs 6, 7						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 6: Campus Community involvement is lower than expected.
Problem Statement 7: Western Hill's parent and community involvement was not as high as needed so we will promote parent and community communication through the use of technology.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Implement K-5 writing plan to include 75% focus on revising and editing skills, daily spiral review, quarterly writing walk-throughs and data analysis, and writing PLCs with all 4th grade writing teachers and ICs.
1	2	2	Support classroom implementation of Foundations / Esperanza and Leveled Literacy Intervention (LLI)/SDL and provide targeted student interventions grades PK-2, with the addition of full-time literacy coaches.
1	2	3	Continue PK-5 Reading plan to align reading instruction, resources and professional development and to increase special education reading scores.
1	2	5	Consistently and purposefully plan differentiated learning experiences to motivate and engage all learners with a focus on science achievement.
1	2	11	Increase STAAR performance for all grade levels and all content areas.
1	2	16	Increase STAAR Passing rate on Reading and Math by special education Students.
1	5	1	Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district.

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 under-served 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 kindergartners

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

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kathy Cook	Principal
Administrator	Tiffany Vestal	Assistant Principal
Non-classroom Professional	Courtney Macal	Counselor
Classroom Teacher	Tina Kelley	Kinder Teacher
Classroom Teacher	Un Young Ferrel	1st Grade
Classroom Teacher	Christina Baxter	5th grade
Classroom Teacher	Jordan Nelson	3rd grade
Classroom Teacher	Cayleigh Ripley	4th grade
Classroom Teacher	Sarah Thomas	5th grade
Classroom Teacher	Becky Olson	Resource
Paraprofessional	Shannon Gelner	secretary
Classroom Teacher	Jennifer Holmes	4th grade
Community Representative	Jason Clark	Youth Leader WH Church of Christ
Classroom Teacher	Robin Lewis	2nd teacher
Community Representative	Scott Seela	254-721-9791
Parent	Travis Wulf	254-421-8409
Parent	Jason Mc Carty	254-462-7125
Business Representative	Tony Esparza	254-773-8356
Business Representative	David Baca	254-229-8345

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	17			\$24,000.00
Sub-Total					\$24,000.00
Grand Total					\$24,000.00