

**Longview Independent School District**  
**Ned E. Williams Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** October 8, 2018

# Mission Statement

Ned. E. Williams' staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of students. Our highly qualified staff recognizes the value of professional development in order to better serve our students. Our teaching practices are both reflective and responsive to the needs of our students. Through diversified experiences, our students discover their potential, achieve readiness for success beyond our campus while they learn in a safe and caring environment.

# Vision

The vision at Ned E. Williams is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Student Academic Achievement .....	6
School Processes & Programs .....	8
Perceptions .....	10
Comprehensive Needs Assessment Data Documentation .....	12
Goals .....	14
Goal 1: Improve Recruitment and Retention of Quality Personnel .....	14
Goal 2: Improve Communication and Delivery of Information to Parents and General Public .....	17
Goal 3: All Schools Will Meet State Accountability Standards .....	18
Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science .....	22
Campus Planning and Decision Making Committee .....	25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The current student enrollment at Ned E. Williams Magnet Steam Academy is 382, which slightly decreased from the 2017-2018 school year at 402. Data from the 2017-2018 school year indicates that the African American student group is the largest population with 204 students which makes up 51% of N.E.W. student body. The Hispanic student group is the second largest with 145 students (36%), followed by the White student group with 33 students. There are 14 students classified as Two-or-More Races. Out of the 402 students during the 2017-2018 school year, 70% are listed as At Risk, 0.50% of the students are in the GT program, 7% receive Special Education services, 83% are list as ECD, 6% are listed as ESL, and 18% receive bilingual services.

### Demographics Strengths

Ned E. Williams Magnet Steam Academy has been recognized by TEA as a high performing campus based on its high population of African American students. N.E.W.'s top 3 student body populations--26% of the African American student group, 29% of the Hispanic student group, and 38% of the White student group--are scoring at the masters level which is higher than Region and State. Attendance rates have continuously increased since the 2014-15 school year from 95.7% to 2017-2018 98.3%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase enrollment of non-low income SES students. **Root Cause:** Parents of non-low income SES students enroll their children in Private or Montessori programs.

## Student Academic Achievement

### Student Academic Achievement Summary

<b>All Subjects</b>	<b>ALL Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Two or More Races</b>	<b>ECD</b>	<b>Special ED</b>
Approaches	90%	90%	89%	100%	88%	89%	95%
Meets	62%	62%	61%	100%	44%	60%	81%
Masters	26%	26%	24%	43%	19%	23%	29%
<b>ELA/Reading</b>	<b>ALL Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Two or More Races</b>	<b>ECD</b>	<b>Special ED</b>
Approaches	88%	89%	100%	100%	100%	86%	100%
Meets	56%	55%	54%	100%	100%	54%	88%
Masters	26%	25%	25%	63%	17%	23%	25%
<b>Mathematics</b>	<b>ALL Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Two or More Races</b>	<b>ECD</b>	<b>Special ED</b>
Approaches	92%	91%	91%	100%	100%	92%	100%
Meets	66%	63%	67%	50%	67%	66%	88%
Masters	30%	29%	30%	0%	33%	27%	38%
<b>Writing</b>	<b>ALL Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Two or More Races</b>	<b>ECD</b>	<b>Special ED</b>
Approaches	83%	76%	93%	100%	50%	84%	0%
Meets	50%	48%	52%	75%	25%	48%	0%
Masters	9%	10%	7%	25%	0%	8%	0%
<b>Science</b>	<b>ALL Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Two or More Races</b>	<b>ECD</b>	<b>Special ED</b>
Approaches	98%	98%	100%	100%	-	98%	100%
Meets	75%	81%	65%	33%	-	73%	75%
Masters	26%	30%	24%	0%	-	24%	25%

### Student Academic Achievement Strengths

90% of Ned's students are approaching state standards on STAAR. Ned received an overall rating of met standard and earned 6 out of the 6 possible distinctions for elementary campuses.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Ninety percent of the students are passing, but only 26% are passing at the masters level. **Root Cause:** Teachers are not teaching to the depth and complexity of the student expectation.

**Problem Statement 2:** Only 9% (6 out of 66) of the 4th grade students mastered the Writing STAAR assessment. **Root Cause:** A writing program is needed to ensure alignment of skills from 1st to 4th grade and training on how to implement the writing student expectations.

**Problem Statement 3:** Ned did not meet Indicator 3 target for Closing the Gaps within the ELL student group for math. **Root Cause:** Academic vocabulary and SIOP strategies will need to be strengthened to help students make sufficient progress from grade level to grade level.

## School Processes & Programs

### School Processes & Programs Summary

Ned E. Williams Magnet STEAM Academy is a data-driven school where teachers utilize various resources to make informed decisions regarding planning, adjusting, and delivering instruction. Teachers deconstruct student expectations during PLCs to ensure lessons and activities are aligned to content verbs. Teachers are provided ample time during their plus day to meet with instructional coaches to plan, prepare, and model strategies that will help to ensure student growth and achievement. The administrator and teachers analyze data from campus and local assessments to determine which student expectations and specific skills need remediation. Once these areas are identified, adjustments will be made to the lesson planning and delivery and targeted instruction for specific students will be implemented. Students participate daily in a 45 minute targeted instructional time. Teachers use this time to work one-on-one and in small groups with identified students scoring below 50% on campus, local, and state assessments. Ned's administrator and curriculum support specialist are involved in the planning of lessons, modeling lessons for teachers, and conducting walk-throughs daily to identify areas of improvement and strengths. Conferences are held with teachers to discuss areas of reinforcement and refinement.

Ned is transitioning into a Magnet STEAM Academy with an engineering focus. This transition will increase the level of engagement and develop students and teachers who are inquirers, knowledgeable thinkers, communicators, principled risk-takers, and reflective. In order to prepare teachers for this transition, Ned E. Williams Magnet STEAM Academy and LISD Curriculum and Instruction department provide training to Ned's staff in the areas of Project Based Learning (PBL), Lesson Planning (Utilizing TEKS Resources Systems Components), Planning with the IFD, TEKS Breakdown, Reasoning Minds, STEM Teacher and Campus Certifications and STEAM. These trainings along with others will be ongoing throughout the year.

At Ned E. Williams Magnet STEAM Academy, there are 28 FTEs. Coming into the 2018-2019 school year, only 2 FTEs did not return. Out of the two, one received a promotion in another school district and one relocated with their spouse. This low attrition rate can be attributed to the family-oriented environment and the positive, collaborative culture that has been established at Ned. All teachers support and assist one another in ensuring that the needs of the students are top priority.



## **School Processes & Programs Strengths**

- Data-driven decision making
- Weekly PLC meetings to plan instruction, deconstruct SEs and practice instructional delivery
- Consistent feedback (T-TESS goals, PLC modeling sessions, walkthroughs, and appraisals)
- District and campus instructional coaches help to provide aligned, complex, open-ended activities that promote high-order thinking
- Utilization of web-based programs to improve gaps of at-risk students (Study Island, Blueprint, STAAR Readiness, and myON).
- Low teacher attrition rate/ability to retain highly qualified teachers
- TxBESS mentor program to support new teachers

## Perceptions

### Perceptions Summary

Ned E. Williams Magnet STEAM Academy has created a welcoming and safe school environment for students, staff, and parents. It is our goal to encourage parent involvement in the decision making of the students we serve and participate in activities on campus. Ned is working towards establishing a PTA program as well as our Mustang Men program which is comprised of dads and community members.

On the first day of school, our Mustang Men were on campus to greet students as they arrived to school. Ned will host a Let's T.A.L.K. (Teaching and Learning about Kids) session with parents. The administrative team met with parents in September to discuss campus data and expectations, as well as how we are incorporating our STEAM Magnet program with a focus in engineering into our classroom instruction. Students will have the opportunity to participate in JA in a day which is facilitated through Junior Achievement. Throughout the school year Ned will host other events to ensure families and community members are an integral part of the success of Ned.

Ned will utilize the Longview Voice, campus web page, newsletters and social media to promote the exciting extracurricular and co-curricular activities that are taking place at Ned.

In an effort to improve the health and wellness of staff and students, Ned will incorporate Wellness Wednesdays. This will comprise of healthy snack choices, fitness activities, a health fair, and activities that support healthy living.

### Perceptions Strengths

The activities/partnerships that occur/planned for the year include, but are not limited to:

- Student Recognition program each six weeks
- Donuts with Dad
- Mustang Men serve as mentors and volunteers
- STAAR Night
- Muffins with Mom
- Parent Programs
- Let's T.A.L.K.
- Campus STEAM Fair
- Boys & Girls Club
- JA in a day

- HBCU Fair
- Talent Show
- Math Explosion
- Local Service members serve as mentors and walk the campus helping to ensure safety of students

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

## 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 EL 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Attendance data

## Employee Data

- Campus department and/or faculty meeting discussions and data

# Goals


## Goal 1: Improve Recruitment and Retention of Quality Personnel

**Performance Objective 1:** Retain certified staff and recruit highly qualified teachers for vacancies


**Evaluation Data Source(s) 1:** Summative- look at number of teacher transfer request, attend job fairs, and work closely with HR to find highly qualified personnel

### Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) All staff will receive high quality, effective, relevant, and sustained professional development aligned with district goals and performance objectives.	2.4, 2.5, 2.6	Director of Curriculum, Curriculum & Instruction Department, Campus Instructional Support, Dist. Bilingual Department, Principal	Teachers will improve in content knowledge and instructional delivery.  Increase in Campus Accountability ratings.				
<b>Critical Success Factors</b> CSF 1 CSF 7  2) Participate in the LISD job fair in order to recruit teachers that meet certification requirements for the grade level and subject matter needed.	2.4, 2.5	Campus Curriculum Support, Principal	Lower teacher mobility rate and student performance will increase due to retention of highly qualified teachers.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

**Goal 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 2:** Foster relationships with universities to increase the number of student teachers at Ned

**Evaluation Data Source(s) 2:** Maintain communication with university professors that monitor student teacher field experience. Student teachers will be evaluated by principal, teacher, and university personnel.

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) Keep a dialogue open with local universities to place education majors to observe in the classrooms and then to partner with Ned to place the future educators as student teachers for both the fall and spring semesters.</p>	2.4, 2.5, 2.6	Personnel Director, Principal	<p>Increase teacher retention.</p> <p>District and campus will recoup previously trained professional staff that will help to improve student achievement.</p>				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 3:** Provide an on-going professional development plan for highly qualified staff.

**Evaluation Data Source(s) 3:** Teachers will be provided training from the district level, grade-level, and principal. Teachers will receive relevant PD based on individual needs and campus needs.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Novice teachers will be provided instructional planning and delivery support through Professional Learning Communities.</p> <p>Developing teachers and novice teachers will be assigned an effective teacher mentor.</p>	2.4, 2.5, 2.6	Mentors, Teacher leaders, District Curriculum support, Campus Curriculum support, Principal	<p>Instructional delivery and questioning will be improved through differentiated lesson and instructional planning/delivery with depth and complexity</p> <p>Improvement across T-TESS domains.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) Give more support to 0-2 year teachers to help them conform with district and campus expectations. Continue a common planning time for teachers in each grade level to collaborate and share best practices.</p>	2.4, 2.5, 2.6	Lead Teacher, Campus Curriculum Support, Principal	<p>Develop novice teacher into Master teachers</p> <p>Increase in the number of students scoring at the masters level in Domain 1</p> <p>Higher retention rate</p> <p>Improved teacher performance for mentors and mentees</p>				
<p style="text-align: center;">  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							



## Goal 2: Improve Communication and Delivery of Information to Parents and General Public

**Performance Objective 1:** Effective communication will be established between parents, community, and school.

**Evaluation Data Source(s) 1:** Utilize social media, school messenger system, and campus newsletters to disseminate information to parents.

Summative: Surveys will be conducted to analyze the effectiveness of parent communication.

### Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) Encourage parents and community members to utilize Let's Talk. Parents can use Let's Talk to communicate direct questions to the campus principal.		Principal	Principal will respond to parent questions and concerns within a 48 hour time period.				
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Invite parents and community to special school activities such as: Meet the Teacher Open House STEAM Night T.A.L.K. w/Principal Grade-level Programs	3.1, 3.2		Improve home-school connection.  Track parent participation through sign-in sheets and parent evaluations				

### Goal 3: All Schools Will Meet State Accountability Standards

**Performance Objective 1:** The campus will improve from 26% of the students scoring at the masters level in all content areas to 36% masters.

**Evaluation Data Source(s) 1:** Campus and District Assessments  
STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Utilize district content instructional specialists to monitor, model and coach teachers on best practices and implementing aligned curricular resources.</p>	2.4, 2.5, 2.6	District Specialist, Campus Curriculum Support, Principal	<p>Improvement in student SE mastery performance</p> <p>Close the gap between grade level TEKS/student expectation</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will Breakdown the Instructional Focus Document in planning meetings to ensure instruction and activities are aligned. Be intentional, by posing H.O.T. questions and making sure students are using academic language to respond.</p>	2.4, 2.5, 2.6	District Specialist, Campus Curriculum Support, Principal	<p>Increase the number of students scoring in Meets and Masters on Common Assessments &amp; STAAR.</p> <p>Walkthrough evaluations should reflect traits of a proficient teacher.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 3:** All Schools Will Meet State Accountability Standards

**Performance Objective 2:** Increase attendance rate to 97% or above.

**Evaluation Data Source(s) 2:** Recognize student attendance at the end of each six weeks by providing schoolwide and classroom incentives.

Teacher/student relationships are important to encourage student attendance.

Monitor attendance reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Recognize students with good citizenship, honor roll, good character, and perfect attendance each six weeks. Provide schoolwide and daily classroom incentives.</p>	2.4, 2.5, 2.6	Classroom Teachers, Counselor, Principal, Nurse	<p>Monitor attendance reports to ensure students demonstrate full day attendance with decrease tardiness and a decrease in early pick-up rates.</p> <p>Attendance impact campus accountability.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Chick-fil-A Partnership Core Essentials is a character education program, designed for grades 1-5, that provides simple, straightforward tools allowing schools to quickly incorporate character education into the curriculum.</p>	2.4, 2.5, 2.6	Campus Instructional Support, Classroom Teacher(s), Counselor(s), Principal, Support Team, Teacher(s)	<p>Positive feedback from families on about the program and the added value to families.</p>				





**Goal 3:** All Schools Will Meet State Accountability Standards

**Performance Objective 3:** Reduce the achievement gap on STAAR between the approaches grade level performance standards and the masters grade level performance standards.

**Evaluation Data Source(s) 3:** Complete walkthroughs weekly to ensure teachers her assessing students daily and using assessment data to remediate unmastered SEs.  
Consistent utilization of Blueprint, STAAR Readiness, and Study Island.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Analyze district and state assessment data to drive instructional decisions.</p> <p>Train teachers on how to analyze test items to recognize possible distractors and misconceptions.</p> <p>Train teachers on how to analyze data to determine whether a skill or SE needs remediation and formulate a plan.</p>	2.4, 2.5, 2.6	Classroom Teacher(s), District and Campus Curriculum Support, Dyslexia Teacher, ESL Teacher, Principal	<p>Increase the number of students in Quintile 4 (Meets) and 5 (Masters).</p> <p>Increase the percentage of students making at least a year or more of growth.</p> <p>Increase the number of Level 5 teachers on campus. (EVAAS)</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teacher will conduct in-school tutorials during their targeted instruction time. Identifying the lowest performing 7 students in their class.</p> <p>These students will be provided remediation on Readiness skills from previous grade-level in the highest tested reporting category.</p>	2.4, 2.5, 2.6	Classroom Teacher(s), District and Campus Curriculum Support, Dyslexia Teacher, ESL Teacher, Principal	Decrease in the number of students scoring at the approaches level				



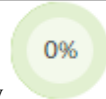

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 3:** All Schools Will Meet State Accountability Standards

**Performance Objective 4:** Meet all indicators in all areas under Domain 3: Closing the GAPS, specifically in Math for ELLs

**Evaluation Data Source(s) 4:** Campus, District, and State Assessment

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) During PLC meetings, teacher will model lessons to ensure instructional delivery is in depth.</p> <p>Analyze activities for content alignment</p> <p>Walkthroughs to look for SIOP strategies and utilization of academic vocabulary</p>		Principal, Campus/District support, ESL and Bilingual support	Indicator targets will be met  Decrease in Performance GAPS				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

## Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

**Performance Objective 1:** Provide teachers with resources and materials, technology, and training to ensure instructional delivery promotes higher cognitive levels that will promote student achievement.

**Evaluation Data Source(s) 1:** Teacher will utilize TEKS Resource System, Lead4Ward, and RPM to ensure alignment of SEs. Common Assessment data will be monitored for progress.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Utilize the TEKS Resource System's Instructional Focus Documents, Year at a Glance and Vertical Alignment document to ensure all instruction is aligned with state standards and taught at the appropriate level of rigor.</p> <p>Teachers will utilize Performance Assessments in TEKS Resource to assess student mastery.</p>	2.4, 2.5, 2.6	Curriculum & Instruction Dept., Bilingual, Dyslexia Teacher, Master Teachers, Principal, Campus Support	<p>Increased number of students identified as GT.</p> <p>Increasing the number of students scoring at the Masters level.</p> <p>Increased Post Secondary Readiness.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will have access to the math lab, literacy lab, and STEAM Makerspace rooms to get resources needed.</p> <p>These resources will provide a hands-on learning approach to improve student conceptual knowledge of the content.</p>	2.4, 2.5, 2.6	Curriculum & Instruction Dept., Bilingual, Dyslexia Teacher, Master Teachers, Principal, Campus Support	Increased performance in the area of Meets and Masters on local and state assessments.				





100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

**Goal 4:** All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

**Performance Objective 2:** Provide scaffold instruction to close student performance gaps and deliver instruction with depth and complexity needed to increase masters performance.

**Evaluation Data Source(s) 2:** Identify vertical SEs that are low at the campus level and utilize planning time for teachers to model lesson delivery to ensure skills are taught conceptually.

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Vertical teams will analyze specific student expectations and how they are taught; utilize resources that provide rigorous activities that promote mathematical, inferencing and scientific thinking</p>	2.4, 2.5, 2.6	Classroom Teacher(s), Campus/District Support, Principal	<p>Increased student achievement in all content areas.</p> <p>Student centered classrooms.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Utilize plus days to share/model teaching strategies, on specific SEs that data shows additional support is needed.</p> <p>Provide professional development for identified areas in need of improvement for teachers.</p>	2.4, 2.5, 2.6	Classroom Teacher(s), Campus/District Support, Principal	<p>Improvement in TEKS/SEs mastery</p> <p>Closing the gap between grade level TEKS/SEs</p> <p>Increased communication among classroom teachers - scaffold standards</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 4:** All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

**Performance Objective 3:** Increase writing performance for all students

**Evaluation Data Source(s) 3:** Teachers will track and monitor student writing progress. Student will maintain writing journal. Train parents on State Writing assessment rubric expectations.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Find an effective writing program .</p> <p>Provide students tools and strategies to increase writing performance through hands on learning experiences and frameworks to organize writing.</p> <p>Monitor the writing samples. of primary (1-2.)</p>	2.4, 2.5, 2.6	Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, District Writing Specialist, Principal	Increase the number of '4' ratings on writing.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Assess writing journals and portfolios during PLCs and grade-level meetings to ensure teachers are integrating writing across curriculum.</p>	2.4, 2.5, 2.6	Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, District Writing Specialist, Campus Support, Principal	Teachers should be able to see the writing process reflected in portfolios.  Students will be able to revise effectively their own compositions.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							



## Campus Planning and Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melanie Hamilton	Principal
Administrator	Dorcas Dunlap	Campus Curricular Support Specialist
Classroom Teacher	Tiara Roberson	Teacher
Classroom Teacher	Lisa Moore	Reading Support Specialist
Classroom Teacher	Stephany Long	Teacher
Classroom Teacher	Ariceliz Silva	Bilingual Teacher
Classroom Teacher	Sharon Collins	Teacher
Classroom Teacher	Maci Wilcox	Teacher
Classroom Teacher	LaTanya Garlon	Teacher
Parent	Danny Craig II	Parent