

**Longview Independent School District**  
**South Ward Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

Our mission is to deliver high quality instruction to each and every student at South Ward Elementary and to add value to the community that we serve. We will do that through developing strong relationships, consistent procedures, detailed planning, assessment and reflection, continuous learning, and having supportive, candid conversations.

# Vision

Our vision is to create a loving and supportive environment where we set high expectations, act on our values, and learn from our efforts. Our belief is that if we learn and grow as a staff, we will improve our ability for students to grow and succeed.

# Value Statement

- We value learning in all areas. Staff learning leads to student learning and parent learning. We will act on this by studying, experimenting, and reflecting.
- We believe that strong relationships allow for strong influence. We will act on this by greeting, listening, supporting, and going the extra mile.

# Table of Contents

Comprehensive Needs Assessment .....	4
Needs Assessment Overview .....	4
Demographics .....	5
Student Academic Achievement .....	7
School Processes & Programs .....	8
Perceptions .....	9
Comprehensive Needs Assessment Data Documentation .....	10
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 .....	20
Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science .....	24
Comprehensive Support Strategies .....	26
State Compensatory .....	27
Budget for South Ward Elementary: .....	27
Title I Schoolwide Elements .....	28
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	28
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	28
Campus Leadership Team .....	30

# Comprehensive Needs Assessment

Revised/Approved: October 08, 2018

## Needs Assessment Overview

Sources: TAPR Report 2015-2016, 2016-2017, Parent Survey, Staff Questionnaire

Summary from Campus Leadership Team:

1. Close the gap between AA and Hispanic/ White Students for Math and ELA
2. Clear and consistent expectations and procedures
3. Celebrations during the year, positive climate
4. Safety - More supervision during unstructured, transition times.
5. Increase number of students meeting mastery level in Math and ELA.

## **Demographics**

### **Demographics Summary**

Student Demographic Percentages:

Hispanic: 66.75%

AA: 28.72%

White: 2.77%

ECD: 94.5%

ELL: 50.6%

SE: 5.6%

Teacher Demographic Percentages:

Hispanic: 39.6%

AA: 38%

White: 22.4%

We have a diverse student and staff make-up.

### **Demographics Strengths**

Diverse student and staff make-up. Parents and teachers are committed to the campus. The teacher make-up allows us to teach and reach our student population. Teachers are active in the community and we have strong community resources that support our school.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We have student performance gaps by demographics. **Root Cause:** Inconsistent instructional delivery. Students are not engaged, challenged at a high level.

**Problem Statement 2:** Parents do not feel that their students have a safe and supportive environment. **Root Cause:** Inconsistent supervision and intervention by staff.

**Problem Statement 3:** Student disruption conflicts with student learning. **Root Cause:** Students not engaged in lesson.

**Problem Statement 4:** Staff feels like there are cliques within the staff, not all on the same page. **Root Cause:** Need cohesive culture, opportunities to collaborate.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

The campus met standard. However, our expectations this year are for our campus to earn distinctions. In order to do that we must prepare students to reach mastery level on their work.

### **Student Academic Achievement Strengths**

Our Hispanic students have comparatively scored much higher than the average. We believe that is due to the lesson structure of the Gomez and Gomez model.

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

**Problem Statement 1:** Students need both comprehension and higher order thinking activities in their lessons. **Root Cause:** Teachers need to be trained and held accountable in preparing lessons that prepare students to perform at mastery.

## School Processes & Programs

### School Processes & Programs Summary

Our processes are:

- Prepare lesson plans using the Gomez and Gomez model two weeks in advance, aligned and assessed with TEKS Resource System.
- Meet weekly in PLC grade level meetings to review and reflect on performance data and discuss planning for the next week to address performance and needs.
- Weekly peer observation, reflection, and feedback
- Bi-monthly professional development through the Plus schedule focused on teacher needs from student performance
- Student reading logs track and reward to build reading proficiency.

### School Processes & Programs Strengths

Strengths are:

- Systematic reflection and improvement
- Plans for excellence in learning
- Observation and feedback to improve teaching performance.
- Group efficacy through teaming which shows the highest effect size in instruction improvement.
- Student accountability and reward tied to highest area of need.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Lack of disciplined unified approach to teaching to mastery. **Root Cause:** Beliefs and processes need to be addressed and planned for in order for success.



## Perceptions

### Perceptions Summary

Perception is that there is uncertainty in the ability of staff to produce the student performance expected. Staff perception is that there is too much uncertainty, lack of clarity, and change of expectations. The staff for the most part has been here for a number of years. The challenge is to infuse new expectations, beliefs, and accountability on actions and processes.

### Perceptions Strengths

The vast majority of teachers have shown and expressed optimism in the work and the improvement in student performance.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Anxiety and frustration in teacher expectations. **Root Cause:** Need clarity and consistency in expectations and feedback on performance.

**Problem Statement 2:** Anxiety and frustration in teacher expectations. **Root Cause:** Need clarity and consistency in expectations and feedback on performance.

# 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
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- Postsecondary college, career or military-ready graduates data

- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- Prekindergarten Self-Assessment Tool

### **Student Data: Student Groups**

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

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- 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
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals





Revised/Approved: October 08, 2018

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

**Performance Objective 1:** Provide meaningful professional development for teacher success.

**Evaluation Data Source(s) 1:** PD agendas  
TTESS evaluations

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7 1) Provide professional development during PLUS day training.	2.4, 2.5, 2.6	Principal	Higher impact teaching and teacher self-image, due to higher mastery.				
Problem Statements: Demographics 1, 4 - School Processes & Programs 1 - Perceptions 1							
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 7 2) Conduct Weekly PLC meetings to collaborate for quality lessons.	2.4, 2.5, 2.6	Curriculum Support	High quality lessons and intervention and enrichment planning.				
Problem Statements: Demographics 1, 4							
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### Performance Objective 1 Problem Statements:

<b>Demographics</b>
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**Problem Statement 1:** We have student performance gaps by demographics. **Root Cause 1:** Inconsistent instructional delivery. Students are not engaged, challenged at a high level.

**Problem Statement 4:** Staff feels like there are cliques within the staff, not all on the same page. **Root Cause 4:** Need cohesive culture, opportunities to collaborate.

**School Processes & Programs**

**Problem Statement 1:** Lack of disciplined unified approach to teaching to mastery. **Root Cause 1:** Beliefs and processes need to be addressed and planned for in order for success.

**Perceptions**

**Problem Statement 1:** Anxiety and frustration in teacher expectations. **Root Cause 1:** Need clarity and consistency in expectations and feedback on performance.

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

**Performance Objective 2:** Create and manage a staff appreciation and recruitment system.

**Evaluation Data Source(s) 2:** Staff Surveys

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6  1) Monthly Teacher of the Month Appreciation Gift Card and gift cards for outstanding work.		Principal	Reported increase in teacher satisfaction. At 10% from baseline.				
Problem Statements: Demographics 4 - School Processes & Programs 1 - Perceptions 1							
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7  2) Attend Recruitment events for regular and bilingual teaching positions.	2.4, 2.6	Principal	Pool of potential teachers for all needed positions. At least two quality candidates for each position.				
Problem Statements: Demographics 4							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 4:</b> Staff feels like there are cliques within the staff, not all on the same page. <b>Root Cause 4:</b> Need cohesive culture, opportunities to collaborate.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Lack of disciplined unified approach to teaching to mastery. <b>Root Cause 1:</b> Beliefs and processes need to be addressed and planned for in order for success.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Anxiety and frustration in teacher expectations. <b>Root Cause 1:</b> Need clarity and consistency in expectations and feedback on performance.



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

**Performance Objective 1:** 15% improvement in parent surveys on communication

**Evaluation Data Source(s) 1:** Parent Survey Data

### 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 3 CSF 5 CSF 6  1) Use multiple methods of communication: email, calls, face to face, social media, surveys to keep parents informed and to receive feedback.		School Messenger Surveys Newsletters	Parents report feeling more informed.				
Problem Statements: Demographics 2							
<b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6  2) Have monthly parent informational meetings to have two-way dialogue on campus improvement.	3.1, 3.2	Principal	10% increase in answering positive on parent survey questions on feeling informed.				
Problem Statements: Demographics 2, 3							

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Parents do not feel that their students have a safe and supportive environment. <b>Root Cause 2:</b> Inconsistent supervision and intervention by staff.
<b>Problem Statement 3:</b> Student disruption conflicts with student learning. <b>Root Cause 3:</b> Students not engaged in lesson.

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

**Performance Objective 2:** Collaborate with parents and community on activities and field trips/ learning opportunities outside of the classroom for all students.

**Evaluation Data Source(s) 2:** Meeting minutes

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6  1) Plan monthly parent meetings for year-round dialogue with ample time to plan well.	2.6, 3.1, 3.2	Counselor	Improved communication between campus and parents.				
Problem Statements: Demographics 1, 2							

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> We have student performance gaps by demographics. <b>Root Cause 1:</b> Inconsistent instructional delivery. Students are not engaged, challenged at a high level.
<b>Problem Statement 2:</b> Parents do not feel that their students have a safe and supportive environment. <b>Root Cause 2:</b> Inconsistent supervision and intervention by staff.

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

**Performance Objective 3:** Create and update website and Facebook pages to engage parents in school efforts.

**Evaluation Data Source(s) 3:** Website and Facebook updates  
Parent Survey

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6  1) Weekly meeting with staff to plan and account for messaging.	2.6	Principal	More parent engagement				
Problem Statements: Demographics 1, 2							

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> We have student performance gaps by demographics. <b>Root Cause 1:</b> Inconsistent instructional delivery. Students are not engaged, challenged at a high level.
<b>Problem Statement 2:</b> Parents do not feel that their students have a safe and supportive environment. <b>Root Cause 2:</b> Inconsistent supervision and intervention by staff.

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

**Performance Objective 1:** Increase the number of AA students meeting state standard by 15% and Hispanic students increase by 10%

**Evaluation Data Source(s) 1:** Common Assessment Data

Simulation Data

State Accountability Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 1) Create a RISE period to address Response to Intervention and Enrichment		Observations DMAC data	Improvement of performance from assessment to assessment.				
	Problem Statements: Demographics 1						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 2) Train staff on DMAC RtI reporting and tracking		DMAC data	Student performance Updated DMAC records				
	Problem Statements: Demographics 1, 2 - School Processes & Programs 1						

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> We have student performance gaps by demographics. <b>Root Cause 1:</b> Inconsistent instructional delivery. Students are not engaged, challenged at a high level.
<b>Problem Statement 2:</b> Parents do not feel that their students have a safe and supportive environment. <b>Root Cause 2:</b> Inconsistent supervision and intervention by staff.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Lack of disciplined unified approach to teaching to mastery. <b>Root Cause 1:</b> Beliefs and processes need to be addressed and planned for in order for success.

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

**Performance Objective 2:** Have a system of building reading capacity through activities such as weekly reading logs, myOn, Read 180, providing free reading material.

**Evaluation Data Source(s) 2:** Materials

Reading logs

myOn

Read 180

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6  1) Implement a system of tracking reading through logs and myOn with reinforcement for consistent practice in reading.	2.4, 2.5, 2.6, 3.1	Lead Teachers Curriculum Support	Students will improve reading skills through increased practice and dialogue with parents.				
Problem Statements: Demographics 1, 3							

**Performance Objective 2 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 1:</b> We have student performance gaps by demographics. <b>Root Cause 1:</b> Inconsistent instructional delivery. Students are not engaged, challenged at a high level.
<b>Problem Statement 3:</b> Student disruption conflicts with student learning. <b>Root Cause 3:</b> Students not engaged in lesson.

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

**Performance Objective 3:** Utilize a daily Response to Intervention and Student Enrichment with a tracking and response system.

**Evaluation Data Source(s) 3:** Observation  
DMAC RtI data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Provide a systematic accountability process for student interventions for student centered learning.	2.4, 2.5, 2.6	Counselor	Students are receiving supports and interventions to ensure growth.				
Problem Statements: Demographics 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1							
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**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> We have student performance gaps by demographics. <b>Root Cause 1:</b> Inconsistent instructional delivery. Students are not engaged, challenged at a high level.
<b>Problem Statement 2:</b> Parents do not feel that their students have a safe and supportive environment. <b>Root Cause 2:</b> Inconsistent supervision and intervention by staff.
<b>Problem Statement 3:</b> Student disruption conflicts with student learning. <b>Root Cause 3:</b> Students not engaged in lesson.
<b>Problem Statement 4:</b> Staff feels like there are cliques within the staff, not all on the same page. <b>Root Cause 4:</b> Need cohesive culture, opportunities to collaborate.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Lack of disciplined unified approach to teaching to mastery. <b>Root Cause 1:</b> Beliefs and processes need to be addressed and planned for in order for success.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Anxiety and frustration in teacher expectations. <b>Root Cause 1:</b> Need clarity and consistency in expectations and feedback on performance.

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

**Performance Objective 4:** Implement a two-way dual language enrichment program starting 1st grade this year with a plan to add a grade every year.

**Evaluation Data Source(s) 4:** Observation

Products  
Lesson Plans

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  1) Provide support for implementation of two way bilingual enrichment through school visits and special training with coaching on site.		Principal	Students will improve learning through language enrichment around content.				
Problem Statements: Demographics 1, 4 - School Processes & Programs 1 - Perceptions 1							

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> We have student performance gaps by demographics. <b>Root Cause 1:</b> Inconsistent instructional delivery. Students are not engaged, challenged at a high level.
<b>Problem Statement 4:</b> Staff feels like there are cliques within the staff, not all on the same page. <b>Root Cause 4:</b> Need cohesive culture, opportunities to collaborate.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Lack of disciplined unified approach to teaching to mastery. <b>Root Cause 1:</b> Beliefs and processes need to be addressed and planned for in order for success.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Anxiety and frustration in teacher expectations. <b>Root Cause 1:</b> Need clarity and consistency in expectations and feedback on performance.

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





**Performance Objective 1:** 10% increase of students scoring mastery in each state testing subject area.

**Evaluation Data Source(s) 1:** Common Assessment Data

State Simulation Data

State Accountability Data

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Create and enforce universal lesson structure to ensure important lesson cycle components are included along with student performance tracking and intervention		Curriculum Support	Higher quality lessons leading to mastery level learning				
	Problem Statements: Demographics 1, 3, 4 - School Processes & Programs 1 - Perceptions 1						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Utilize the DMAC Local Assessment, TTESS, and RTI systems for tracking and documenting student performance and teacher effectiveness.		Curriculum Support	Increased growth for each students every three week cycle				
	Problem Statements: Demographics 1, 2, 3, 4 - School Processes & Programs 1 - Perceptions 1						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Weekly PLC meetings to plan, reflect, and adjust teacher behavior to improve student behavior	2.4	Curriculum Support	Improved curriculum alignment and instructional strategies.				
	Problem Statements: Demographics 1, 4 - School Processes & Programs 1 - Perceptions 1						
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**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> We have student performance gaps by demographics. <b>Root Cause 1:</b> Inconsistent instructional delivery. Students are not engaged, challenged at a high level.
<b>Problem Statement 2:</b> Parents do not feel that their students have a safe and supportive environment. <b>Root Cause 2:</b> Inconsistent supervision and intervention by staff.
<b>Problem Statement 3:</b> Student disruption conflicts with student learning. <b>Root Cause 3:</b> Students not engaged in lesson.
<b>Problem Statement 4:</b> Staff feels like there are cliques within the staff, not all on the same page. <b>Root Cause 4:</b> Need cohesive culture, opportunities to collaborate.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Lack of disciplined unified approach to teaching to mastery. <b>Root Cause 1:</b> Beliefs and processes need to be addressed and planned for in order for success.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Anxiety and frustration in teacher expectations. <b>Root Cause 1:</b> Need clarity and consistency in expectations and feedback on performance.

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide professional development during PLUS day training.
1	1	2	Conduct Weekly PLC meetings to collaborate for quality lessons.
2	2	1	Plan monthly parent meetings for year-round dialogue with ample time to plan well.
3	1	1	Create a RISE period to address Response to Intervention and Enrichment
3	1	2	Train staff on DMAC RtI reporting and tracking
3	2	1	Implement a system of tracking reading through logs and myOn with reinforcement for consistent practice in reading.
3	3	1	Provide a systematic accountability process for student interventions for student centered learning.
4	1	1	Create and enforce universal lesson structure to ensure important lesson cycle components are included along with student performance tracking and intervention
4	1	2	Utilize the DMAC Local Assessment, TTESS, and RtI systems for tracking and documenting student performance and teacher effectiveness.
4	1	3	Weekly PLC meetings to plan, reflect, and adjust teacher behavior to improve student behavior

# State Compensatory

## Budget for South Ward Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Supplies and Services</b>		
199 E 11 63	6329 Reading Materials	\$5,650.00
199 E 11 63	6391 General Supplies - Locally Defined	\$33,912.00
199 E 11 63	6399 General Supplies	\$4,256.00
<b>6300 Subtotal:</b>		<b>\$43,818.00</b>
<b>6400 Other Operating Costs</b>		
199 E 11 63	6411 Employee Travel	\$5,288.00
<b>6400 Subtotal:</b>		<b>\$5,288.00</b>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Comprehensive needs Assessment was conducted with multiple sources of data and analyzed by the Campus Improvement Team.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus Improvement Plan was reviewed with the entire campus staff and was given the opportunity to provide input during the meeting or at a later date.

### **2.2: Regular monitoring and revision**

Campus Improvement Plan is a standing item on the Campus Improvement Team meeting agenda.

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

Campus Improvement Plan will be posted in English and Spanish on website once approved by the board.

### **2.4: Opportunities for all children to meet State standards**

Campus Improvement Plan contains strategies to ensure all children meet or exceed state standards.

### **2.5: Increased learning time and well-rounded education**

The Campus Improvement Plan provides time for extended learning and opportunities for students to learn outside of the classroom.

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

The Campus Improvement Plan has components that include the tracking and documentation of instructional and intervention effectiveness.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Campus Compact and Family engagement was shared with all parents.

**3.2: Offer flexible number of parent involvement meetings**

Plans for parent involvement in numerous activities have been planned throughout the year.

## Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Joaquin Guerrero	Principal
Non-classroom Professional	Cassandra James	Curriculum Support
Classroom Teacher	Shanekwa Wrighten	Lead Teacher
Classroom Teacher	Naomi Odum	Lead Teacher
Classroom Teacher	Rebekah Hernandez	Lead Teacher
Classroom Teacher	Treva Patterson	Lead Teacher
Classroom Teacher	Janice Preston	Lead Teacher
Parent	Carlette Yett	Parent Rep
Non-classroom Professional	Susan Moon	Counselor