



## Campus Improvement Plan

# LONGVIEW INDEPENDENT SCHOOL DISTRICT

## South Ward Elementary 2016-2017

**Accountability Rating**

**Met Standard**

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# Background

The South Ward Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in AISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 Campus Plan of Action, the South Ward Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval in the regularly scheduled \_\_\_\_\_ meeting.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

# Campus Composition

## Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	325	49.17%	American Indian – Alaskan Native	1	0.15%
Male	336	50.83%	Asian	0	0.00%
			Black – African American	209	31.62%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	1	0.15%
Hispanic-Latino	418	63.24%	White	25	3.78%
			Two-or-More	7	1.06%

## Student by Program

## Other Student Information

Bilingual	274	41.45%	At-Risk	449	67.93%
English as a Second Language (ESL)	38	5.75%	Economically Disadvantaged	631	95.46%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	0	0.00%
Free Lunch Participation	608	91.98%	Immigrant	7	1.06%
Reduced Lunch Participation	23	3.48%	Limited English Proficient	324	49.02%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	4	0.61%	Military Connected	0	0.00%
Special Education (SPED)	24	3.63%	Foster Care	0	0.00%
Title I Participation	661	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	12	1.82%	Section 504 (No Section 504 File for 2016)	0	0.00%

# South Ward Elementary

## **Mission**

*South Ward's promise and commitment is to provide all students a quality education that will enable them to achieve district and state reading, math, writing, science, and social studies grade level performance expectations. We will provide an exemplary education in a safe and positive environment that will enable students to become effective communicators, inspired learners, resourceful thinkers, productive workers, and responsible citizens.*

## **Vision**

*South Ward's vision is for all students to become effective communicators, critical thinkers, and creative problem solvers who are academically successful, and college/career ready.*

### Nondiscrimination Notice

South Ward Elementary does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# South Ward Elementary Site Base

Name	Position
Beall, Tieraney	Parent Representative
Briley, Carl	Principal
Callejas, Eunice	Dyslexia Teacher
Garrett, Dorothy	Community Representative
Harris, Cynthia	Parent Representative
Johnson, Brandon	Business Representative
Johnson, Pat	District Representative
Jones, Carolyn	Parent Representative
Mitchell, Carlton	Business Representative
Moon, Susan	Counselor
Smith, Fozzie	PK/K Teacher
Smith, Tisa	Curriculum Support
Stephens, Kathy	Business Representative
Wrighten, Shanekwa	Fifth Grade Teacher

# Resource Allocations

Resource	Source	Amount
IDEA Special Education	Federal	
Title I	Federal	
Title I FTE Amounts	Federal	
Title I-FTE	Federal	
Title III Bilingual/ESL	Federal	
Instructional	Local	
District Benchmarks	Other	
District Staff Development	Other	
Region VII	Other	
Region VII ESC	Other	
State Comp Ed (at campus level)	Other	
TEKS Resources System	Other	
Title I (at campus level)	Other	
Local Funds	State	\$50,150
SCE-FTE	State	
State Compensatory	State	

# No Child Left Behind Performance Goals

*(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)*

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.



## 10 COMPONENTS OF A TITLE I, PART A SCHOOLWIDE PROGRAM

A schoolwide program shall include the following:

1. A **comprehensive needs assessment** of the school that is based on the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
  - a. Content Standards = Texas Essential Knowledge and Skills (TEKS)
  - b. Achievement Standards = STAAR & TAPR
2. **Schoolwide reform strategies** that:
  - a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b. Use effective methods and instructional strategies that are based on scientifically based research that address the needs of all children:
    - Strengthen the core academic program.
    - Increase the amount and quality of learning time such as providing an extended school year, summer program, and before- and after-school tutoring.
    - Enrich and accelerate the curriculum.
    - Include strategies for meeting the needs of historically underserved populations.
    - Address how the school will determine if such needs have been met.
    - Determine if the strategies are consistent with and designed to implement the District and Campus Improvement Plans.
3. Instruction by **highly qualified teachers and paraprofessionals**.
4. **High-quality and ongoing professional development** for teachers, principals, and paraprofessionals to enable all children to meet the State's student academic achievement standards.
5. **Campuses utilize strategies to attract and retain highly qualified staff**.

6. Strategies to increase **parental involvement**.
  - a. Convene an annual meeting, at a convenient time, to inform parents of their school's participation and to explain the requirements of Title I, Part A and the rights of parents to be involved.
  - b. Involve parents in an organized, on-going, and timely review and improvement of the program.
  - c. Allow for regular and flexible meetings for parents and enable them to give input.
  - d. Offer resources for parents that assist them with their effort to help their children achieve.
  - e. Develop a school-parent compact that outlines how parents, staff, and students share the responsibility for improved academic achievement.
7. **Plans for assisting preschool children transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** that provide information to improve the achievement of individual students or the overall instructional program.
9. **Effective, timely additional assistance** to ensure that students' difficulties are identified and assistance is provided.
10. **Coordination and integration of Federal, State, and local services and programs** including violence prevention programs, housing programs, Head Start, adult education, vocational and technical education and job training.

**Every student a learner...Every learner a graduate...Every graduate a success!**

**TEXAS EDUCATION AGENCY**  
**2016 Accountability Summary**  
 SOUTH WARD EL (092903124) - LONGVIEW ISD

**Accountability Rating**

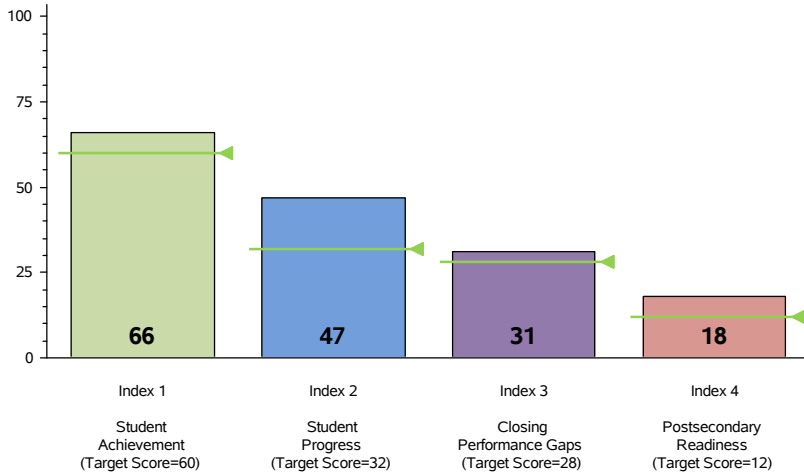
**Met Standard**

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

**Distinction Designation**

Academic Achievement in ELA/Reading	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Mathematics	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Science	<b>NO DISTINCTION EARNED</b>
Academic Achievement in Social Studies	<b>NOT ELIGIBLE</b>
Top 25 Percent Student Progress	<b>NO DISTINCTION EARNED</b>
Top 25 Percent Closing Performance Gaps	<b>NO DISTINCTION EARNED</b>
Postsecondary Readiness	<b>NO DISTINCTION EARNED</b>

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary
Campus Size	660 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	95.6
Percent English Language Learners	49.1
Mobility Rate	15.8

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	428	650	66
2 - Student Progress	377	800	47
3 - Closing Performance Gaps	437	1,400	31
4 - Postsecondary Readiness			
STAAR Score	18.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		18

**System Safeguards**

Number and Percentage of Indicators Met	
Performance Rates	12 out of 19 = 63%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>22 out of 29 = 76%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Status Report**  
 SOUTH WARD EL (092903124) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y						Y		Y		4	5	80
Mathematics	Y	N	Y						Y		Y		4	5	80
Writing	Y	N	Y						Y		Y		4	5	80
Science	N		N						N		N		0	4	0
Social Studies													0	0	
<b>Total</b>													<b>12</b>	<b>19</b>	<b>63</b>

<b>Performance Status - Federal</b>															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			

<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y			Y	5	5	100
Mathematics	Y	Y	Y						Y			Y	5	5	100
<b>Total</b>													<b>10</b>	<b>10</b>	<b>100</b>

<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	

<b>District: Met Federal Limits on Alternative Assessments</b>															
<b>Reading</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Mathematics</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Total</b>															

**Overall Total** **22**    **29**    **76**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Performance and Participation Data Table**  
**SOUTH WARD EL (092903124) - LONGVIEW ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Level II Satisfactory Standard	162	38	119	**	-	-	-	*	152	*	101	n/a
Total Tests	246	76	162	**	-	-	-	*	233	*	137	123
% at Level II Satisfactory Standard	66%	50%	73%	71%	-	-	-	*	65%	*	74%	n/a
<b>Mathematics</b>												
# at Level II Satisfactory Standard	173	39	129	**	-	-	-	*	163	*	114	n/a
Total Tests	246	76	162	**	-	-	-	*	233	*	137	123
% at Level II Satisfactory Standard	70%	51%	80%	71%	-	-	-	*	70%	*	83%	n/a
<b>Writing</b>												
# at Level II Satisfactory Standard	57	**	43	*	-	-	-	-	53	*	37	n/a
Total Tests	88	**	56	*	-	-	-	-	81	*	49	40
% at Level II Satisfactory Standard	65%	45%	77%	*	-	-	-	-	65%	*	76%	n/a
<b>Science</b>												
# at Level II Satisfactory Standard	36	**	27	*	-	-	-	-	34	*	21	n/a
Total Tests	70	**	48	*	-	-	-	-	66	*	36	32
% at Level II Satisfactory Standard	51%	38%	56%	*	-	-	-	-	52%	*	58%	n/a
<b>Social Studies</b>												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	290	99	178	**	-	-	-	*	275	14	n/a	132
Total Students	290	99	178	**	-	-	-	*	275	14	n/a	132
Participation Rate	100%	100%	100%	100%	-	-	-	*	100%	100%	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	288	98	177	**	-	-	-	*	273	14	n/a	131
Total Students	289	98	178	**	-	-	-	*	274	14	n/a	132
Participation Rate	100%	100%	99%	100%	-	-	-	*	100%	100%	n/a	99%

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- A balanced and highly qualified staff
- 40% of teachers are Hispanic
- Culturally sensitive students and staff
- 19% of teachers are male

### Demographics Weaknesses

- Three unfilled teacher positions - two are Bilingual
- A high student mobility rate
- A declining student enrollment
- Lack of behavioral support for students experiencing behavior challenges

### Demographics Needs

- Two Bilingual teachers
- One Head Start teacher
- Bilingual Speech Teacher
- Bilingual Special Education Teacher
- Fewer African American males identified for Special Education

### Demographics Summary

There has been a slow and steady decline in the overall enrollment at South Ward, however, the difference in the percentage of African Americans and Hispanics remaining relatively constant. The 2016-2017 enrollment reflects the follow numbers: Females-294, Males-331. The total enrollment of 625 is lower than the 2015-2016 enrollment and includes overflow students. of these numbers, 41 are White, 198 are African American, and 378 are Hispanic.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

The special enrollment has reflected a high percentage of African Americans and the majority of these are males. There is, however, an increasing number of Hispanic students being referred, tested, and qualifying for Special Education. The same trend exists for students receiving services for dyslexia. For the past three years there have not been any students to exit these programs but there have been gains in achievement.

At-risk students at South Ward are coded as Limited English Proficient, Bilingual, Special education, those with poor reading skills, those failing core subjects, or demonstrated unsatisfactory performance in Reading and Math on STAAR. South Ward does not presently have migrant students enrolled. The mobility rate for South Ward is 15.8% and the stability rate is 84.2. Most students enrolled at South Ward come from within the attendance zone, however, there are students being overflowed from Ware Elementary due to over enrollment and from Ned Williams because several upper grade levels do not have Bilingual classes.

## Student Achievement

### Student Achievement Strengths

- Effective interventions
- High Hispanic test scores
- Multiple data sources
- Campus and district curriculum support
- Grade level PLC Collaborations
- Student Progress
- Two Dyslexia Teachers
- ESL Teacher
- Two Special Education Teachers

### Student Achievement Weaknesses

- Low African American Reading, Math, Writing, and Science STAAR Scores
- Percentage of commended performers
- Performance gap between African American and Hispanic Students

### Student Achievement Needs

# Comprehensive Needs Assessment

- Sustained reading gains for K to 2nd students
- Improved African American STAAR scores in every content area
- Improved overall improved STAAR Science scores
- Timely effective interventions
- Behavior intervention strategies
- Additional budget to purchase necessary supplies, materials, and resources

## Student Achievement Summary

Student Achievement data is disaggregated by content area, all students, African American, Hispanic, White, Economically disadvantaged, English Language Learner, and Special Education. The achievement data presently reflects a significantly higher performance by Hispanic students than African American and White students. male students tend to perform higher in Math and science and female students perform higher in Reading and Writing. Most students, African American Hispanic, and White are making progress each year even though some are not scoring at the expected levels. Intervention programs positively impact both the passing rates and student progress. Students are presently demonstrating higher achievement in math than in Reading and Writing. Performance in Science has been and remains a major area of concern for our students. Teachers are receiving training, new effective well-aligned materials, and will receive modeling and coaching in order to improve student science performance. Also, a commitment to conduct weekly investigations and to use Science journals will also help to improve Science scores. Also, with the passing standard increasing this year, if students who were successful performed at the same level this year they would not be successful on this year's test.

## School Culture and Climate

### School Culture and Climate Strengths

- High expectations
- Positive and supportive learning environment
- Good student/staff attendance rate
- Good Hispanic parent involvement
- Safe learning environment
- Uniforms
- Consistent campus behavior plan

### School Culture and Climate Weaknesses



# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

- Student tardiness
- District-level support for students experiencing emotional difficulties
- Confrontational behavior by some African American parents

## School Culture and Climate Needs

- Increased AA parent involvement
- Tardiness reduction
- Consistent Bullying Program
- Counselor counseling students
- Ongoing mentoring program

## School Culture and Climate Summary

Students describe the school climate at South Ward as positive, encouraging, has high expectations, motivating, caring/loving, comfortable, focused, safe, fun, and exciting. Students who are experiencing behavioral difficulties, academic difficulties and have difficulty making friends tend to not describe the school as positively. Most staff members describe the school in much the same way as students, but those who have difficulty managing student behavior and have some behaviorally challenging behaviors to have different opinions of these students but not of the school as a whole.

There is not a large number of students who display disruptive behavior and of those who do, the highest percentage is African American males, then Hispanic males, African American females, white students, and Hispanic females. Most classrooms are well-organized and have consistent high expectations for appropriate student behavior. Within the past three years there have not been any incidents of gang activity, substance abuse, or weapons brought to school. Student academic achievement tends to mirror the order of the demonstrated behavioral difficulties with the exception of Hispanic females who outperform White students.

Hispanic students have the overall highest attendance rate but students who are absent for some of the highest totals are Hispanic. Others tend to accompany their parents out of town or back to Mexico for large numbers of days. For the most part, there tends to be a pattern of tardiness with the same students accumulating the highest numbers of days that they are tardy.

There are periodic concerns about the physical appearance of the school, but for the most part teachers, students, and parents are pleased with the physical appearance of the school. This pleasing physical appearance and cleanliness have a direct impact on the positive climate and the positive perception others have of the school.

## Staff Quality, Recruitment and Retention

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

- Most teachers are appropriately certified for the grade and content area they are teaching.
- All instructional assistants have the certification necessary to work in their positions
- Teachers who are not completely certified are enrolled in alternative certification programs, are satisfying the requirements of the program and are, therefore, considered highly qualified. long-term substitutes.
  - A yearly Recruitment EXPO, attending job fairs at colleges and universities, have attended a hiring event in Puerto Rico, communicates with alternative certification programs regarding the availability of certified teacher candidates, and relies on current employee referrals in order to fill vacancies.
  - Campus and district training has been conducted and is ongoing for math, science, writing, reading, lesson planning, and on the new materials purchased to ensure that teachers are able to use them correctly and effectively.
  - TXBESS Mentoring Program

## Staff Quality, Recruitment and Retention Weaknesses

- Three open teacher positions
- Shortage of highly qualified Bilingual teacher applicants
- Capacity building systems

## Staff Quality, Recruitment and Retention Needs

- Two Bilingual teachers
- One Head Start teacher
- More timely posting of positions and hiring

## Staff Quality, Recruitment and Retention Summary

Most teachers are appropriately certified for the grade and content area they are teaching. All instructional assistants have the certification necessary to work in their positions. Teachers who are not completely certified are enrolled in alternative certification programs, are satisfying the requirements of the program and are, therefore, considered highly qualified. Three classes are without fully certified teachers and are staffed by long-term substitutes. Two of these are Bilingual classes which is presently the most difficult category of certified teachers to find and hire. LISD is hosting a yearly Recruitment EXPO, attending job fairs at colleges and universities, have attended a hiring event in Puerto Rico, communicates with alternative certification programs regarding the availability of certified teacher candidates, and relies on current employee referrals in order to fill vacancies.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

Considerable efforts are also being made to retain the highly qualified staff in each the schools, specifically at South Ward through efforts to establish a positive school climate, providing extra support to new teachers, assigning a mentor at the campus level to consult and provide support, providing the necessary materials and resources, and making efforts to have high levels of parent support. LISD also schedules monthly TXBESS training for mentors and mentees to ensure that new teachers are equipped what the knowledge and expertise to be successful.

Campus and district training has been conducted and is ongoing for math, science, writing, reading, lesson planning, and on the new materials purchased to ensure that teachers are able to use them correctly and effectively.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

- TEKS Resource System
- DMAC
- Lead4ward
- Effective lesson planning
- Well-aligned resources and technology program.
- Curriculum specialists provide pacing guides each six weeks and also develop modified YAGs to ensure that teachers have knowledge of the sequence and rigor of instruction required for student success on STAAR
- Campus level curriculum support

### Curriculum, Instruction and Assessment Weaknesses

- Teacher knowledge of effective instructional practices
- Use of data to inform instruction
- Low-level instruction

### Curriculum, Instruction and Assessment Needs

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs (Continued)

- Additional Technology resources
- Funds for educational materials and resources
- High-level materials correlated to STAAR
- Effective math/science/writing instruction
- Effective math/science/writing/reading training

## Curriculum, Instruction and Assessment Summary

Teachers receive training on the TEKS Resource System, DMAC, and Lead4ward to ensure that they have the knowledge of the TEKS and the sequence of instruction to ensure the provision of timely effective instruction. Teachers have received training on effective lesson planning and also have access to well-aligned resources and technology programs. Curriculum specialists provide pacing guides each six weeks and also develop modified YAGs to ensure that teachers have knowledge of the sequence and rigor of instruction required for student success on STAAR.

Teachers utilize data from past STAAR tests, TPRI, Tejas LEE, BAS, PMI, and campus and district assessments to enable them to effectively plan and provide instruction. The curriculum resources provide a map of the sequence of instruction and assessments are aligned with this sequence. They are able to utilize Blooms Taxonomy and the specificities of the TEKS to ensure that instruction, activities, and assessment are aligned with the rigor of the TEKS. Data talks are held at the conclusion of each assessment to highlight student performance and to ensure that appropriate and effective interventions are provided to students to improve performance.

Assessments are based on the curriculum and include items that have been pretested to eliminate bias. Teachers and curriculum specialist review the test items prior to administering the assessments to insure that the test items are appropriate and represent the instruction that has been provided to students. Students' performance on assessments usually mirrors their performance in the classroom and eventually on the end of year state and district tests.

## Family and Community Involvement

### Family and Community Involvement Strengths

- Communities In Schools
- Letourneau University partnership
- Partnerships with Churches
- Strong Hispanic parent involvement
- Active PTA
- Parent involvement activities

### Family and Community Involvement Weaknesses

# Comprehensive Needs Assessment

- African American parent involvement
- Financial resources to provide involvement activities
- Family referral resources
- Parent training

## Family and Community Involvement Needs

- Increased African American parent involvement
- Parent Resource Center
- Parent training classes

## Family and Community Involvement Summary

Significantly large numbers of parents attend training and meaningful support activities that are provided by the school, the communities in schools site person, by the district, and by various community groups. Curriculum meetings are scheduled for every grade level so that teachers can share a detailed review of the learning expectations for the year, what students need to do in order to be successful, and the type of support needed from parents and guardians to help ensure student success. Content specific training, make-it-take it sessions, read-ins, awards assemblies, science fair, field day, PTA meetings, vocabulary parade, and school programs. All parents are invited to attend, however, there is a huge difference in the numbers of Hispanic parents who attend and the number of African American parents who attend. The Hispanic parents attend the activities in large numbers and African American parents in small numbers. Training specific to mothers and to fathers are scheduled to focus on parenting and school support. Area churches, Boys and Girls Club, Buckner Family Services, Forever Friends, Letourneau University, and other private community businesses and agencies provide support to parents, students and the school.

## School Context and Organization

### School Context and Organization Strengths

- Curriculum specialist who provide support to schools by modeling instruction, observing instruction and making recommendations for improvement, provides training, recommending materials and resources, provides instruction and tutorials to students, supplies teachers with pacing guides, YAGs, assessments, and data disaggregation.

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

- Teachers implement the ninety-minute reading block and the ninety-minute math block and incorporate stations during the guided reading and guided math instruction
- Grade level PLCs twice during the week to plan lessons, review data, and share instructional strategies
- Vertical teaming and cross curriculum partnerships help to boost state and district test scores.
- Support staff provides individual and small group instruction to students in areas where they are experiencing difficulty.
- Teachers pull small groups and schedule stations for the rest of the class. Tutorials are scheduled for at-risk students.

## School Context and Organization Weaknesses

- Performance on district tests
- Parent training
- Parent support of students' education

## School Context and Organization Needs

- Extracurricular activities
- After school programs
- Increased parent education opportunities
- Increased parent involvement in decision-making

## School Context and Organization Summary

The district provides curriculum specialist who provides support to schools by modeling instruction, observing instruction and making recommendations for improvement, provides training, recommending materials and resources, providing instruction and tutorials to students, supplying teachers with pacing guides, YAGs, assessments, and data disaggregation.

Teachers implement the ninety-minute reading block and the ninety-minute math block and incorporate stations during the guided reading and guided math instruction. They meet in grade level PLCs twice during the week to plan lessons, review data, and share instructional strategies. Teachers are able to design short assessments to determine student mastery of skills taught. Vertical teaming and cross curriculum partnerships help to boost state and district test scores. Support staff provides individual and small group instruction to students in areas where they are experiencing difficulty. Teachers pull small groups and schedule stations for the rest of the class. Tutorials

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

are scheduled for at-risk students.

Teachers are given opportunities to participate in decision-making and feel free to express opinions and make recommendations because they do not feel threatened or intimidated. Parents are also given the opportunity to express their opinions and are able to put their opinions in a non-threatening way writing through the completion of an anonymous Title I survey. Their perceptions of the school are mostly positive and recommendations for improvement are freely given.

## Technology

### Technology Strengths

- Each teacher has two or more desktop computer workstations in their classrooms
- Thin client workstations,
- Laptop computers
- A wireless portable lab
- Two twenty-five computer labs, servers, networked laser printers, wireless interactive tablets, interactive whiteboards, student response systems, and digital still and video cameras.

### Technology Weaknesses

- Teacher proficiency with technology use
- Time to use and fully integrate technology into all content areas
- Drill and practice technology use

### Technology Needs

- Additional technology resources
- Updated technology
- Teacher training
- More time for students to use and learn technology

# Comprehensive Needs Assessment

## Technology Needs (Continued)

- A full-time technology teacher
- Additional technology support personnel
- More online instructional resources

## Technology Summary

Each teacher has two or more desktop computer workstations in their classrooms and there are thin client workstations, laptop computers, a wireless portable lab, two twenty-five computer labs, servers, networked laser printers, wireless interactive tablets, interactive whiteboards, student response systems, and digital still and video cameras. Teachers feel that they are at the developing level overall and use technology as a tool in and across content areas to enhance higher order thinking skills and the quality of instruction. Current information tools and systems are used for communication, management of schedules and resources, performance assessment, and professional development.

Technology tools and resources are used in all content areas. Effective use by classroom teachers enhances the instruction and support of students' learning.



# Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data  
Discipline Referrals  
District Policies  
DMAC  
Expulsion/Suspension Records  
Failure Lists  
Federal Program Guidelines  
Growth Projections  
Highly Qualified Staff  
Homeless Students  
Maintenance Records  
Mobility Rates  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
Promotion/Retention Rates  
Report Card Grades  
SCE Policy  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Teacher Turnover Rates  
TSDS

# South Ward Elementary

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

**Objective 1.** Encourage universities to place student teachers in LISD classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ol style="list-style-type: none"> <li>1. 1. Establish strong, mutually-beneficial partnerships with colleges and universities</li> <li>2. Collaborate in an annual planning, evaluation, and goal setting process</li> <li>3. Offer ongoing support to teacher preparation programs</li> <li>4. Highlight the outstanding qualities, attributes, facilities, and programs of the school and school district</li> <li>5. Provide extensive and high-quality field experiences for student teachers</li> <li>6. Work with colleges and universities to ensure that their teachers are prepared to meet the challenges with at-risk minority students</li> <li>7. Utilize teachers as ambassadors to recruit teachers from colleges and universities</li> </ol>	Instructional Specialist, Principal, Teacher(s)	August - June	(L)Instructional	Summative - Cumulative number of student teachers placed in South Ward and LISD classrooms

# South Ward Elementary

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

**Objective 2.** Develop community and college relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Recruit community and college partners to provide academic enrichment, tutorials, remedial education, arts, music, cultural programs, before and after school programs, conflict resolution, mentoring, family life support, personal skills training, parenting programs, literacy instruction, recreation, sports, health education/care, and dental service</p> <p>2. Establish relationships with YMCA, Boys and Girls Clubs, faith-based organizations, city departments, human services, parks and recreation, local community groups/foundations, and private businesses</p> <p>3. Mobilize people and resources; be proactive in recruiting partners; seek support and involvement; provide a variety of options for partnering; secure a commitment from potential partners; develop learning opportunities for partners, ensure an inclusive list potential partners (Target Group: PRE K, 1st, 2nd, 3rd, 4th, 5th)</p>	<p>Content Area Instructional Coaches, Counselor(s), Principal, Teacher(s)</p>	<p>August - June</p>		<p>Summative - 1. Number of college and community partners 2. Level of support provided by partners</p>

# South Ward Elementary

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

**Objective 3.** Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Attend college and university job fairs to recruit highly qualified teacher applicants</p> <p>2. Attend the LISD Recruitment EXPO to recruit and extend offers to highly qualified teachers and instructional assistants</p> <p>3. Maintain an attractive website, collaborate with colleges and universities to recruit and properly train student teachers, publicize open positions, and develop positive community/business/college/university relationships</p> <p>4. Thoroughly review employment applications and thoroughly check employment references, college transcripts, and certificates fo teachers and instructional assistants to determine whether deficiencies exist</p> <p>5. Ensure that newly hired teachers are assigned a mentor and regularly take part in the LISD TXBESS Mentor Program</p> <p>6. Provide teachers professional development in reading, math, science, social studies, writing, instructional strategies, technology, curriculum alignment, data disaggregation, behavior strategies, differentiated instruction, and RTI. (Target Group: PRE K, 1st, 2nd, 3rd, 4th, 5th)</p>	<p>Campus Instructional Technologist, Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Teacher(s)</p>	<p>April - August</p>	<p>(L)Instructional</p>	<p>Summative - Benchmark tests, assimilations, campus tests, PMI, STAAR, Tejas Lee, TPRI, BAS, Sistema</p>

# South Ward Elementary

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

**Objective 4.** Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ol style="list-style-type: none"> <li>1. 1.Build a framework for induction and an effective mentoring program</li> <li>2. Establish a safe and positive learning environment that promotes positive student behavior, effective collaboration and teamwork, active support for teachers on discipline issues, effective behavior intervention strategies, and make teachers feel respected professionally</li> <li>3. Provide facilities, resources, and materials to all teachers in a consistent, timely, and inclusive manner</li> <li>4. Provide necessary professional development and ongoing training</li> <li>5. Coordinate and promote teacher voice in the school's decision making and policy decisions</li> <li>6. Provide stable and established support systems (Target Group: PRE K, 1st, 2nd, 3rd, 4th, 5th)</li> </ol>	Counselor(s), Instructional Specialist, Principal, Teacher(s)	August -June	(F)Title I, (F)Title I-FTE, (F)Title III Bilingual/ESL, (L)Instructional, (O)State Comp Ed (at campus level), (O)Title I (at campus level), (S)Local Funds	Summative - Percentage of teachers that retire/resign Professional development sign-in sheets Analysis of student discipline data Minutes of collaboration meetings

# South Ward Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 1.** Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ol style="list-style-type: none"> <li>1. Utilize reading, math, science, writing, and social studies instructional resources that are specifically aligned with the TEKS/STAAR</li> <li>2. Incorporate classroom instructional activities and effective high-level questioning strategies to develop critical, creative, and conceptual problem solving abilities in students</li> <li>3. Provide horizontal/vertical collaborative planning twice weekly to plan instruction, share ideas, ensure instructional continuity, promote dialogue between grade levels, and provide professional development and ongoing training</li> <li>4. Provide small group and station instruction to promote improved academic achievement</li> <li>5. Differentiate instruction in all content areas to meet the academic needs of all students</li> <li>6. Utilize effective lesson planning with a consistent lesson plan template, by unpacking the TEKS, aligned content, language, and daily objectives, aligned activities, and aligned three and six week assessments.</li> </ol>	Classroom Teacher(s), Content Area Instructional Coaches, Counselor(s), Curriculum & Instruction Dept., Dyslexia Teacher, ESL Teacher, Instructional Assistants, Instructional Specialist, Principal, Rtl Team, Teacher(s)	August - June	(F)Title I, (F)Title I-FTE, (F)Title III Bilingual/ESL, (L)Instructional, (O)Title I (at campus level), (S)Local Funds	

# South Ward Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 2.** Increase attendance rates at all campuses to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ol style="list-style-type: none"> <li>1. Offer a warm, safe, respectful, and welcoming learning environment that engage students and families</li> <li>2. Reward and recognize individuals and classes for improved attendance</li> <li>3. Provide a continuum of supports, meaningful incentives, and academic supports</li> <li>4. Recognize good and improved attendance</li> <li>5. Provide personalized early outreach - call parents when students are absent two or more consecutive times</li> <li>6. Make home visits concerning student absences</li> <li>7. Inform parents of compulsory attendance laws and send resource officer to homes of students with excessive absenteeism</li> </ol> <p>(Target Group: PRE K, 1st, 2nd, 3rd, 4th, 5th)</p>	Classroom Teacher(s), Counselor(s), Instructional Specialist, Principal, School Nurse, SRO Officer	August - June	(S)Local Funds	Summative - Each week attendance rate Each Six Weeks attendance rate Cumulative attendance rate for the year

# South Ward Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 3.** Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Conduct a comprehensive needs assessment by completing an in-depth review, disaggregation, and analysis of all assessment data to evaluate progress and to identify specific areas of academic need resulting in the development of a plan that reflects: challenging goals, identified areas of strengths and weaknesses, use of data-driven decision-making, remediation that meets the needs of all students, a strong understanding of instructional approaches, and the delivery of effective high-level instruction necessary to the accomplishment of goals</p> <p>2. Provide early intervention, literacy-based vocabulary development, seamless transitions, and differentiated small group instruction and ongoing staff development</p> <p>3. Actively engage parents in their children's education</p> <p>4. Provide coaching for teachers on research-proven effective instructional practices (Title I SW: 1,2,3,6,7,9) (Target Group: PRE K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2,3,5)</p>		August - June	(F)Title I, (F)Title I FTE Amounts, (F)Title III Bilingual/ESL, (L)Instructional, (O)District Staff Development, (O)Region VII ESC, (O)State Comp Ed (at campus level), (O)TEKS Resources System, (S)Local Funds	Summative - District assessment data State assessment data Campus assessment data



# South Ward Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 4.** Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide effective early intervention services/strategies for all at-risk students 2. Utilize content-specific assessment, performance-based differentiated instruction, and ongoing progress monitoring to ensure successful academic performance 3. Provide professional development based on teachers' and students' needs 4. meaningfully involve parents and the community in planning and implementing school improvement activities 5. Maintain an environment of mutual respect and collaboration 6. Improve curriculum and classroom instruction to enable students to reach challenging academic standards 7. Continue the use of the research-based Response-to-Intervention strategies to improve student achievement (Title I SW: 1,2,3,4,6,9) (Target Group: PRE K, 1st, 2nd, 3rd, 4th, 5th)	Content Area Instructional Coaches, Counselor(s), Curriculum & Instruction Dept., District Bilingual Department, Dyslexia Teacher, ESL Teacher, Principal, Rtl Team, School Nurse, Special Ed Teachers	August - June	(F)IDEA Special Education, (F)Title I, (F)Title I FTE Amounts, (F)Title III Bilingual/ESL, (L)Instructional, (O)District Staff Development, (O)Region VII ESC, (O)State Comp Ed (at campus level), (O)Title I (at campus level), (S)Local Funds	Summative - STAAR BAS Sistema TPRI Tejas Lee

# South Ward Elementary

**Goal 2.** All Schools Will Meet State Standards

**Objective 5.** Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Ensure that all teachers have taken the G/T training and utilize G/T instructional strategies in the classroom</p> <p>2. Provide high-level challenging instruction/enrichment to students who are performing at high levels to enable them to score well on G/T tests and to score Level III advanced on STAAR</p> <p>3. Provide pull-out tutorials to high performing students to increase their academic performance and chances of qualifying for AP and Honors classes</p> <p>4. Incorporate instructional practices/experiences that provide all students with a range of depth, complexity, and higher level thinking skills</p> <p>5. Utilize State Cimp Education Funds to support Title I School-Wide purposes and strategies (Title I SW: 10) (Target Group: K, 1st, 2nd, 3rd, 4th, 5th)</p>	<p>Campus Instructional Technologist, Classroom Teacher(s), Content Area Instructional Coaches, Counselor(s), Director of Federal Programs, Principal, Teacher(s)</p>	<p>August - June</p>	<p>(F)IDEA Special Education, (F)Title I-FTE, (F)Title III Bilingual/ESL, (L)Instructional, (O)District Staff Development, (O)Region VII ESC, (O)Title I (at campus level), (S)Local Funds</p>	<p>Summative - STAAR G/T Test District tests Campus tests</p>

# South Ward Elementary

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 1.** Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Purchase math and science materials that are specifically aligned with the TEKS/STAAR.</p> <p>2. Develop comprehensive and conceptual understanding of math and science content/vocabulary through the use of technology, vocabulary activities, and well-aligned materials/resources</p> <p>3. Provide the necessary materials, resources, and training to support the differentiation of instruction in all content areas Provide the necessary materials, resources, equipment, technology, software, online programs, and training to effectively implement small group and station instruction</p> <p>4. Purchase manipulatives/additional science equipment/materials, and consumables to provide increased hands-on instruction and investigations</p> <p>5. Utilize Classworks/Think Through Math to provide interactive individualized technology based instruction/individualized learning/assessments/data management and Response to Intervention</p> <p>6. Use science and math journals and TEKS Resource System to promote student understanding (Title I SW: 1,2,9) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th)</p>	<p>Campus Instructional Technologist, Classroom Teacher(s), Content Area Instructional Coaches, Curriculum &amp; Instruction Dept., Director of Federal Programs, Principal, Rtl Team</p>	<p>August - June</p>	<p>(F)Title I-FTE, (L)Instructional, (O)Region VII ESC, (O)State Comp Ed (at campus level), (O)TEKS Resources System, (O)Title I (at campus level), (S)Local Funds</p>	<p>Summative - STAAR District tests Campus tests TEKS Resource System Think Through Math Classworks</p>

# South Ward Elementary

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 2.** Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Use the TEKS Resource System curriculum and established timelines for instructional planning and delivery and the administration of assessments to develop critical, creative, and conceptual thinking abilities</p> <p>2. Deconstruct TEKS and align to Blooms Taxonomy to develop effective well-aligned lessons plans to provide quality instruction to students</p> <p>3. Utilize the Teacher Resource Guide to enable instruction at the depth and rigor of the TEKS</p> <p>4. Utilize high-level open-ended questions that are aligned with the TEKS/STAAR to conduct formal and informal assessments</p> <p>5. Incorporate classroom instructional activities and effective high-level open-ended questioning strategies that develop critical, creative, and conceptual problem solving/thinking abilities (Title I SW: 1,3,4,5,10) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1)</p>	<p>Campus Instructional Technologist, Classroom Teacher(s), Content Area Instructional Coaches, Curriculum &amp; Instruction Dept., Director of Federal Programs, Instructional Specialist, Principal</p>	<p>August - June</p>	<p>(F)Title I-FTE, (L)Instructional, (O)District Staff Development, (O)Region VII ESC, (O)State Comp Ed (at campus level), (O)TEKS Resources System, (O)Title I (at campus level), (S)Local Funds</p>	<p>Summative - STAAR District Tests Campus tests Classworks Think Through Math</p>

# South Ward Elementary

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 3.** Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize the TEKS Resource System curriculum to vertically align instruction with the depth, rigor, and complexity needed for success on Math and Science STAAR</p> <p>2. Use the Teacher Resource Guide to help vertically align instruction and to help teachers teach to the depth and rigor of the TEKS</p> <p>3. Utilize pacing guides to plan and deliver instruction</p> <p>4. Utilize Modified YAGs, Lead4Ward, Classworks, Think Through Math, and DMAC to align instruction with assessments to promote higher levels of student success on STAAR</p> <p>(Title I SW: 3,4,9) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1)</p>	<p>Campus Instructional Technologist, Content Area Instructional Coaches, Curriculum &amp; Instruction Dept., Director of Federal Programs, Instructional Specialist, Principal, Teacher(s)</p>	<p>August - June</p>	<p>(F)Title III Bilingual/ESL, (L)Instructional, (O)Region VII ESC, (O)State Comp Ed (at campus level), (O)TEKS Resources System, (O)Title I (at campus level), (S)Local Funds</p>	<p>Summative - STAAR District Tests Campus Tests Classworks Think Through Math</p>

# South Ward Elementary

**Goal 3.** All Schools Will Perform at State Level in Math and Science

**Objective 4.** Increase the hiring of HQ teachers specifically for math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. Attend college and university job fairs to recruit highly qualified teachers</p> <p>2. Attend the LISD Recruitment EXPO to recruit and extend offers to highly qualified teacher applicants</p> <p>Maintain an attractive website, collaborate with colleges and universities to recruit and properly train student teachers, publicize open positions, develop positive community/business relationships</p> <p>3. Thoroughly review employment applications, and thoroughly check employment references, college transcripts, and certificates to determine whether deficiencies exist</p> <p>4. Ensure that newly hired teachers are assigned a mentor and consistently take part in the TXBESS mentoring/training offered by the HR department (Title I SW: 3,4) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 3)</p>	<p>Classroom Teacher(s), Content Area Instructional Coaches, Counselor(s), Deputy Supt. Curriculum &amp; Instruction, Deputy Supt. HR &amp; Community Relations, Principal, Teacher(s)</p>	<p>August - June</p>	<p>(L)Instructional, (S)Local Funds</p>	<p>Summative - Highly Qualified teachers hired TXBESS Attendance Records LISD Recruitment EXPO Attendance Records</p>

# South Ward Elementary

**Goal 4.** Improve Social/Life Skills of Longview Early Graduation High School Students

**Objective 1.** Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# South Ward Elementary

**Goal 5.** Improve/Maintain District Grounds and Facilities

**Objective 1.** Create a culture for student involvement in the care and pride for grounds and facilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Teach and instill in students the pride for their campus cleanliness and their responsibility for taking an active part to make this a reality 2. Require students to respect and take care of the campus grounds and facilities 3. Provide well-organized and adequately furnished classrooms that are consistently clean and neat in order to maintain a physical environment that is conducive to student learning and employee effectiveness (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Classroom Teacher(s), Custodial Staff, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Observation of campus grounds and facilities



# South Ward Elementary

**Goal 5.** Improve/Maintain District Grounds and Facilities

**Objective 2.** Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Work orders will be promptly written and prioritized to ensure timely repairs 2. Closely monitor school grounds to ensure that they are consistently well kept 3. Provide teachers with a facilities checklist to monitor the cleanliness and report repairs that need to be made in the building 4. Collaborate with the Maintenance department to ensure that timely repairs are made and work orders promptly responded to (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 4)	Classroom Teacher(s), Counselor(s), Custodial Staff, Principal, Teacher(s)	August - June	(S)Local Funds	Summative - Monthly reports submitted to custodial supervisor Teacher facilities checklists submitted Work orders submitted