



**Campus Improvement Plan**

**LONGVIEW INDEPENDENT SCHOOL DISTRICT**

# Ware Elementary 2016-2017

**Accountability Rating**  
**Met Standard**

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# Background

The Ware 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 LISD 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 Ware 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 on \_\_\_\_\_.

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	365	47.65%	American Indian – Alaskan Native	4	0.52%
Male	401	52.35%	Asian	2	0.26%
			Black – African American	289	37.73%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	3	0.39%
Hispanic-Latino	412	53.79%	White	40	5.22%
			Two-or-More	16	2.09%

## Student by Program

## Other Student Information

Bilingual	261	34.07%	At-Risk	509	66.45%
English as a Second Language (ESL)	35	4.57%	Economically Disadvantaged	724	94.52%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	0	0.00%
Free Lunch Participation	684	89.30%	Immigrant	19	2.48%
Reduced Lunch Participation	40	5.22%	Limited English Proficient	321	41.91%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	0	0.00%	Military Connected	0	0.00%
Special Education (SPED)	45	5.87%	Foster Care	0	0.00%
Title I Participation	766	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	9	1.17%	Section 504 (No Section 504 File for 2016)	0	0.00%

# Ware Elementary

## Mission

*Ware's mission is to provide each student with the highest quality education in a secure, supportive and challenging environment that embraces life-long learning and promotes academic excellence and diversification.*

*Ware further endeavors to provide students with opportunities to grow academically, socially, physically, and culturally. Ware also strives to enable them to become viable and productive citizens with recognition of individual differences in a non-threatening and supportive environment.*

## Vision

*Ware will serve as the foundation for the future of our students. We will work with parents, community and students to maintain a safe and disciplined environment. Teachers and students will be held accountable to high standards in all areas.*

*We Believe that...*

- 1. Quality instruction and opportunity for growth will enable students to achieve at their highest levels.*
- 2. All staff members must demonstrate understanding of cultural diversity, proficiency in his/her subject matter, and continuous commitment to increasing academic excellence.*
- 3. Presenting lessons relative to real-world situations and utilizing technology will help students to develop essential skills that aid in life-long learning.*
- 4. Self-discipline, a strong work ethic and confidence in one's ability to excel are essential for*

## Vision Continued

*students to become productive citizens.*

- 5. Stakeholders enhance students' success. Parents, educators and community are important contributors to the educational success of our children and share mutual responsibility.*
- 6. Faculty, staff, parents, students, and community all share mutual responsibility in meeting the needs of academic longevity.*

### Nondiscrimination Notice

Ware 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.

# Ware Elementary Site Base

Name	Position
Boon, Janet	Business Representative
Byrdsong, Cangelya	Teacher
Collins, Kendra	Teacher
Daniels, Brenda	Teacher
Dunn, Safawna	Teacher
Hudson, Terrye	Community Representative
Jones, Kimberly	Teacher
Navarro, Cinthia	Teacher
Orona, Evelia	Teacher
Salas Leal, Liza	Teacher
Sheppard, Sarah	Campus Administrator
Swallow, Melissa	Teacher
Woods, Deardra	Parent

# Resource Allocations

Resource	Source	Amount
Title I	Federal	



# 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

WARE EL (092903125) - LONGVIEW ISD

### Accountability Rating

**Met Standard**

#### Met Standards on

- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

#### Did Not Meet Standards on

- Student Achievement

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

NO DISTINCTION EARNED

#### Academic Achievement in Mathematics

NO DISTINCTION EARNED

#### Academic Achievement in Science

NO DISTINCTION EARNED

#### Academic Achievement in Social Studies

NOT ELIGIBLE

#### Top 25 Percent Student Progress

NO DISTINCTION EARNED

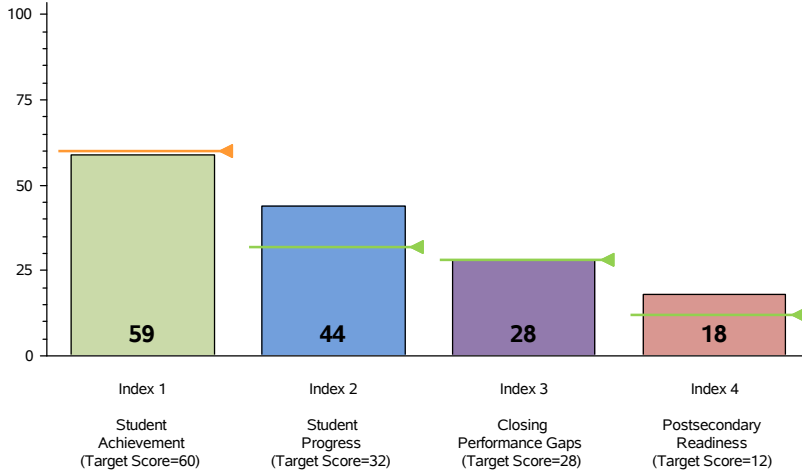
#### Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

#### Postsecondary Readiness

NO DISTINCTION EARNED

### Performance Index Report



### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	445	748	59
2 - Student Progress	355	800	44
3 - Closing Performance Gaps	398	1,400	28
4 - Postsecondary Readiness			
STAAR Score	17.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		18

### Campus Demographics

Campus Type	Elementary
Campus Size	766 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	94.5
Percent English Language Learners	41.9
Mobility Rate	15.5

### System Safeguards

#### Number and Percentage of Indicators Met

Performance Rates	10 out of 19 = 53%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>20 out of 29 = 69%</b>

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

**TEXAS EDUCATION AGENCY**  
**2016 System Safeguards - Status Report**  
WARE EL (092903125) - 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	N		N						N		N		0	4	0
Science	N	N	Y						N		Y		2	5	40
Social Studies													0	0	
<b>Total</b>													<b>10</b>	<b>19</b>	<b>53</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>															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Total</b>															

**Overall Total** **20**    **29**    **69**

+ 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**  
WARE EL (092903125) - 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	175	58	106	5	*	-	*	*	160	5	95	n/a
Total Tests	284	105	162	8	*	-	*	*	265	13	143	123
% at Level II Satisfactory Standard	62%	55%	65%	63%	*	-	*	*	60%	38%	66%	n/a
<b>Mathematics</b>												
# at Level II Satisfactory Standard	177	61	108	*	*	-	*	*	163	*	98	n/a
Total Tests	284	105	162	*	*	-	*	*	265	*	143	123
% at Level II Satisfactory Standard	62%	58%	67%	*	*	-	*	*	62%	*	69%	n/a
<b>Writing</b>												
# at Level II Satisfactory Standard	41	15	22	*	*	-	*	*	40	-	22	n/a
Total Tests	86	24	54	*	*	-	*	*	83	-	54	43
% at Level II Satisfactory Standard	48%	63%	41%	*	*	-	*	*	48%	-	41%	n/a
<b>Science</b>												
# at Level II Satisfactory Standard	52	17	32	*	-	-	-	*	47	*	29	n/a
Total Tests	94	43	47	*	-	-	-	*	86	*	39	30
% at Level II Satisfactory Standard	55%	40%	68%	*	-	-	-	*	55%	*	74%	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	106	165	9	*	*	*	5	270	13	n/a	128
Total Students	290	106	165	9	*	*	*	5	270	13	n/a	128
Participation Rate	100%	100%	100%	100%	*	*	*	100%	100%	100%	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	290	106	165	9	*	*	*	5	270	13	n/a	128
Total Students	290	106	165	9	*	*	*	5	270	13	n/a	128
Participation Rate	100%	100%	100%	100%	*	*	*	100%	100%	100%	n/a	100%

\* 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

- Enrollment numbers are remaining constant. In 2014 and 2015 our campus size was 762 students. In 2016 we only increased by 4 students.
- The campus is majority Hispanic-Latino (53.79%) and African American (37.73%).
- Mobility rate has dropped from 21.6% in 2014 to 15.5% in 2016.

### Demographics Weaknesses

- Class size average 25:1
- Under representation of Gifted and Talented Students (0%) at Ware, when compared to district and state averages.
- 95.52% of our students are Economically Disadvantaged

### Demographics Needs

- Decrease student-teacher ratio

### Demographics Summary

Despite the decrease in mobility rate and disadvantaged economic factors, class size likely attributes to the overall low performance of students academically. The need to decrease student-teacher ratio would allow smaller class size and more small group instructional time for students.

## Student Achievement

### Student Achievement Strengths

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

- Accountability Rating: Met Standard
- Hispanic students met standard in reading, math, science
- Economically Disadvantaged met standard in reading and writing

## Student Achievement Weaknesses

- African American population in all content areas
- African American students are consistently scoring lower than our other demographic population
- Decrease in the percentage of commended students

## Student Achievement Needs

- Align our teaching with the cognitive rigor of the SEs
- Campus-wide long range plan to help increase growth vertically (K-5) in all content areas
- Training is needed on how to reach our African American population in all content areas (55% reading, 58% math, 63% writing, 40% science)

## Student Achievement Summary

We have reached the goal of not being an IR campus, did not show considerable growth in all content areas (reading, math, science, writing). We met standard in 3 of the 4 Indexes (student progress, closing performance gaps, postsecondary readiness).

Student Achievement was the only Index we did not meet standard. 3rd grade had the biggest drop in achievement in reading 2015 - 62% to 2016 - 50% and math 2015 - 65% to 2016 - 45%. 5th grade science improved by 13%.

In 3rd, 4th, 5th grade, STAAR data indicates that African American students are not performing as well as Hispanic students in reading, math, and science. 4th grade African American students scored 22% better than Hispanics students in writing.

The students on our campus have yet to achieve the academic success that is expected. We have put in place a long range plan with goals to increase achievement in the



# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

areas of reading, math, writing and science. We will continue with PLC, Grade Collaboration and Vertical team meetings to maintain consistency across the grade levels as well as coaching and modeling from our district content areas specialists.

## School Culture and Climate

### School Culture and Climate Strengths

- Students and staff feel valued and safe
- High expectations
- Effective weekly collaboration and vertical team alignment meetings among all grade levels
- Data Driven Decisions

### School Culture and Climate Weaknesses

### School Culture and Climate Needs

- Professional Development on building positive relationships with students and parents.
- Strong mentor program for male and female students

### School Culture and Climate Summary

Based on data both students and staff feel that Ware is a welcoming place where they feel safe and a sense of belonging.

The majority of referrals are for the verbal altercations rather than the physical.

Enrichment activities will be added during the 2016-2017 school year for all students 2 days a six weeks.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

- Professional Learning Communities are an active, effective dimension of the school's professional culture.
- All staff (teachers and paraprofessionals) have received high quality, effective, relevant, and sustained professional development aligned with district goals and performance objectives.
- Staff demonstrate use of technology tools and resources as a result of competence gained from a differentiated staff development.
- Data is used to determine the specific learner needs, which in turns determines the specific training needs of our staff.
- Novice teachers participate in the district's mentoring program TxBESS.
- Support is give to novice teachers by campus lead teachers, campus and district instructional specialists.
- Lesson planning and teaching strategies are developed through grade level collaboration.

### Staff Quality, Recruitment and Retention Weaknesses

- Training in discipline and classroom management for Novice teachers.

### Staff Quality, Recruitment and Retention Needs

- Recruitment of highly qualified Bilingual teachers.
- Recruitment of teachers with experience to teach on a campus where 66.45% of the students are At-Risk.
- Training in discipline and classroom management.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

# Comprehensive Needs Assessment

- Professional Learning Communities
- Data Driven
- Common Campus and District Assessments
- District ELAR and Math Handbook

## Curriculum, Instruction and Assessment Weaknesses

- Writing
- Differentiated instruction
- Rigor of instruction in all classrooms
- Increase the connection between vertical alignment teams to ensure students are best prepared for the next grade level to obtain academic success

## Curriculum, Instruction and Assessment Needs

- Campus Math/Science Instructional Specialist
- Increase in student achievement in all content areas
- Increase in ELL performance
- Materials and resources needed to differentiate instruction to meet the needs of all learners
- Field trips that broaden the cultural experience of all students

## Curriculum, Instruction and Assessment Summary

In order to continue to strengthen our curriculum, instruction and assessment we must continue to utilize professional development received in unpacking the TEKS to ensure we are teaching to the depth, rigor, and level of complexity needed for students to be successful.

The need for campus curriculum specialists is a must to be able to provide on site training and support.

?

Writing continues to be an area of weakness for our campus. We will implement a campus plan to work with the district writing specialist to increase writing scores.

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Strengths

- Welcoming atmosphere for parents and community members
- Strong partnership with several community organizations
- Communication sent home in English and Spanish
- Counselor and Communities in Schools service worker provides referral and information about agencies, services, etc. that are beneficial to the well-being of students and families
- Backpack program, which distributes food for students each weekend
- Parents receive surveys to provide feedback to the campus to determine the strengths and weaknesses of the school's parental involvement efforts
- Academic family nights

### Family and Community Involvement Weaknesses

- African American parent involvement
- Parent volunteers for the purpose of on-campus academic support

### Family and Community Involvement Needs

- Increase in African American parent participation
- Provide parent volunteer training
- Family support for students with behavior problems

### Family and Community Involvement Summary

We have a strong community business partnerships. At the present time they are more likely to volunteer for an educational activity than parents because of the level of education and confidence in being able to perform the needed task as well as completing the required background check. Overall Ware is addressing the aims of positive, productive family and community involvement. Parents love and support their children in their quest for a strong academic foundation.

# Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data  
Discipline Referrals  
DMAC  
Highly Qualified Staff  
Mobility Rates  
OnDataSuite  
Parent Participation  
Parental Involvement Policy  
Staff Development

# Ware 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
1. Collaborate with LISD Human Resource Department to place student teachers from local universities on Ware's campus. (Title I SW: 9) (Target Group: All) (NCLB: 3)	Personnel Director, Principal	September 2016 and January 2017		Formative - Expected Interim Outcome: Student teacher placed on campus  Methods/Measures: Observations Number of student teachers placed on campus

# Ware 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
1. Expose students to a variety of career opportunities by inviting local professionals and hosting a career day. (Title I SW: 1) (Target Group: All) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Counselor(s), Principal	October and May		Formative - Expected Interim Outcomes: Student exposure to career options and higher education that may be required  Methods/Measures: Decrease in the dropout rate
2. Continue Junior Achievement in grades 2-5. Parent and community volunteers working in classrooms for JA to bring the world of work into the classrooms. The students will see a variety of jobs and careers through their participation. (Title I SW: 6,9,10) (Target Group: 2nd, 3rd, 4th, 5th) (NCLB: 1,2,4,5)	Classroom Teacher(s), Parent Volunteers, Principal	October 2016 and May 2017		Formative - Expected Interim Outcomes: Students learn the education needed to be a professional in different vocations Students exposure to the available jobs in the community Community involvement in the classrooms  Methods/Measures: Volunteer Check In Observations Student produced products from activities
3. Provide 5th grade an opportunity to visit a local university as college awareness. (Title I SW: 1,3,10) (Target Group: 5th) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Counselor(s), Principal	March 2017		Formative - Expected Interim Outcomes: Student exposure to college options  Methods/Measures: Observation Student survey

# Ware 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
4. Participate in Adopt a School program with the Junior League of Longview. Topics: Character Development (6 Pillars of Character), Volunteerism, The Arts, Literacy, Conflict/Resolution Education, Nutrition and Health, and Field Trips to Local Businesses. (Title I SW: 1,6,9,10) (Target Group: All) (NCLB: 1,2,4,5)	Principal	August 2016 - May 2017		Formative - Expected Interim Outcomes: Students will benefit from the various external resources through tutoring and enrichment to expand learning opportunities  Methods/Measures: Observations Survey



# Ware 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. Ensure instruction is delivered by highly qualified teachers and support staff. Provide additional training for new teachers. (Title I SW: 3,4,5,9,10) (Title I TA: 5,6,8) (Target Group: All) (NCLB: 3,4)</p>	Principal	August 2016 - May 2017		<p>Formative - Expected Interim Outcome: Highly qualified teachers and support staff to instruct students</p> <p>Methods/Measures: Yearly Performance measure Walk-throughs Observations</p>
<p>2. Participate in the LISD job fair in order to recruit highly qualified teachers with a focus on hiring highly qualified Bilingual teachers. (Title I SW: 3,5) (Title I TA: 5) (Target Group: All) (NCLB: 3)</p>	Personnel Director, Principal	April 2016		<p>Formative - Expected Interim Outcomes: Highly qualified personnel to instruct students</p> <p>Methods/Measures: Highly qualified teachers Yearly performance measure</p>

# Ware 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>3. Provide specific and timely professional development to ensure the success of all students. Training includes, but is not limited to the following topics:</p> <p>SIOP            LPAC            Special Education            Dyslexia            GT            Math Instruction            Science Instruction            Literacy Instruction            Writing Instruction            Instructional Technology            Behavior Management            Bullying            Character Education            Discipline            Montessori (Title I SW: 1,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Campus Instructional Technologist, Classroom Teacher(s), Content Area Instructional Coaches, Curriculum &amp; Instruction Dept., Director of Special Education, Director of Technology, District Bilingual Department, Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes:            Increase teachers' ability to address the learning styles and needs of a diverse population</p> <p>Methods/Measures:            Sign-in sheets            Lesson Plans            Campus/District Benchmarks            PMI            STAAR            Decrease in Office Referrals            Increase in identified GT students</p>

# Ware 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
1. Meet with 0-2 year teachers to facilitate campus mentoring process each six weeks. (Title I SW: 1,3,5,9,10) (Target Group: H, W, AA, M, F) (NCLB: 3)	Lead Teacher, Principal	October 2016 - May 2017		Formative - Expected Interim Outcome: Successful beginning teachers Higher retention rate Improved teacher performance for mentors and mentees  Methods/Measures: Meeting Notes Observations
2. Provide a common planning time for teachers in each grade level to collaborate and share best practices. (Title I SW: 1,3,4,9,10) (Target Group: All) (NCLB: 3)	Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal	October 2016 - May 2017		Formative - Expected Interim Outcome: Successful beginning teachers Increase in teacher retention  Methods/Measures: Observations Lesson Plans Campus/District Benchmarks
3. Assign TxBESS trained mentors to campus teachers new to the profession. (Title I SW: 3) (Title I TA: 5,6) (Target Group: All) (NCLB: 3)	Personnel Director, Principal	August 2016 - May 2017		Formative - Expected Interim Outcome: Increase campus teacher retention rate  Methods/Measures: Observations Conferences

# Ware 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
<p>1. Continue a balanced literacy and reading curriculum to enhance reading comprehension using the Daily 5/CAFE framework; read aloud, shared reading and writing, literacy groups, guided reading with an emphasis on reading strategies, vocabulary, critical thinking and fluency. (Title I SW: 1,3,4,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers, Speech Therapist</p>	<p>August 2016-May 2017</p>		<p>Formative - Expected Interim Outcomes: Improved STAAR scores Students reading on or above grade level</p> <p>Methods/Measures: BAS/Sistema TPRI/Tejas Lee TEKS Resource Assessments Campus/District Benchmarks STAAR</p>
<p>2. Continue Campus Wide (K-5) Power Writing Program to build foundational writing skills and develop mastery at each level of profession in the writing process. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>August 2016 - May 2017</p>		<p>Formative - Formative - Expected Interim Outcomes: Student Improved performance</p> <p>Methods/Measures: Portfolios/Writing Journals Power Writing Scores TEKS Resource Assessments STAAR (Grade 4)</p>
<p>3. Implement district wide writing assessment portfolios in K-2nd grade to collect student samples with proof of content application. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: K, 1st, 2nd) (NCLB: 1,2,3,4,5)</p>	<p>Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Teacher(s)</p>	<p>September 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Student Improved performance</p> <p>Methods/Measures: Portfolios Power Writing Scores</p>

# Ware 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
<p>4. Implement district WOW training for 3rd and 4th grade writing teachers to deliver targeted writers workshop instruction and promote district wide grade level PLCs. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: 3rd, 4th) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Student Improved performance</p> <p>Methods/Measures: Portfolios Power Writing Scores STAAR (Grade 4)</p>
<p>5. Implement district 90 minute math block with the Daily 3 math framework, math/literacy connection, academic vocabulary and math materials to enhance math instruction and develop students' math skills to the abstract level. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Increased academic achievement in math at all grade levels Increased understanding of math concepts Increased understanding in the delivery of math instruction</p> <p>Methods/Measures: Student Journals Campus/District Benchmarks PMI (K-2) STAAR (3-5)</p>
<p>6. Continue to provide students with science lab lessons/investigations, journaling and field trips in grades PK-5 comparing, adapting and drawing conclusions using data and/or model. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Students' conceptual learning on a daily basis will lead to scientific knowledge</p> <p>Methods/Measures: Science Journals Campus/District Benchmarks STAAR (Grade 5)</p>

# Ware 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
7. Utilize district core subject instructional specialists to monitor and coach teachers on best practices and curricular resources. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Content Area Instructional Coaches	August 2016 - May 2017		Formative - Expected Interim Outcomes: Improvement in TEKS/SEs mastery Closing the gap between grade level TEKS/SEs  Methods/Measures: Observations Lesson Plans Campus/District Benchmarks

# Ware 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
1. Communicate with parents compulsory attendance laws through the District Elementary Handbook, campus newsletters, parent/teacher conferences, Connect Ed phone system. (Title I SW: 1,6,9) (Title I TA: 1,2,7) (Target Group: All) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Counselor(s), Principal	August 2016 - June 2017		Formative - Expected Interim Outcomes: Increased student attendance - 98%  Methods/Measures: Attendance records
2. Recognize students with perfect attendance weekly (in classrooms) and each six weeks (whole school). (Title I SW: 1,6,9) (Title I TA: 1,2,4,7) (Target Group: All) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Principal	August 2016 - May 2017		Formative - Expected Interim Outcome: Increased student attendance - 98%  Method/Measures: Attendance records PEIMS

# Ware 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. Utilize Lead4ward and STAAR4ward information to analyze and select the focus student expectations for each subject and grade level and commit to teaching these with rigor in every lesson presented. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Increased percentage of students scoring at Level II Satisfactory Standard</p> <p>Methods/Measures: Observations Lesson Plans Campus/District Benchmarks STAAR(3-5) PMI(K-2) End of Year District Reading Assessment(K-2)</p>
<p>2. Analyze district and state assessment data to drive instructional decisions. (Title I SW: 1,2,4,8) (Title I TA: 1,2,4,6,8) (Target Group: All) (NCLB: 1,2,3)</p>	<p>Classroom Teacher(s), Content Area Instructional Coaches, Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcome: Student improved performance in all content areas</p> <p>Methods/Measures: Observations Lesson Plans Campus/District Benchmarks STAAR</p>
<p>3. Conduct daily in-school and after-school tutorials to increase the number scoring at Level II Satisfactory Standard on STAAR. (Title I SW: 2,3,4,9) (Title I TA: 1,2,3,4,5,8) (Target Group: AtRisk, 3rd, 4th, 5th) (NCLB: 1,2)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>September 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Increased percentage of students scoring at Level II Satisfactory Standard</p> <p>Methods/Measures: STAAR</p>



# Ware 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>4. Conduct daily in-school and after-school tutorials in reading, math, science and writing to increase the number of students scoring at Level III Advanced on STAAR. (Title I SW: 2,3,9) (Title I TA: 1,2,3,4,5) (Target Group: All, 3rd, 4th, 5th) (NCLB: 1,2)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>September 2016 - 2017</p>		<p>Expected Interim Outcomes: Increased percentage of students scoring at Level III Advanced</p> <p>Methods/Measures: STAAR</p>
<p>5. Utilize Istation and Classworks Reading, Math and Science for 45 minutes weekly as interventions for students not meeting minimum passing standard on STAAR and for student enrichment to increase the number of students passing STAAR at Level III Advanced. (Title I SW: 2,3,9) (Title I TA: 1,2,3,4) (Target Group: All, AtRisk, 3rd, 4th, 5th) (NCLB: 1,2)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>September 2016 - May 2017</p>		<p>Expected Interim Outcomes: Increase the number of students meeting the passing standard as well as scoring Level III Advanced</p> <p>Methods/Measures: STAAR</p>
<p>6. Campus Leadership team will visit schools that are in our TEA comparison group in the Distinction Designation area of Top 25% in closing Performance Gaps (Index 3).</p> <p>Top 25% in Distinction Designation - Top 25% in Closing Performance Gaps: Windsor Village Elementary - Houston, TX Burbank Elementary - Houston, TX (Title I SW: 1,2) (Title I TA: 3,6) (Target Group: All) (NCLB: 1,2)</p>	<p>Classroom Teacher(s), Instructional Specialist, Principal</p>	<p>October 2016 - November 2016</p>		<p>Expected Interim Outcome: Gain knowledge on how to reduce the achievement gap</p> <p>Methods/Measures: Strategies</p>

# Ware 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
<p>1. Provide Bilingual/ESL services so that all ELL students identified through the LPAC process become proficient in English and reach high academic standards using the Gomez and Gomez model. (Title I TA: 1,2,3,4,5) (Target Group: ESL, LEP) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), District Bilingual Department, ESL Teacher, Principal</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Increased academic success Increased Language Proficiency</p> <p>Methods/Measures: TELPAS STAAR</p>
<p>2. Continue inclusion practices to reach all Special Education and 504 students. (Title I SW: 1,2,3,4,8,9) (Title I TA: 1,2,3,4,5,8) (Target Group: SPED) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Principal, Special Ed Teachers</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Increased special education participation in classroom setting Decrease in performance gap of at-risk students</p> <p>Methods/Measures: Observations Special Education Students Goals Student Accommodations</p>
<p>3. Provide Dyslexia instruction for identified students. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: Dys) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, Principal</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Students identified as dyslexic will be become more proficient readers and increase both reading levels and fluency</p> <p>Methods/Measures: BAS TPRI Observations STAAR (3-5) District End of Year Reading Assessment (1-2)</p>

# Ware 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. Develop campus initiatives to improve GT student identification for underrepresented populations (AA and Hispanics). (Title I SW: 1,3,4,8,9) (Title I TA: 5,6) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Counselor(s), Principal</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Increased number of students recommended for GT</p> <p>Methods/Measures: Number of students qualifying for GT</p>
<p>2. Educate parents on GT process. (Title I SW: 6,9,10) (Title I TA: 5,7) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Counselor(s), Principal</p>	<p>September 2016/October 2016</p>		<p>Formative - Expected Interim Outcomes: Parents will gain a better understanding of the GT process</p> <p>Methods/Measures: Number of parents nominating their child to participate in the GT testing/screening</p>
<p>3. Monitor teachers for completion of 30 hour GT foundation or 6 hour update training. (Title I SW: 1,3,4,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Principal</p>	<p>June 2016 - December 2017</p>		<p>Formative - Expected Interim Outcome: Increased participation in GT screening process</p> <p>Methods/Measure: Observation Number of students referred to GT testing by parents and teachers Success of advanced students in regular education</p>

# Ware 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
1. Utilize the TEKS Resource Center Instructional Focus Documents, Year at a Glance and Vertical Alignment document to ensure all instruction is aligned with state standards and taught at the appropriate level of rigor. (Title I SW: 1,3,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal, Special Ed Teachers	August 2016 - May 2017		Formative - Expected Interim Outcomes; Improvement in TEKS/SEs mastery Closing the gap between grade level TEKS/SEs  Methods/Measures: Lesson Plans Observations
2. Implement District Elementary Math and ELAR Handbook that encompasses best practices and outlines expectations of Balanced Literacy and 90 minute Math Block. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5) (Target Group: All) (NCLB: 1,2)	Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers	August 2016 - May 2017		Formative - Expected Interim Outcomes: Students equipped foundationally to perform at high academic levels

# Ware 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
1. Utilize high rigorous activities that advance mathematical and scientific thinking. (Title I SW: 1,3,4,5,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Instructional Specialist, Principal	August 2016 - May 2017		Formative - Expected Interim Outcomes; Increased academic achievement in math and science  Methods/Measures: Observations Campus/District Benchmarks

# Ware 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. Continue PLC meetings weekly to share/model teaching strategies on specific TEKS/SEs that data supports in the area of math and science. Also, share/model teaching strategies that are working. (Title I SW: 1,2,3,4,8,9) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Improvement in TEKS/SEs mastery Closing the gap between grade level TEKS/SEs Increased communication among classroom teachers - scaffolded standards</p> <p>Methods/Measures: PLC minutes Lesson Plans Campus/District Benchmark Data</p>
<p>2. Continue vertical math and science teams focused on school wide math and science expectations, collaboration and professional development. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	<p>Classroom Teacher(s), Instructional Specialist, Principal</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Improvement in TEKS/SEs mastery Closing the gap between grade level TEKS/SEs Increased communication among classroom teachers - scaffolded standards</p> <p>Methods/Measures: Lesson Plans Campus/District Benchmarks Data Observations STAAR PMI</p>

# Ware 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
3. Assessment + Data: Use information from math and science benchmarks and regular formative assessments and respond to data with appropriate student interventions. (Title I SW: 1,3,4,5,9,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Classroom Teacher(s), Instructional Specialist, Principal	September 2016 - April 2017		Formative - Expected Interim Outcomes: Increased academic success in math and science  Methods/Measures: Instructional methods Increased student academic success Observations

# Ware 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
1. Participate in the LISD job fair in order to recruit highly qualified teachers with a focus on hiring highly qualified math and science teachers. (Title I SW: 3,5) (Title I TA: 5,6) (Target Group: All) (NCLB: 3)	Personnel Director, Principal	April 2017		Formative - Expected Interim Outcomes: Highly qualified personnel to instruct students  Methods/Measures: Highly qualified teachers Yearly performance measure



# Ware Elementary

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

**Objective 1.** Utilize student career investigations and personal interests to navigate students toward a career/college path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for students and parents to learn about career choices and college opportunities. (Title I SW: 1,6,9,10) (Title I TA: 1,2,3,4,7) (Target Group: All) (NCLB: 1,2,4,5)	Principal	October 2016 and May 2017		Formative - Expected Interim Outcomes: Conferences Parent/student responses  Methods/Measures: Sign-in sheets Survey
2. Provide a career exploration and information to 5th grade students. (Title I SW: 1,6,9,10) (Title I TA: 1,2,3,4,7) (Target Group: 5th) (NCLB: 1,2,4,5)	Classroom Teacher(s), Principal	April 2017 - May 2017		Formative - Expected Interim Outcome: Student exposure to career options and higher education that may be required  Methods/Measures: Observation World Cafe Discussion

# Ware Elementary

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

**Objective 2.** Create opportunities for students to participate in workforce and college preparation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students will have the opportunity to develop technology skills by using the latest technology. The technology will put learning in the hands of the students which will add capacity for higher level thinking and conceptual learning.</p> <p>Photoshop Elements Interactive Tablets Flip Video Chromebooks Mini iPads</p> <p>(Title I SW: 1,3,4,6,9,10) (Title I TA: 1,2,3,4,5,7) (Target Group: All)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Principal, Special Ed Teachers</p>	<p>August 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes: Use technology at the application and synthesis level which will improve learning and retention of knowledge</p> <p>Methods/Measures: Products Observation STAAR</p>

# Ware Elementary

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

**Objective 3.** 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
<p>1. Continue campus-wide/district behavior system which includes clear expectations. (Title I SW: 1,3,4,5,6,9,10) (Title I TA: 1,2,3,4,5,6,7) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	Classroom Teacher(s), Principal	August 2016 - May 2017		<p>Formative - Expected Interim Outcomes: Improve student behavior</p> <p>Methods/Measures: Number of discipline referrals will decrease</p>
<p>2. Continue Communities In Schools an effective organization dedicated to keeping children in school and helping them achieve in life. They partner with local businesses, social service agencies, health care providers and volunteers. (Title I SW: 1,6,9,10) (Title I TA: 1,2,3,4,7) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	Principal	August 2016 - May 2017		<p>Formative - Expected Interim Outcome: Surround students with a community of support, empowering them to stay in school and achieve in life</p> <p>Methods/Measures: Attendance records Improved student performance</p>
<p>3. Access professional learning opportunities for teachers on anti-bullying, cyber safety and mental health concerns. (Title I SW: 1,9,10) (Title I TA: 1,2,3,4) (Target Group: All) (NCLB: 1,2,3,4,5)</p>	Classroom Teacher(s), Principal	September 2016 - April 2017		<p>Formative - Expected Interim Outcome: Improve student behavior Improve student/teacher relationship</p> <p>Methods/Measures: Decrease in discipline referrals</p>

# Ware 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
<p>1. Implement a project based learning experience for students to beautify campus and instill pride in their environment.</p> <p>(Title I SW: 1,3,9,10) (Title I TA: 1,2,3,4,5) (Target Group: All) (NCLB: 4)</p>	<p>Classroom Teacher(s), Principal</p>	<p>September 2016 - May 2017</p>		<p>Formative - Expected Interim Outcomes; Ownership of the building and grounds Pride in school</p> <p>Methods/Measures: Grounds</p>

# Ware 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. Collaborate with LISD grounds department to maintain an attractive learning environment for students. (Title I SW: 9,10) (Target Group: All) (NCLB: 4)	Principal	August 2016 - August 2017		Formative - Expected Interim Outcome: Pleasing and inviting school  Methods/Measures: Bi-weekly grounds care
2. Identify needed repairs and submit work orders promptly. (Title I SW: 10) (Title I TA: 4) (Target Group: All) (NCLB: 4)	Principal	August 2016 - August 2017		Formative - Expected Interim Outcome: Well maintained facilities  Methods/Measures: Observation Completion of work orders