

Longview Independent School District
Ware Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 8, 2018

Mission Statement

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 and 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.

Value Statement

We Believe that:

- Quality instruction and opportunity for growth will enable students to achieve at their highest levels.
- All staff members must demonstrate understanding of cultural diversity, proficiency in his/her subject matter, and continuous commitment to increasing academic excellence.
- Presenting lessons relative to real-world situations and utilizing technology will help students to develop essential skills that aid in life-long learning.
- Self-discipline, a strong work ethic and confidence in one's ability to excel are essential for students to become productive citizens.
- Stakeholders enhance student's success. Parents, educators and community are important contributors to the educational success of our children and share mutual responsibility.
- Faculty, staff, parents, students, and community all share mutual responsibility in meeting the needs of academic longevity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ware East Texas Montessori Academy is a 1st-5th grade Title I campus located in Longview ISD. Longview ISD serves over 5000 prekindergarten through twelfth-grade students in a diverse and growing district located in Gregg County. The purpose of this improvement plan is to focus on the 2018-2019 school year by using the demographic information from May 2018. The current school enrollment at Ware Elementary is 525, which is slightly increased from the 2017-2018 school year at 475. Data from May 2018 indicates that the Hispanic student group is the largest population with 54% of the student body. The African American student group is the second largest with 36% of our students in this group. The White student group is the smallest with a total of 5% of our students. There are 3% students classified as two or more races. Out of the 475 students enrolled, 95% are listed At Risk, Less than 1% are in the Gifted and Talented program, 35 students receive Special Education services, 96% are listed as Economically Disadvantaged, 46% are classified as ELL students. According to the TAPR report, Ware Elementary has a mobility rate of 12% which is lower than the state average of 16% and the district rate of 20%. The average daily attendance rate was 96.7% which was higher than the district average of 96.5% and the state average of 95.8%. Although our attendance rate used for accountability purposes was acceptable, last year's attendance rate fell to 95.6 which is concerning.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the May 2017 district data the attendance rate was 95.6 . **Root Cause:** Flu Season had a big impact on overall attendance

Student Academic Achievement

Student Academic Achievement Summary

Texas provides annual academic accountability ratings to the public school districts, charters and schools. The ratings are based largely on performance on state standardized tests. The ratings examine student achievement, student progress, and efforts to close the achievement gap.

Domain 1: Student Achievement - 72

Domain 2: Student Progress - 83

Domain 3: Closing Performance Gaps - 79

Although Ware Met Standard in each overall Domain, there were subgroups within each domain that did not meet expectations.

In Domain 1: Student Achievement--the following student groups did not meet the expected target score:

Reading - All students, African American, enrolled, non-continuously enrolled

Math - non-continuously enrolled students

In Domain 2: Student Growth - all student groups met the expected target score.

Performance in the domains results in Ware Elementary receiving a "Met Standard" rating.

2017 vs. 2018 Performance

	2017	2018
	Index	Domain
1	69	72
2	49	83
3	39	79

2018 STAAR Data

All subjects	All Students	African American	Hispanic	Econ Disadv	EL Current	EL Current & Monitored	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests								
% at Approaches GL Standard of Above	76%	66%	81%	76%	85%	85%	76%	75%
% at Meets GL Standard or Above	40%	26%	47%	38%	52%	53%	41%	35%
% at Masters GL Standard	14%	6%	19%	13%	22%	23%	15%	13%
ELA/Reading								
Percent of Tests								
% at Approaches GL Standard of Above	80%	*	86%	80%	92%	92%	81%	79%
% at Meets GL Standard or Above	41%	*	50%	39%	56%	57%	42%	38%
% at Masters GL Standard	14%	*	21%	12%	25%	25%	15%	13%
Mathematics								
Percent of Tests								
% at Approaches GL Standard of Above	83%	71%	89%	82%	94%	94%	84%	79%
% at Meets GL Standard or Above	48%	31%	56%	46%	64%	63%	48%	44%
% at Masters GL Standard	20%	10%	24%	18%	29%	29%	20%	17%
Writing								
Percent of Tests								
% at Approaches GL Standard of Above	41%	*	51%	*	58%	58%	*	*

% at Meets GL Standard or Above	17%	*	25%	*	29%	29%	*	*
% at Masters GL Standard	6%	*	9%	*	11%	11%	*	*

Science

Percent of Tests

% at Approaches GL Standard of Above	74%	*	70%	77%	*	66%	73%	*
% at Meets GL Standard or Above	33%	*	30%	32%	*	32%	37%	*
% at Masters GL Standard	7%	*	9%	8%	*	11%	7%	*

All

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing overall performance was 45%. **Root Cause:** Lack of consistent writing instruction across grade levels.

School Processes & Programs

School Processes & Programs Summary

The district uses the TEKS Resource System as a curriculum in grades 1-5. There are organized and comprehensive pacing guides in place. Ware is also transitioning to a 1-5 Montessori school and following the Montessori curriculum in grade 1 this year. This will be phased in to include one additional grade for the next 4 years. The district has a well organized and implemented testing system that provides formative and summative data using the DMAC Data System. The campus lacks a viable Response To Intervention Program.

There are a total of 37 certified professionals on the campus as well as 9 paraprofessionals and office staff members. The campus has one administrator and one curriculum support specialist assigned to the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus lacks a viable Response to Intervention Program **Root Cause:** Systems are not in place to support intervention and ongoing monitoring of struggling students.

Perceptions

Perceptions Summary

There was no surveys or data collection regarding staff, students, parent, and community perceptions available.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was no perception data available. **Root Cause:** Principal left at mid-year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results



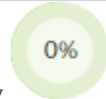

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Maintain an effective mentoring program for novice and new teachers (TxBESS)

Evaluation Data Source(s) 1: Agendas, documentation of mentor assignments

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide 1/2 day extended planning time through the implementation of Schools By Design in which new teachers can collaborate and plan with more experienced colleagues.		Principal CSS	Improved teacher quality and retention as measured by teacher turn over data				
Critical Success Factors CSF 3 CSF 7 2) New teachers and teachers that are new to the district will participate in the district Teacher Mentoring Program.		Principal New Teacher Mentors	Increased teacher retention as measured by teacher turnover rate				
Critical Success Factors CSF 7 3) Curriculum Support Specialist will meet with new teachers and model effective strategies and processes to increase effectiveness.		Principal CSS	Increased teacher capacity and retention as measured by assistance documentation				
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Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Montessori Training and Professional Development

Evaluation Data Source(s) 2: Professional Development Logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Begin Montessori Training for all second grade teachers in the spring and summer of 2019. Complete Montessori Training for first grade teachers during the spring and summer of 2019.</p>		Principal	Increased teacher quality as measured certifications of completion				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) All new and newly hired teachers will participate in the district Mentoring Program.</p>		Principal	Increased teacher retention as measured by teacher retention rate				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3</p> <p>3) Visit and observe in exemplary 1-5 Montessori schools.</p>		Principal Montessori Director	Increased teacher capacity as evidenced in classroom walkthrough data				
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Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 3: Monitor and Assist Teachers passing certification tests including ESL, Bilingual, and Montessori

Evaluation Data Source(s) 3: Percentage of Highly Qualified staff

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 7 1) Provide stipends for teachers attending summer Montessori training during the summer		Principal	Increased teacher capacity and effectiveness as measured by course completion certificates				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Complete ESL certification for at least 1 teacher per grade level in grades 1-5	2.4, 2.5, 2.6	Principal	Highly qualified teachers as evidenced by ESL certifications				
Critical Success Factors CSF 1 CSF 7 3) Provide study groups for teachers working to pass certification exams.		Principal	Increased teacher certification				





Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 4: Provide opportunities for teacher growth

Evaluation Data Source(s) 4: Staff development logs

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) Extended day planning for teachers in grades 1-5 as part of the School By Design Initiative</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide training in Building Fluency for Struggling Readers</p>	2.4, 2.6	Principal CSS	Increased reading fluency				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Provide Professional Development in Keagan Cooperative Learning Strategies</p>	2.4, 2.6	Principal CSS	Increased student engagement				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide Professional Development in Figure 19 Cognitive Processes</p>	2.4, 2.6	Principal CSS	Increased comprehension				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide Professional Development in Empowering Writers 1-5</p>	2.4, 2.6	Principal CSS Teachers	Increased student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Instructional Support Specialist will provide assistance in the unpacking of standards and sharing of effective instructional strategies before each unit in Math, Reading, and Science.</p>	2.4, 2.5, 2.6						

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	2.4, 2.5, 2.6						
7) Provide Training in Higher Order Questioning							
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Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Host Family Academic Nights throughout the year to increase home and school connection

Evaluation Data Source(s) 1: Attendance Logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 1) Math Family Night	2.4, 2.5, 2.6, 3.1, 3.2	Principal CSS	Increased Student Achievement Increased Parental Involvement				
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Family Literacy Night	2.4, 2.5, 2.6, 3.2	Principal CSS	Increased Parental Involvement Increased Student Achievement				
3) Student Author's Showcase							
Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 4) Science Fair Showcase	2.4	Principal CSS Teachers	Increased Student Performance				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 5) Living History Museum	2.4, 2.5	Principal CSS Teachers	Increased Student Learning				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 6) Techno-Palooza	2.4, 2.5, 2.6, 3.2	Principal CSS Teachers Campus Technology Specialist	Increased Student Achievement				

<p>Critical Success Factors CSF 5</p> <p>7) Host a Career Readiness Showcase</p>	<p>2.4, 3.1</p>	<p>Principal Counselor Community In Schools Representative</p>	<p>Increased Parental Involvement</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


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

Performance Objective 2: Provide Parent Workshop Opportunities


Evaluation Data Source(s) 2: Attendance Logs

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Partners In Education Building Resilient Kids Parenting Classes		Principal	As evidenced by sign in sheets				
Critical Success Factors CSF 5	3.1	Principal	Increased parental involvement				
2) Host Latino Literacy Outreach on campus							
3) Montessori Parent Meetings		Principal Magnet School Director	Parent participation				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

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

Performance Objective 3: Increased participation in the Watch Dog Dads program on campus

Evaluation Data Source(s) 3: Attendance Logs

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Host a kick-off night with father-student activities and pizza to encourage participation</p>		Community In Schools Counselor Principal	Parent Participation				
<p>2) Create a Watch Dog Dads bulletin Board and post pictures of dad and their student/students to recognize their participation</p>		Counselor Community In Schools	Parent Participation				
<p>Critical Success Factors CSF 5</p> <p>3) Provide participating dad's and students with a Watch Dog Dads T-Shirt to wear during their visit to the school.</p>		Counselor Community In Schools	Parent Participation				
<p>Critical Success Factors CSF 5</p> <p>4) Recognize participating Watch Dog Dad's on the morning announcements when they are present at the school.</p>		Principal Counselor	Parent Participation				
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Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 4: Increased Collaboration in the Partners In Education program

Evaluation Data Source(s) 4:

Summative Evaluation 4:



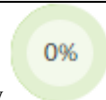

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 1) Reading , Math and Attendance Incentives provided by Network Communications	2.4, 2.5	Principal Counselor	Increased achievement and attendance				
Critical Success Factors CSF 1 2) Volunteer Program facilitated by the Chamber of Commerce Partners In Education	2.4, 2.6	Principal	Increased Student Achievement				
Critical Success Factors CSF 1 CSF 4 CSF 5 3) Read As One Program sponsored by The Jr. League of Longview. Volunteers reading with 1st grade struggling students.	2.4, 2.5, 2.6, 3.1	Principal	Increased student achievement				
Critical Success Factors CSF 1 CSF 4 CSF 5 4) Summer Literacy Camp sponsored by The Jr. League of Longview	2.4, 2.5, 2.6	Principal	Increased Student Engagement				
Critical Success Factors CSF 1 CSF 5 5) Host an Inter agency Meeting of all community volunteers to coordinate efforts.	2.5, 2.6	Principal	Increased community involvement				
							

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

Performance Objective 5: Work in collaboration with the Communities In School support staff to address the needs of at risk students through mentoring program and parent communication

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Distribute parent newsletter to improve communication		Principal	Increased communication				
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Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 1: Improve student attendance rate of students from 96.5% to 97.5%

Evaluation Data Source(s) 1: Daily Attendance Rate Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 5 CSF 6 1) Maintain a warm, respectful and welcoming environment		Principal Staff	Increased Attendance				
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Provide a continuum of supports and attendance incentives	2.5, 2.6	Principal Counselor Teacher Community In Schools Personnel	Increased daily attendance rates				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 3) Monitor attendance with personalized early outreach	2.4, 2.5, 2.6	Parent Contact Logs	Increased Attendance				
Critical Success Factors CSF 1 CSF 4 4) Home visits to address absenteeism		Home visit logs Principal Teacher Counselor	Increased attendance				

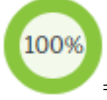



Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 2: Increase the number of students achieving Meets and Masters levels on accountability tests to 70% in all tested content areas.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Weekly Formative Assessments in Reading Math Writing and Science	2.4, 2.6	Principal Teacher CSS	Increased Achievement				
Critical Success Factors CSF 1 CSF 2 CSF 5 2) Initiate student goal setting and student led parent conferences	2.4, 2.6	Principal Teacher CSS	Increased student engagement and achievement				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Provide opportunities for PBL/enrichment activities to deepen student understanding in Reading, Math and Science	2.4, 2.5, 2.6	Campus Curriculum Support	Increased student engagement and achievement				
Critical Success Factors CSF 1 CSF 2 CSF 4 4) Provide comprehensive spiral reviews of previously mastered content to build mastery	2.4, 2.5, 2.6	Principal	Increased student achievement				
Critical Success Factors CSF 1 CSF 2 5) Focus on Academic and content vocabulary obtainment	2.4, 2.6	CCS	Increased student achievement				
Critical Success Factors CSF 1 CSF 2 CSF 7 6) Ensure focused and rigorous instruction by refining the RPM process	2.4, 2.5, 2.6	Principal	Increased Student achievement, increased teacher capacity				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>7) Provide campus Peer Observations and reviews to increase success and understanding</p>		Principal CCS	Increased teacher capacity				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Provide opportunities for students to participate in field trips, hosting guest speakers and participate in extra-curricular activities.</p>	2.4, 2.5, 2.6	Principal	Increased student achievement				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 3: Increase the number of students identified as Gifted and Talented


Evaluation Data Source(s) 3: GT participation lists

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Disseminate information to parents to allow for parent nomination of students to the Gifted Education Program	2.4, 2.6	Principal Counselor	Increased identification of Gifted students				
Critical Success Factors CSF 1 CSF 2 2) Training for teachers and parents on the characteristics of gifted youth with a focus on identification of minority and at-risk students	2.4, 2.6	Principal Counselor	Increased GT Identification				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 1: Students will increase Writing Performance from 45% to 80% on State Accountability Tests

Evaluation Data Source(s) 1: Writing STAAR Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Professional Development in Empowering Writers in 1st - 5th Grades	2.5, 2.6	Principal Curric. Asst. Teachers	Increased proficiency in writing				
Comprehensive Support Strategy Critical Success Factors CSF 1 2) Provide opportunities for students to share student writing products.		Principal Curric Asst. Teacher Librarian	Increased achievement in writing				
Critical Success Factors CSF 1 3) Develop a publishing center on campus that allows students opportunities to take writing projects to the publishing phase of the writing process.		Principal CSS Teachers Librarian	Increased Achievement in Writing				
Critical Success Factors CSF 1 4) Provide a Student Author section of the Library to promote and recognize student writers on campus.	2.4, 2.5	Librarian	Increased student performance in Writing				
Critical Success Factors CSF 1 5) Provide professional development in providing opportunities for writing across content areas.	2.4, 2.5, 2.6	Principal Curric. Asst.	Increased achievement in Writing				
6) Connect writing to children's literature through increased literary selections that teach specific writing concepts.		Librarian Curric. Asst.	Increased student performance in Writing				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Weekly Formative Assessments in the area of Writing with a focus on editing and revision</p>	2.4, 2.5, 2.6	Principals CSS Teachers	Increased Achievement in Writing				
<p>Critical Success Factors CSF 1</p> <p>8) Complete a minimum of two published pieces of writing per 6-weeks in grades 1-5.</p>	2.4, 2.5, 2.6	Principal CSS Teachers	Increased writing proficiency				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue





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

Performance Objective 2: Students will increase Science Performance Scores from 63% to 90%

Evaluation Data Source(s) 2: STAAR Results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Students will participate in a minimum of 2 hands on science experience per week</p>	2.4	Science Lab Sign-In Principal CSS Teachers	Increased achievement in science				
<p>Critical Success Factors CSF 1</p> <p>2) Increase the number of non-fiction book selections, related to science topics, available in the library.</p>	2.4, 2.5, 2.6	Librarian	Increased wide reading of non-fiction literature				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Complete weekly formative assessments in the area of science in Grade 5.</p>	2.4	Principal Teachers CSS	Increased Achievement in Science				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Students will participate in STEAM activities during the PLUS time rotation</p>	2.4	Principal CSS Teachers	Increased Science Achievement				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Students will communicate their ideas and work to real audiences</p>	2.4, 2.5, 2.6	Principal CCS Teacher	Increased student achievement				
<p>Critical Success Factors CSF 1</p> <p>6) Utilization of Science journals that include reflective writing about student learning</p>	2.4, 2.6	CCS Teacher	Increased student achievement				

<p>Critical Success Factors CSF 1</p> <p>7) The teacher will facilitate students ability to justify and defend conclusions as well as the analysis and synthesizing of data</p>	<p>2.4</p>	<p>CCS Teacher</p>	<p>Increased student achievement</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 3: Students will increase Reading Performance results from 85% to 90%.

Evaluation Data Source(s) 3: STAAR Results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Campus participation in monthly Genre projects designed to introduce students to a wide variety of literature</p>	2.4, 2.5	Librarian Curricular Asst. Teacher	student increased interest and wide reading among students				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Provide opportunity to interact with a nationally recognized children's author, Patricia Pollacco</p>	2.4, 2.5, 2.6	Principal Librarian Curric. Asst.	Increased interest in wide reading				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Use BAS data to determine reading groups and provide leveled instruction.</p>	2.4, 2.5, 2.6	Teacher Curric. Asst Principal					
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Provide targeted and intensive intervention in the form of RTI for students significantly below grade level in Reading</p>	2.4, 2.6	Principal CSS Teachers Interventionist	Increased achievement in Reading among at risk students				

Critical Success Factors CSF 1 CSF 2 CSF 7 5) Provide Professional development and modeling in the use of Comprehension Toolkit by Stephanie Harvey to increase instruction in the area of Figure 19 and comprehension	2.4, 2.6						
Critical Success Factors CSF 1 CSF 2 6) Provide specific professional development in the area of Figure 19	2.4	Principal CSS	Increased effective instruction in the area of Figure 19				
Critical Success Factors CSF 1 CSF 2 7) Implement a comprehensive and directly instructive phonics component to be included in our Balanced Literacy model.	2.4, 2.5, 2.6	Principal CSS Teachers Reading Interventionist	Increased achievement in Reading				
Critical Success Factors CSF 1 CSF 2 8) Provide targeted professional development in the area of Fluency Building as part of the Balanced Literacy Program.							
Critical Success Factors CSF 1 9) Teachers will incorporate specific content and academic vocabulary into each subject by grade level.	2.4, 2.6	Principal CSS Teachers	Increased vocabulary development				
Critical Success Factors CSF 1 CSF 4 10) Teacher will add to and organize classroom libraries by genre, topic, and author	2.4, 2.6	Principal CSS Teacher	Increased reading achievement				
Critical Success Factors CSF 1 CSF 2 CSF 4 11) Teachers and Students will maintain a browsing box with materials on their current reading level to increase fluency and reading comprehension	2.4, 2.6	Principal CSS Teachers	Increased Reading Comprehension				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 4: Students will increase Math Performance from 84% to 90%

Evaluation Data Source(s) 4: STAAR Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Teachers will implement Guided Math Groups daily to meet the needs of Tier 2 Math students</p>	2.4, 2.6	Principal CSS Teachers RTI Interventionist	Increased Math Achievement				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Math Interventionist will meet 4 times per week with Tier 3 Math Intervention students (Grades 1-5) for targeted intervention using the Math Counts intervention program.</p>	2.4, 2.6	Principal Math Interventionist CSS Teachers	Increased Math Achievement				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Students will be administered a Universal Screener at the BOY, MOY and EOY to determine necessary interventions</p>	2.4, 2.6	RTI Coordinator Teacher Principal	Increased student achievement in Math				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Targeted Professional Development to increase teacher proficiency in leading Numeracy Talks</p>	2.4	Principal Teachers CSS	Increased teacher capacity and student achievement				

Critical Success Factors CSF 1 CSF 4 5) Increased literary selection that address specific mathematical concepts through literature integration.	2.4, 2.6	Principal Librarian Teachers CSS	Increased mathematical achievement				
Critical Success Factors CSF 1 CSF 2 CSF 7 6) Teachers will increase proficiency in the use of higher levels of questioning to develop students mathematical reasoning	2.4, 2.5, 2.6	Principal CCS	Increased student achievement				
Critical Success Factors CSF 1 CSF 2 CSF 7 7) Teachers will facilitate students ability to justify answers and solutions	2.4, 2.6	Principal CCS Teacher	Increased student mastery				
Critical Success Factors CSF 1 CSF 7 8) Students and teachers will use precise content and academic vocabulary as they discuss mathematical concepts.	2.4, 2.6	Principal CSS Teacher	Increased student performance				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Begin Montessori Training for all second grade teachers in the spring and summer of 2019. Complete Montessori Training for first grade teachers during the spring and summer of 2019.
1	2	3	Visit and observe in exemplary 1-5 Montessori schools.
2	1	1	Math Family Night
2	1	2	Family Literacy Night
2	1	5	Living History Museum
3	1	3	Monitor attendance with personalized early outreach
4	1	1	Professional Development in Empowering Writers in 1st - 5th Grades
4	1	2	Provide opportunities for students to share student writing products.
4	3	1	Campus participation in monthly Genre projects designed to introduce students to a wide variety of literature
4	3	3	Use BAS data to determine reading groups and provide leveled instruction.
4	4	2	Math Interventionist will meet 4 times per week with Tier 3 Math Intervention students (Grades 1-5) for targeted intervention using the Math Counts intervention program.
4	4	3	Students will be administered a Universal Screener at the BOY, MOY and EOY to determine necessary interventions

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Patricia Duck	Principal
Administrator	Tracey Neill	Curriculum Support Assistant
Classroom Teacher	Julie Miller	2nd Grade Team Leader
Classroom Teacher	Teresa Salas	3rd Grade Team Leader
Classroom Teacher	Samantha Chastain	4th Grade Team Leader
Classroom Teacher	Alili Antomarchi	5th Grade Team Leader
Business Representative	Misty Amaya	volunteer
Classroom Teacher	David Monsivias	1st Grade