

Calallen Independent School District

Wood River Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

The mission of Wood River Elementary School is to create leaders by Pulling together to achieve high levels of Learning in a safe and supportive environment and Celebrating success!

Vision

Wood River elementary will work collaboratively with all stake holders to accomplish their mission by:

- Developing and following curriculum focused on TEKS mastery which is implemented with research based programs and systems.
- Designing instructional lessons which will be differentiated with depth and complexity and implementing those lessons with high expectations for all.
- Monitoring progress frequently with aligned assessments and using data to drive instruction.
- Building relationships, improving social skills, being proactive, communicating with parents, and practicing routines and procedures in order to create a safe learning environment.
- Creating a supportive environment by encouraging growth of the 40 developmental assets and setting in place systems and programs for remediation and support which will allow all students to reach their maximum potential.
- Celebrating all accomplishments!

Value Statement

- We believe that all students at Wood River Elementary School will exhibit high academic performance skills in all subjects.
- We believe that Wood River students will demonstrate behaviors which support academic success.
- We believe that the Wood River school faculty will utilize staff development to increase academic success and enhance professional skills.
- We believe that the Wood River school staff will integrate technology into instruction and administrative programs.
- We believe that all students and staff need to give their best effort at all times! "We work hard to play hard!"

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Comprehensive Needs Assessment

Needs Assessment Overview

The Wood River staff is committed to the belief that all students deserve a quality education. The campus plan is mutually supportive of the Calallen I.S.D. district improvement plan to accomplish the identified objectives and to address all pertinent federal planning requirements. The campus plan includes requirements as stated in the Texas Education Code.

Annual analysis of the plan and review of related assessment data are used to determine objectives that address campus goals. Then specific strategies and action steps are developed to address these objectives. This process ensures a commitment to excellence and a resolve to provide the best instructional plan for every WR student.

The membership of the SBDM consists of teachers, administrators, parents, business, and community members.

The needs assessment for this campus plan included both formal and informal data from various resources.

Strategies include activities and available resources that will be used to accomplish identified long-range goals and annual performance objectives. Strategies address each area in TEC 11.252 and 11.253. Highly qualified and trained staff are designated to accomplish initiatives and strategies in the plan. Resources include sources of funds, materials, and equipment. Progress and implementation of each strategy is monitored at designated checkpoints in incremental progress reviews, within established timelines.

The evaluation phase of the planning, decision-making implementation, and evaluation includes formative and summative evaluation. Measurable formative evaluation within the plan assesses the achievement of each objective. Evaluation is tied to the initial assessment of student performance and is based upon Board approved performance objectives.

Major outcomes of the needs assessment data indicate the following focus areas for the 2016-2017 school year:

- Continue to increase academic achievement levels of all student subgroups in all grade levels.
- Focus proactively on reading and math to ensure student success by implementing quality core instruction and intense remediation for non-passing students.
- Require TEKS-based instruction and assessments.
- Continue to reduce academic performance gaps in economically disadvantaged, At-Risk, and Special Needs students.
- Continue focus on TEKS alignment and full implementation in all subject areas using high yield strategies and Kagan Structures.
- Provide campus-based staff development and vertical team meetings for TEKS alignment.
- Encourage and support parent and community participation.

The campus improvement plan is developed, reviewed, and revised annually by the campus SBDM committee for the purpose of improving the performance of all students. Based upon the requirements for campus plans as stated in Texas Education Code 11.252 and 11.253 and based upon roles and responsibilities of site based decision making committee as stated in Texas Education Code 11.251 and 11.253, the Wood River Elementary School Campus Improvement Plan is respectfully submitted.

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR 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
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- 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
- 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
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 24, 2018






Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 1: Ensure that performance gaps between student subgroups are 3% or less.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Monitor implementation of reading strategies and aligned curriculum in grades PK-3.	Campus Administrators, Teachers, Reading and Math Interventionists	Student performance on local and state reading assessments			
2) Provide intervention strategies to address the needs of all students and to ensure that all students are provided with the support and resources to achieve academic success.	Teachers, Reading and Math Interventionists	Student performance on local and state assessments			
3) Provide small group tutorial support within the school day for students struggling in reading grades K-3.	Teachers, Reading Interventionist	Student performance on guided reading levels, local, and state reading assessments			
4) Provide small group tutorial support within the school day for students struggling in math in the third grade.	Teachers, Math Interventionist	Student performance on local and state math assessments			
5) Provide Extended Day sessions for first grade students needing intense remediation in reading.	Campus Administrators and Teachers	Student performance on local and state reading assessments.			
6) Provide Extended Day sessions for second and third grade students needing intensive remediation in math and reading.	Campus administrators and Teachers	Student performance on local and state reading and math assessments			
7) Provide student assistance and support through the counseling department and other agencies as appropriate.	School Counselor	Student performance on local and state reading and math assessments			
8) Closely monitor at-risk reports and other pertinent data and follow-up on student progress.	Data Team--Campus administrators, counselor, reading and math interventionists, teachers	Student performance on local and state assessments			






9) Conduct routine RtI meetings and develop intervention plans for all students who are struggling.	Campus Administrators, Counselor, Interventionists, teachers	Student performance on local and state assessments			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 2: 100% of WR students will participate in age appropriate career awareness activities to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Conduct career awareness sessions during counselor lessons.	Counselor	Informal assessment after class instruction			
2) Have students choose a profession of interest and take pictures of each student in a costume of that particular profession.	Counselor and Counselor's Secretary, Teachers	Pictures of students dressed for success			
3) Display students dressed in outfits depicting various occupations.	Counselor	Pictures displayed in hallways			
4) Host a career day which exposes all students to various careers involving parents and community members.	Counselor and Administrators	Student participation in career day.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 3: 100% of WR students will participate in age appropriate college awareness activities to assist students in developing awareness of various colleges and their degree programs.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Display banners of various colleges throughout the school.	Counselor	Displayed banners			
2) Display alma mater memorabilia and diploma in classroom when possible.	Teacher	Displayed memorabilia			
3) Have at least one college day per month.	Campus Administrators, Counselor	Students and staff wear college attire			
					






Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 4: The percentage of 3rd grade students who reach Approaches, Meets, and Masters on both the reading and math STAAR will remain at 90%, 60% and 30% or above respectively.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Monitor implementation of reading strategies and aligned curriculum in grades PK-3.	Campus Administrators, Teachers, Reading and Math Interventionists	Student Performance on local and state assessments			
2) Maintain parent communication regarding academic progress.	Teachers	Communication logs, student performance			
3) Utilize NWEA Universal Screener and benchmarks to monitor student progress and provide timely remediation and intervention strategies.	Campus Administrators, Interventionists, Teachers	Student performance on local and state assessments			
4) Use data to diagnose student weaknesses and provide targeted tutorial assistance.	Data team--Campus Administrators, Counselor, Interventionists, Teachers	Student performance on local and state assessments			
5) Increase the number of special education students mastering or showing improvement on appropriate assessments by targeting specific weaknesses within their IEP's with specifically designed instruction.	General Education and Special Education Teachers	Special education student performance on local and state assessments			
Funding Sources: 199 - General Fund: Special Education - 1500.00					
6) Increase the number of ELL students mastering or showing improvement on appropriate assessments by increasing language acquisition using ESL strategies.	ESL Teachers	ELL student performance on local and state assessments			
Funding Sources: 199 - General Fund: SCE - 500.00					
7) Increase teacher, student, and parent awareness of TEKS-based STAAR requirements.	Campus Administrators, Teachers	Communication logs, meeting attendance sheets, student performance on local and state assessments			
8) Utilize technology programs such as Study Island, Reading Eggs, Lexia, ESGI, etc. to reinforce key learning concepts.	Campus Administrators, Teachers	Data logs, Student performance on local and state assessments			
9) Continue to have regular Professional Learning Community (PLC) meetings focused on instruction and learning.	Campus Administrators, Lead Teachers	Meeting minutes, student performance on local and state assessments			






10) Develop and utilize curriculum, lesson plans, and materials to support classroom instruction focused on higher -order thinking using high-yield strategies.	Campus Administrators, Teachers	Student performance on local and state assessments			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: We will develop a system where each child has a customized plan for challenging learning that facilitates his/her educational process and pursuits aligned to desired career pathways.

Performance Objective 5: The percentile of K-2 students showing progress toward developing literacy skills as measured by the NWEA Universal Screener will be 90% or above the RIT Student Status Norm mean.

Evaluation Data Source(s) 5:

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Monitor implementation of Saxon, Guided Reading and other reading strategies and aligned curriculum in grades PK-2.	Campus Administrators, Teachers, Reading and Math Interventionists	Student performance on MAP			
2) Maintain parent communication regarding academic progress.	Teachers	Communication logs, student performance on MAP			
3) Use data to diagnose student weaknesses and provide targeted tutorial assistance.	Data team--Campus Administrators, Counselor, Interventionists, Teachers	Student performance on MAP			
4) Develop and utilize curriculum, lesson plans, and materials to support classroom instruction focused on higher -order thinking using high-yield strategies.	Campus Administrators, Teachers	Student performance on MAP			
5) Continue to provide two reading interventionists and a paraprofessional for additional reading and instructional support.	Curriculum office, Campus Administrators	Student performance on MAP			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: We will ensure that all student receive a high-quality education, and to close the achievement gap between students meeting the challenging State academic standards and those students who are not meeting such standards. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 1: Provide a framework to increase connectedness by 10% so that all students, staff and parents are actively participating and positively engaged in the school culture.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue parent communication through a variety of methods including parent/teacher conferences, home visits, orientations, open houses, phone calls, campus resources, and technology.	Campus Administrators, Teachers	Parent sign-in sheets, campus records of activities, informal and formal surveys, technology receipt.			
2) Make sure all parents have completed Family Access registration in order to receive e-mails and phone calls.	Campus administrators, Secretary	Skyward confirmation of message receipts			
3) Keep parents, staff, and students up to date on school events using family access, Blackboard (Parentlink)and notes home.	Principal and Secretary	Student and parent participation at events, Skyward confirmation of message receipt.			
4) Encourage membership in PTA and Watch DOGs.	Campus Administrators, PTA President, Top DOG	Daily parent involvement and attendance at campus events			
5) Continue to provide volunteer training and conduct background checks.	Assistant Principal	Parent participation on campus and school related events			
6) Maintain campus web page and include links to appropriate educational sites and resources for parents.	Campus Administrators and Secretaries	Up to date web page			
					

Goal 2: We will ensure that all student receive a high-quality education, and to close the achievement gap between students meeting the challenging State academic standards and those students who are not meeting such standards. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 2: The percentage of parental involvement at the elementary level will increase to above 95% as measured by compiled campus data.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) PTA membership will increase by 10% from the previous school year.	PTA Membership Chair	Membership			
2) Watch DOG involvement will increase by 10% from the previous school year.	Campus Administrators	Watch DOG involvement			
3) Parent involvement will increase by 10% at all student productions and events.	Campus Administrators	Campus sign-in sheets			
					

Goal 2: We will ensure that all student receive a high-quality education, and to close the achievement gap between students meeting the challenging State academic standards and those students who are not meeting such standards. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 3: The percentage of attendance will increase to above 96% as measured by the State Accountability System.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue focus on improving student attendance through campus incentive and recognition programs.	Campus administrators, Teachers, PTA	Attendance at or above 96%			
2) Continue to contact parents in writing, by phone, and in person when students are beginning to accumulate too many absences.	Assistant Principal, Attendance Secretary	Attendance at or above 96%			
3) Continue to work with the district truancy officer to ensure adherence to compulsory attendance requirements.	Assistant Principal	Attendance at or above 96%			
4) Continue to teach healthy habits in order to increase students' natural immune systems and reduce the spread of illness.	PE teacher, Nurse	Attendance at or above 96%			
					

Goal 3: We will provide the most up-to-date training and technology for our students and teachers.

Performance Objective 1: Engage 100% of Wood River learners through the use of technological tools to access, create and share content as well as collaborate with other learners within the classroom learning environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

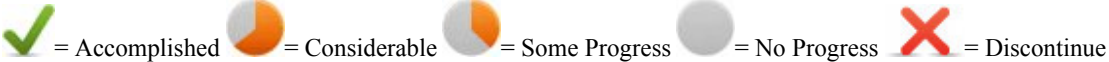
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue to explore and incorporate emerging technologies including tools to the greatest extent possible including their incorporation into instructional programs.	Campus Administrators, Campus Technology Staff, District Technology Specialist	Use of technology in teacher and student lessons			
2) Provide options for applied learning projects using technology in curriculum areas and special programs.	Campus Administrators, Campus Technology Staff, District Technology Specialist	Use of technology in teacher and student projects			
					

Goal 3: We will provide the most up-to-date training and technology for our students and teachers.

Performance Objective 2: 100% of the WR staff will Integrate innovative technology instructional practices to support and enrich classroom instruction.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue to have technology integration specialist assist teachers with technology integration into instructional plans.	Curriculum, Technology Specialists, Campus Administrators	Technology integration into lessons and student activities.			
2) Utilize computer assisted instruction to remediate and/or enrich student learning. (Study Island, Reading Eggs, Lexia, ESGI, Accelerated Reader, etc.)	Campus administrators, Teachers, Curriculum Department	Student use of computer programs, student mastery of the TEKS			
3) Incorporate technology into lessons using Brain pop, you tube, United Streaming, and other visuals to enhance learning.	Teachers	Students engaged in the learning process			
4) Students will use technology during stations to enhance learning using Apps, or use technology to conduct research.	Teachers	Students using Ipads and/or computers in the classroom			
5) Provide resources that will enhance teachers' ability to create web pages for school, parent, and student use.	Technology Specialist	Teacher web pages Living Tree usage			
6) Provide instruction in technology that will focus on reinforcement of curriculum skills, the technology TEKS (Learning.com), and the application of technology for extended learning projects.	Technology Integration Specialist	Staff attendance at technology trainings, technology integration into lesson and student learning.			
7) Have students work on Learning.com weekly to increase technology skills.	Classroom Teachers Specials Teachers/Paras Administrators	Increased student technology knowledge. Student participation.			
					

Goal 4: We will develop partnerships (an additional 10%) that will further our call to action.

Performance Objective 1: Maintain and increase partnerships (an additional 10%) with parents/guardians, businesses, community organizations, local government, and higher education institutions to prepare students for their future.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Participate in the HEB Read 3 book drive.	Assistant Principal, Teachers and Library Paraprofessional	Recognition of book collection and monetary reward for collecting books			
2) Apply for grants from local businesses.	Campus staff	Grants being awarded			
3) Partner with local businesses to provide student incentives (rewards)--CiCi's, McDonalds, Nolans, Sonic, HEB, Ice Rays, etc.	Campus Administrators	Business participation and support			
					

Goal 5: We will hold all staff and students to the highest standards and expectations.

Performance Objective 1: 100% of WR staff will use high yield strategies, STCC lessons, and Kagan structures, in order to create a learning organization which uses relevant, real world applications to develop critical thinking, problem-solving skills, and a lifelong love of learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue to work and grow as a Professional Learning Community focused on student learning. Share best practices at planning time, incorporating the latest teaching techniques learned at trainings.	Campus Principal and Campus Leadership Team	Student performance on local and state assessments, campus culture and morale			
2) Increase SBDM members' understanding of committee roles and responsibilities.	Campus Principal	SBDM team involvement in the decision making process			
					

Goal 5: We will hold all staff and students to the highest standards and expectations.

Performance Objective 2: Wood River Elementary will continue to earn all Distinction Designations available in recognition of outstanding achievement.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Monitor implementation of Saxon, Guided Reading and other reading strategies and aligned curriculum in grades K-3.	Campus Administrators, Teachers, Reading and Math Interventionists	Increased number of Distinction Designations			
2) Provide intervention strategies to address the needs of all students and to ensure that all students are provided with the support and resources to achieve academic success.	Teachers, Reading and Math Interventionists, RTI team	Increased number of Distinction Designations			
3) Provide small group tutorial support within the school day for students struggling in reading grades K-3.	Teachers, Reading Interventionist	Increased number of Distinction Designations			
	Funding Sources: 199 - General Fund: SCE - 0.00, 211 - ESSA Title I, Part A - 0.00				
4) Provide small group tutorial support within the school day for students struggling in math in the third grade.	Teachers, Math Interventionist	Increased number of Distinction Designations			
5) Provide Extended Day sessions for second and third grade students needing intensive remediation in math and reading.	Campus administrators and Teachers	Increased number of Distinction Designations			
6) Provide student assistance and support through the counseling department and other agencies as appropriate.	Counselor	Increased number of Distinction Designations			
7) Closely monitor at-risk reports and other pertinent data and follow-up on student progress.	Data Team--Campus Administrators, Counselor, Reading and Math Interventionists, Teachers	Increased number of Distinction Designations			
8) Conduct routine RtI meetings and develop intervention plans for all students who are struggling.	Campus Administrators, Counselor, Interventionists, Teachers	Increased number of Distinction Designations			
9) Provide Extended Day sessions for first grade students needing intense remediation in reading.	Campus Administrators and Teachers	Increased Number of Distinction Designations			
					

Goal 6: We will have a 100% highly qualified staff and become completely student centered.

Performance Objective 1: 100% of WR staff will implement professional learning opportunities that will facilitate student engagement and provide a variety of relevant experiences including technological, kinesthetic, visual, hands-on, and project-based learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Continue being involved with the South Texas Curriculum Consortium in order to provide professional development which will empower teachers.	Central Office Curriculum Department, Campus Principals, Teachers on the VVT	Teacher Attendance at STCC planning, Teachers increased understanding of the TEKS, Improved Student Performance			
2) Continue to support local curriculum planning in order to have a common instruction and assessment of the TEKS.	Central Office Curriculum Department, Campus Principals, Local Curriculum Writers	Teacher attendance at local curriculum writing, Teachers increased understanding of the TEKS, Improved Student Performance			
3) Visit highly effective campuses from other districts in order to generate new ideas that will help sustain success.	Central Office, Campus Administrators	Implementation of new ideas learned from visits.			
4) Continue an extended PLC schedule which will allow grade level teachers to collaborate weekly on lesson plans and instructional methods.	Campus Principal	Student performance on local and state assessments			
5) All staff will implement the use of Kagan structures routinely with their lessons in order to keep students engaged and learning.	Campus Administrators	Student engagement during observations and Walk-throughs			
					

Goal 6: We will have a 100% highly qualified staff and become completely student centered.

Performance Objective 2: 100% of local, state, and federal funds will be spent on critical educational programs based on student achievement and program evaluation data at the campus and district levels.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) All local and Title 1 campus funds will be spent on student achievement and student resources.	Campus Principal	Budget spent resources and staff development focused on student learning.			
	Funding Sources: 211 - ESSA Title I, Part A - 500.00, 199 - General Fund: SCE - 1000.00				
					

Goal 7: We will evaluate all existing programs and retain those aligned with our call to action.

Performance Objective 1: Identify and access all existing programs to determine effectiveness and utilization based on student performance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Assess all curriculum programs currently being used.	Curriculum Department, Campus Administrators, Teachers	Evaluation of program use, Surveys			
2) Assess all technology programs currently being used.	Curriculum Department, Technology Department, Campus Administrators, Teachers	Evaluation of program use, Surveys			
3) Delete programs not being effective or utilized.	Curriculum Department, Technology Department, Campus Administrators, Teachers	Elimination of ineffective, rarely used programs.			
4) Seek out and implement new, innovative programs which will enhance student performance.	Curriculum Department, Technology Department, Campus Administrators, Teachers	Implementation of new programs, increased student performance.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 8: Continuing / Ongoing Goals

Performance Objective 1: Continue and monitor implementation of 100% of the strategies that are ongoing or continue from year-to-year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	June	Aug
1) Conduct frequent classroom walk-throughs to make sure high yield strategies, Kagan structures, and data driven instruction are being used on a routine basis.	Campus Administrators	Observation of high yield strategies being used, student learning at a high level.			
2) TEKS will be addressed in all scope and sequences and lesson plans. Instruction and assessments will be aligned.	Curriculum Department, Campus Administrators, Campus Curriculum Writers, Teachers	All TEKS being covered and mastered by students.			
3) All campus initiatives will be closely monitored and reviewed on a routine basis.	Campus Principal, Teachers, SBDM Team	Meeting minutes, Implementation of initiatives, student success.			
4) Implement TTESS to its fullest in order to facilitate continuous professional growth from all staff.	Campus Administrators	Teacher improvement on goals which were set at the beginning of the year. Improved student achievement.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Debbie Litton	Principal
Classroom Teacher	Evan Shadle	Kinder Teacher
Classroom Teacher	Connie Martin	First Grade Teacher
Classroom Teacher	Quinlynn Baggett	Second Grade Teacher
Classroom Teacher	Kelly Book	Third Grade Teacher
Business Representative	Tina Rodriguez	Business Owner
Administrator	Lori Maldonado	Assistant Principal
Paraprofessional	Carolyn Antonetz	Secretary/Parent Liason
Special Population Rep.	Caroline Nowell	Special Education Teacher
Parent	Sandi Sanchez	Parent
Parent	Jessica Hernandez	Parent
Community Representative	LeAndra Jacobi	Community Member
District-level Professional	Melana Silva	Math Curriculum Specialist
Community Representative	Margaret Power	Community Member
Counselor	Harmony Salinas	Counselor