

Whitehouse Independent School District

Brown Elementary School

2019-2020 Campus Improvement Plan



Board Approval Date: October 14, 2019
Public Presentation Date: October 14, 2019

Mission Statement

The mission of Whitehouse ISD, the standard of excellence, is to inspire and equip students through innovative and challenging opportunities.

Vision

Above all, students first.

Core Beliefs

We believe faith and family are the foundation of our community.

We believe our children's success is our highest priority.

We believe each student's unique gifts and abilities have value.

We believe that supportive relationships are the foundation of learning.

We believe that everyone has the right to a safe and caring environment.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.	18
Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stakeholders.	23
Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.	27
Comprehensive Support Strategies	29
2019-2020 Campus Site-Based Committee	30

Comprehensive Needs Assessment

Revised/Approved: September 26, 2019

Demographics

Demographics Summary

We opened a new school last year and were projected to open our doors with around 550 students. When we wrapped up our first year we had an enrollment of 633 students. Last year we saw a significant increase in economically disadvantaged, ESL, Special Education, at-risk, and GT students. We have also seen an increase in students moving in and out of the campus/district. All of this continues to be true this school year. Currently, our student enrollment is at 627.

Grade	White	Black	Hispanic	Asian	Am. Indian	Hawaiian	Two or More Races	Total Students	Female	Male	Econ. Disadvantaged
1	50 55.56%	20 22.22%	14 15.56%	3 3.33%	0 0.00%	0 0.00%	3 3.33%	90	45	45	49 54.44%
2	49 53.26%	16 17.39%	14 15.22%	6 6.52%	1 1.09%	0 0.00%	6 6.52%	92	47	45	48 52.17%
3	51 48.11%	25 23.58%	14 13.21%	9 8.49%	2 1.89%	0 0.00%	5 4.72%	106	51	55	60 56.60%
4	54 51.43%	24 22.86%	17 16.19%	4 3.81%	0 0.00%	0 0.00%	6 5.71%	105	53	52	47 44.76%
5	50 53.19%	18 19.15%	9 9.57%	11 11.70%	0 0.00%	0 0.00%	6 6.38%	94	48	46	57 60.64%
EE	9 75.00%	0 0.00%	1 8.33%	2 16.67%	0 0.00%	0 0.00%	0 0.00%	12	3	9	12 100.00%
KG	45 46.88%	19 19.79%	20 20.83%	7 7.29%	0 0.00%	1 1.04%	3 3.13%	96	50	46	58 60.42%
PK	12 31.58%	14 36.84%	10 26.32%	2 5.26%	0 0.00%	0 0.00%	0 0.00%	38	15	23	38 100.00%
Total	320 50.55%	136 21.48%	99 15.64%	44 6.95%	3 0.47%	1 0.16%	29 4.58%	633	312	321	369 58.29%

Demographics Strengths

In the area of approaches grade level in the area of math our all of our sub pops performed well except AA and SE 73% or above

In the area of approaches grade level in reading Hispanic, Asian white and two or more 70% or above

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged Students are performing significantly below our campus performance **Root Cause:** Background knowledge and exposure to a variety of academic experiences

Student Achievement

Student Achievement Summary

Overall the campus received a B in the state accountability.

Reading App Meets Master

3rd 68 50 34

4th 84 57 34

5th 91 51 25

Math App Meets Master

3rd 83 53 27

4th 83 63 42

5th 97 64 40

writing App Meets Master

78 49 21

Science App Meets Master

71 41 19

Closing the achievement gap will be a focus for all students including ECO, AA, Hispanic, SE, White ECO

SE ed students perform significantly below the campus average

Student Achievement Strengths

4th grade writing improved significantly. Our Masters in 4th and 5th grade math have 40% or higher. Math in 3,4,5, meets was 60% .

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Lack of consistent exposure to high quality writing strategies and instruction **Root Cause:** Lack of priority on writing across the curriculum on a daily basis

School Culture and Climate

School Culture and Climate Summary

As a campus we focus on making a caring and safe environment for students, staff and community members through daily campus security walks, parent/visitor check in policies. Drills take place monthly in order to ensure that our students and staff are prepared in the event of an emergency. Morning meeting provides the campus with the opportunity to start each day on a positive note and reinforces the districts vision, mission, core beliefs and goals.

School Culture and Climate Strengths

A number of teachers are in the process of being trained in the area of Trauma Informed Schools. These strategies will be implemented in the upcoming year. We have been able to identify a number of students who need extra support and have been provided the opportunity to visit with the counselor on an as needed basis.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We are still learning the diverse needs of our students, staff and parents in regards to creating a safe and caring environment. **Root Cause:** As a new campus we had to identify the needs of our community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As a new campus, we are more diverse in our teacher population; however, we will need to continue to diversify our staff to resemble a staff that is more representative of our students. The campus turnover rate is low with an average of 10% of teachers leaving. We need to continue the focus of staff retention.

Staff Quality, Recruitment, and Retention Strengths

100% of our teachers are highly qualified. The retention rate of teachers remains above 80% from year to year. The teacher applicant pool provides us with the opportunity to be highly selective in who we hire.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The ability to diversify our staff to better represent our student population. **Root Cause:** The retention rate is high, which limits our ability to hire a highly qualified diverse teaching staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The use of TRS has provided a vertical alignment across the campus and district. MAP data is used to provide individualized instruction to meet the needs of all students. MAP data is also used to provide students with the opportunity to set and achieve short and long term goals. The majority of our students are passing the state assessments at the approaches level. The implementation of Maker-space has provided students with challenging opportunities to master the content being taught.

The number of unit assessments administered in 2nd -5th-grade significantly impacted the amount of time allowed to teach. Since the assessments were not spiraled, they provided little usable data to drive future instruction.

Curriculum, Instruction, and Assessment Strengths

The campus has a media technology specialist on campus who provides support to the campus in the area of technology integration and student engagement. Vertical team meetings occur once a month, and PLC's occur weekly among grade level clusters. Teachers and staff are an integral part of the decision making process on how to best meet the needs of our diverse student needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The number of students meeting the state standards at meets and masters is still below 50% in all subject areas. **Root Cause:** Our past focus has been on getting students to pass the test, we have shifted our process to include how we will increase the number of students meeting the meets and masters level of the state assessment.

Parent and Community Engagement

Parent and Community Engagement Summary

We have had a variety of opportunities for parents to interact in the school setting including Strong Fathers events, Maker-space Night, GT open houses, meet the teacher, open house, book fairs, musical programs, PTO movie night, polar express night parent night out, career fair, field day. We also had a number of parent volunteer days, in which they served our teachers in areas of need such as copying, laminating, and classroom organization.

Parent and Community Engagement Strengths

Parents are provided with a variety of opportunities through out the year at varying times. Events were scheduled at a variety of times to ensure that all parents were provided the opportunity to be involved. Community members were provided with the opportunity to participate in our career fair, work with individual students, as well as speak to classes.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents feel as though there is limited communication received from the campus as a whole as well as teachers. **Root Cause:** Limited ability to contact parents via phone calls due to the lack of land line phones made available,.As technology becomes a more prominent way to communicate, parents struggle with not receiving paper notifications.

School Context and Organization

School Context and Organization Summary

A master schedule is used to ensure that all content areas are allotted the appropriate instructional time. Tutorials are provided before and after school based on their level of performance. There was a campus wide initiative to ensure that science and writing were taught daily for the required number of instructional minutes.

School Context and Organization Strengths

PLC's are held weekly on Wednesdays. 3rd -5th Grade students are provided with the opportunity to attend tutorials from January -May. 2nd - 5th grade students are provided with the opportunity to attend morning tutorials in the computer lab. Teachers are required to teach one lesson per week in the science lab.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Non academic activities take up instructional time **Root Cause:** As a new campus it was a trial and error year in attempting to build schedules that maximized instruction but allowed students/teachers to enjoy non academic activities.

Technology

Technology Summary

The year began much more smoothly based on the fact that phone lines were working as well as other technical resources. Improvement in our technology is still an ongoing process.

Technology Strengths

We have been able to increase our technology by purchasing a chrome book cart for each grade level in 2nd -5th grades. We have new interactive flat panels that allow more than one student to interact at a time.

Problem Statements Identifying Technology Needs

Problem Statement 1: The campus is still lacking the number of technology devices needed to effectively engage all students **Root Cause:** Funding

Priority Problem Statements

Problem Statement 1: The campus is still lacking the number of technology devices needed to effectively engage all students

Root Cause 1: Funding

Problem Statement 1 Areas: Technology

Problem Statement 2: Lack of consistent exposure to high quality writing strategies and instruction

Root Cause 2: Lack of priority on writing across the curriculum on a daily basis

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: We are still learning the diverse needs of our students, staff and parents in regards to creating a safe and caring environment.

Root Cause 3: As a new campus we had to identify the needs of our community.

Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: The ability to diversify our staff to better represent our student population.

Root Cause 4: The retention rate is high, which limits our ability to hire a highly qualified diverse teaching staff.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: The number of students meeting the state standards at meets and masters is still below 50% in all subject areas.

Root Cause 5: Our past focus has been on getting students to pass the test, we have shifted our process to include how we will increase the number of students meeting the meets and masters level of the state assessment.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Parents feel as though there is limited communication received from the campus as a whole as well as teachers.

Root Cause 6: Limited ability to contact parents via phone calls due to the lack of land line phones made available,.As technology becomes a more prominent way to communicate, parents struggle with not receiving paper notifications.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Non academic activities take up instructional time

Root Cause 7: As a new campus it was a trial and error year in attempting to build schedules that maximized instruction but allowed students/teachers to enjoy non academic activities.

Problem Statement 7 Areas: District Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 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
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 1: Increase student performance on State and Federal Accountability measures and decrease student performance gaps among all students groups.

Evaluation Data Source(s) 1: STAAR Assessment Reports, Local Assessments, Grade Reporting, MAP Growth Assessments, TAPR

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math 1) Teachers will meet weekly in PLC meetings to ensure instructional planning is aligned with state standards and the district's scope and sequence through the use of TEKS resource system.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers, Instructional consultant	Increased Rigor Instructional Alignment to State Standards Increase in student performance in all tested subject areas (approaches, meets, and masters)			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Provide staff development in order to increase teacher capacity and early intervention in working with and identifying students who are at risk including special education, 504 and RtI students.	2.4, 2.5, 2.6	Principal Assistant Principal	Increased instructional time Increase student performance for at risk populations Improved instructional capacity of teachers Early identification of students who demonstrate the need for early intervention.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math 3) Increase technology integration in all core content areas through the use of Chrome-books, Google Classroom and a variety of instructional software applications. This will result in an increase in student engagement as well as students reaching the meets and masters level on state assessments.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers Media Technology Specialist	Increase student performance levels Increased student engagement Increased opportunities for students to develop 21st century skills			
TEA Priorities Build a foundation of reading and math 4) Develop a Multi-Tiered Intervention model for meeting the needs of all learners in order to increase the number of students reaching approaches, meets and masters.	2.4, 2.5, 2.6	Principal, Assistant Principal, RtI teachers, classroom teachers	Increase in approaches, meets and masters on the STAAR test. Demonstrated growth on MAP reading and math in all grade levels.			
TEA Priorities Build a foundation of reading and math 5) Host 2 Strong Fathers Events that focus on providing support to our parents in the areas of math and science.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Counselor	Increase parent involvement in a variety of instructional areas. Increase the number of males who volunteer within the campus.			
6) Provide services, materials and instructional supports for the effective implementation of individualized student intervention plans in order to close the achievement gap with our At Risk, LEP, Special Education, 504, Dyslexic and Economically Disadvantaged students.	2.4, 2.5, 2.6	Principal Assistant Principal Counselor Teachers	Closing the achievement gap on all State Assessments Students demonstrate at a minimum of a year's worth of growth measured by MAP data and STAAR			
TEA Priorities Build a foundation of reading and math 7) The campus will host a family literacy night for PK-3	3.2	Principal AP MTS Aspiring Administrators Teachers	Parent involvement with homework Increased knowledge of how to support students at home Internet Safety Awareness			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 2: Implement a guaranteed and viable curriculum in grades K-12 in the following subject areas: reading language arts, math, social studies, and science.

Evaluation Data Source(s) 2: District curriculum documents and assessments, MAP, STAAR Reports

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math 1) Weekly PLCs will focus on planning lessons through the use of TRS documents such as the IFD, VAD, Scope and Sequence, and Performance Assessments in order to ensure that the campus implementing a viable curriculum.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers Instructional Support Staff	Increased classroom rigor Vertical Alignment to close achievement gaps. Increased used of academic vocabulary			
2) Increase 5th Grade STAAR Science scores in approaches from 71% to 81%, Meets from 41% to 51% and Masters from 19% to 30%	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Instructional time spent on explicit science instruction in all K-5 classrooms. Use of Stem Scopes Curriculum Data Driven Instruction (MAP) Targeted Vertical Team Meetings Workshop Model Hands on Exploration 5 E model			
TEA Priorities Build a foundation of reading and math 3) In order to support high quality instruction in PK-5, we will purchase materials that support the 5E model, increased rigor, student engagement, hands on learning opportunities that create a strong foundation .			Increase in student scores in the following areas: Closing the achievement gap increase in the number of students who achieve approaches, meets and masters in all subject areas			
TEA Priorities Connect high school to career and college 4) The campus will host a STEM night in order to provide our students with exposure to a number of STEM activities that will have a direct correlation to core content areas as well as reinforcing the strategic plan - strategy 2.		Principal Assistant Principal MTS	Increased student engagement Exposure to career and college readiness standards Increased number of students hitting the meets and masters in math and science.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
100% = Accomplished 0% = No Progress = Discontinue						

Goal 1: Student Achievement: All students will meet or exceed Federal, State and District student performance standards.

Performance Objective 3: Assist all students and families in developing knowledge, skills, and competencies for a broad range of career opportunities.

Evaluation Data Source(s) 3: AP Exams, TAPR, ACT & SAT Reports

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Host a career day that provides students with the opportunity to explore a variety of career opportunities.	2.5, 2.6	Principal Assistant Principal Counselor	Increase student engagement based on providing students with the opportunity to explore areas of interest outside of the traditional core curriculum.			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 1: Provide a behavior support system to enhance a positive learning environment while reducing drug & alcohol use, violations, and incidents of violence and disruptive behaviors.

Evaluation Data Source(s) 1: State PEIMS 425 Report, PBMAS Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Enhance campus wide character ed and bully prevention program with a monthly focus on our portrait of a graduate character words.	2.5, 2.6	Principal Assistant Principal Counselor Teacher	Decrease in office referrals Positive impact on campus culture and climate Developing leaderships skills of students			
2) Implement WISD emergency operation plan - Standard Response Protocol to ensure a safe and secure learning environment for all students. .	2.5	Principal Assistant Principal	Increased campus awareness of safety protocols Safe and secure learning environment			
3) Develop a positive behavior intervention protocol that reinforces best practice for students who have difficulty in the general education setting based on trauma. (restorative practices)		Principal Assistant Principal Counselor	Decreased office referrals Increase in student lead resolutions Increased teacher capacity in handling behavioral situations Increase in positive office referrals			
4) Implement a culture using PBIS strategies through recognition of students and staff who meet the campus behavior expectations and provide students and staff the opportunity to earn points that can be redeemed in the campus PBIS store.						
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 2: Improve awareness and the reporting of sexual abuse and maltreatment of children.

Evaluation Data Source(s) 2: Schedule of training, Sign-in sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) CSF 3, CSF 6 4)) Compliance with district requirements of online EduHero Training including FERPA, Bullying, Sexual Harassment, Child Abuse and Blood Born Pathogens.		Principal Assistant Principal Counselor Teachers	Increased teacher knowledge Campus Compliance with district initiative			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 3: Provide a behavior support system to enhance a positive learning environment while reducing drug & alcohol use, violations, and incidents of violence and disruptive behaviors.

Evaluation Data Source(s) 3: State PEIMS 425 Report, PBMAS Report

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Enhance campus wide character ed and bully prevention program with a monthly focus on our portrait of a graduate character words.	2.5, 2.6	Principal Assistant Principal Counselor Teacher	Decrease in office referrals Positive impact on campus culture and climate Developing leaderships skills of students			
2) Implement WISD emergency operation plan - Standard Response Protocol to ensure a safe and secure learning environment for all students. .	2.5	Principal Assistant Principal	Increased campus awareness of safety protocols Safe and secure learning environment			
3) Develop a positive behavior intervention protocol that reinforces restorative practices.		Principal Assistant Principal Counselor	Decreased office referrals Increase in student lead resolutions Increased teacher capacity in handling behavioral situations Increase in positive office referrals			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.

Performance Objective 4: Improve awareness and the reporting of sexual abuse and maltreatment of children.

Evaluation Data Source(s) 4: Schedule of training, Sign-in sheets

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) CSF 3, CSF 6 4)) Compliance with district requirements of online EduHero Training including FERPA, Bullying, Sexual Harassment, Child Abuse and Blood Born Pathogens.		Principal Assistant Principal Counselor Teachers	Increased teacher knowledge Campus Compliance with district initiative			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 1: Increase student performance and quality of specialized services for all students through the recruitment and retention of highly qualified personnel and high quality professional development while maintaining 100% in all subject areas.

Evaluation Data Source(s) 1: Increase the number of students achieving program standards, on-grade level performance and state assessment standards among all populations tested.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Encourage and provide opportunities for on-going and innovative professional development through district instructional coaches, private educational consultants, as well as Region VII ESC.		Principal Assistant Principal Counselor Teachers	Increased quality instructional time Increased student engagement Increase the number of students that score at the approaches, meets and masters level on all STAAR assessments At least one year's worth of growth on MAP data for all students K-5 in reading and math			
2) Provide opportunities for teachers to collaborate and observe best practices through PLC meetings, classroom observations and visiting other campuses.	2.5, 2.6	Principal Assistant Principal	Increased teacher capacity Increased student engagement Increased student performance			
 = Accomplished  = No Progress  = Discontinue						

Goal 3: Staff Quality, Recruitment & Retention: Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 2: Increase student performance and quality of specialized services for all students through the recruitment and retention of highly qualified personnel and high quality professional development while maintaining 100% in all subject areas.

Evaluation Data Source(s) 2: Increase the number of students achieving program standards, on-grade level performance and state assessment standards among all populations tested.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Provide opportunities for teachers to collaborate and observe best practices through PLC meetings, classroom observations and visiting other campuses.	2.5, 2.6	Principal Assistant Principal	Increased teacher capacity Increased student engagement Increased student performance			
 = Accomplished  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will meet weekly in PLC meetings to ensure instructional planning is aligned with state standards and the district's scope and sequence through the use of TEKS resource system.
1	1	2	Provide staff development in order to increase teacher capacity and early intervention in working with and identifying students who are at risk including special education, 504 and RtI students.
1	1	3	Increase technology integration in all core content areas through the use of Chrome-books, Google Classroom and a variety of instructional software applications. This will result in an increase in student engagement as well as students reaching the meets and masters level on state assessments.
1	1	4	Develop a Multi-Tiered Intervention model for meeting the needs of all learners in order to increase the number of students reaching approaches, meets and masters.
1	2	1	Weekly PLCs will focus on planning lessons through the use of TRS documents such as the IFD, VAD, Scope and Sequence, and Performance Assessments in order to ensure that the campus implementing a viable curriculum.
1	2	2	Increase 5th Grade STAAR Science scores in approaches from 71% to 81%, Meets from 41% to 51% and Masters from 19% to 30%

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Stacey Noble	AP
Classroom Teacher	Mallory McConnell	RTI Teacher
Classroom Teacher	Anna Chandler	Teacher
Classroom Teacher	Trina Seelman	Teacher
Parent	Magen Johnson	Parent
Administrator	Lisa Schwartz	Principal
Classroom Teacher	Sabrina Stewart	Teacher
Classroom Teacher	Beth Dennis	Teacher
Classroom Teacher	Kevin Godsil	Teacher
Classroom Teacher	Jessica Prather	Teacher
Classroom Teacher	Rhonda Proffer	Teacher
Classroom Teacher	Abbie Kelley	Teacher
Paraprofessional	Sandy Elzner	Para