

Whitehouse Independent School District

Holloway 6Th Grade

2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps



Mission Statement

At HollowaySixthGrade School, we are committed to providing a well-balanced curriculum that provides our students with the level of education necessary for them to perform at a level consistent with world class standards, which allows them to become knowledgeable young adults competent to meet the challenges of life and the future needs of society.

PERFORMANCE OBJECTIVES MATRIX FOR TAKS/STAAR

Campus Holloway Sixth Grade School

Grade Level 6th

Student Group	2008	2009	2010	2011	2012	2013
Program	2009	2010	2011	2012	2013	2014
	TAKS	TAKS	TAKS	STAAR	STAAR	STAAR
Mathematics	6th	6th	6th	6th	6th	6th
All Students	92	95	91	89	90	93
White	94	96	92	91	92	95
African-American	86	83	84	69	74	81
Hispanic	88	92	87	90	93	98
Eco. Disadvantaged	88	91	84	86	86	87
Special Education	61	56	50	75	82	88
ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A
At Risk	69	87				
TLI Summary	N/A	N/A	N/A	N/A	N/A	N/A

Student Group	2008	2009	2010	2011	2012	2013
Program	2009	2010	2011	2012	2013	2014
Reading	6th	6th	6th	6th	6th	6th
All Students	100	98	91	83	88	94
White	100	99	93	88	90	95
African-American	100	92	81	55	69	87
Hispanic	100	92	90	76	81	96
Eco. Disadvantaged	100	96	83	66	77	89
Special Education	66	55	50	50	71	88
ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A
At Risk	83	93				
TLI Summary	N/A	N/A	N/A	N/A	N/A	N/A

PERFORMANCE OBJECTIVES MATRIX FOR TAKS/STAAR

Campus Holloway 6th Grade School

Grade Level 6th

Student	2005	2006	2007	2008	2009	2010	2011
Group/Program	2006	2007	2008	2009	2010	2011	2012
Attendance	96.8	96.9	96.7	96.9	96.0	96.6	96.6

Table of Contents

Campus Holloway Sixth Grade School	2
Student Group	2
Program	2
2009	2
2010	2
2011	2
2012	2
2013	2
2014	2
Mathematics	2
6th	2
6th	2
6th	2
6th	2
6th	2
6th	2
Student Group	3
2009	3
2010	3
2011	3
2012	3
2013	3
2014	3
Reading	3
6th	3
6th	3
6th	3
6th	3
6th	3
6th	3
Campus Holloway 6 th Grade School	3
Student	3

Comprehensive Needs Assessment	6
Demographics	6
Student Achievement	8
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	14
Technology	15
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: Curriculum & Instruction: Holloway is committed to providing a quality education through a well developed and aligned curriculum inclusive of fine arts, technology instruction and extra-curricular opportunities while ensuring that all all students have equal opportunity to participate in a rich educational program.	24
Goal 3: Learners will have appropriate technological resources to support the district's educational performance goals.	26
Goal 4: Demographics: Federal, State Program Based and State Compensatory Education compliance standards and performance-based monitoring assessment criteria will be met to ensure that all students meet performance standards in all areas with emphasis on those students with special needs, those at-risk of not achieving performance standards or graduating on time, economically disadvantaged students and limited English proficient students. Title III Immigrant (277) \$1211, SCE \$68,118 FTE's 1.34	30
Goal 5: Culture & Climate: Maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.	34
Goal 6: Staff Quality, Recruitment & Retention: The district will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.	38
Goal 7: Parent & Community Involvement: WISD will enhance the educational program at all campuses through strong partnerships forged with parents, community members and surrounding business partners to benefit all students.	40
Goal 8: School Context & Organization: WISD will increase student performance through critical analysis of student data information and strategic planning at both the campus and district levels aligned with state and federal student achievement standards.	41
Title I	43
Schoolwide Program Plan	43
Ten Schoolwide Components	43
2014-2015 Campus Improvement Committee	44
Campus Funding Summary	45

Comprehensive Needs Assessment

Demographics

Demographics Summary

Holloway's 2013 fall PEIMS data indicated a total enrollment of 334 students for the 2013-2014 school year. Holloway's ethnicity population consists of 69% White, 9% African American, 14% Hispanic, 4% Asian, and 4% Two or More. Due to the impact these student groups have on both the state and federal accountability systems, Economic Disadvantaged, Limited English Proficient (LEP) and Special Education populations were also evaluated. Holloway reported that 38% of the total population was identified as Economically disadvantaged based on the number of participants in the Free & Reduced Lunch program. Since the Economic Disadvantaged population continues to increase, a more differentiated approach to instruction is needed in all classrooms by all teachers to ensure high levels of student performance and to meet state and federal accountability standards. Holloway will continue to target training opportunities and facilitated in-house professional development in differentiated instruction, cultural diversity, and response to intervention for those students performing below grade level. The At Risk population at Holloway has continually increased over the last few years. Students identified as at-risk are considered students at-risk of not graduating on time in a typical K-12 educational career span. At Holloway, these students are provided supplemental services at all levels that consist of, but are not limited to supplemental Response to Intervention (RtI) instruction in reading and math, reading and math improvement coursework, STAAR Prep tutorials, and enhanced dyslexia instruction utilizing an expanded curriculum. Holloway has worked diligently in recent years to ensure appropriate identification of special education students through enhanced training and the implementation of the Response to Intervention (RtI) process. The RtI process has greatly improved the appropriate identification of students qualifying for special education services and helped decrease the over representation of Special Education students in the past. During the 2013-2014 school year, 26 students were served as reported or 7% of the total school population.

The Holloway demographics regarding the make up the classroom teachers are as follows: African American 4%; Hispanic 4%; White 92%. Our staff breakdown does not coincide closely enough with our student population. One reason for the difference noted between staff demographics and student demographics is the high retention rate maintained by Holloway for many years which leaves little opportunity for new hires. Over 61% of Holloway's teachers have 10+ years of experience and only 19% fall into the beginning 1-5 years of experience. Holloway is able to retain experienced teachers, so the challenge becomes targeting professional development to meet the needs of our changing population. Many training opportunities have been offered in the past two years and are currently being incorporated in Holloway's staff development plans.

Demographics Strengths

Student Performance marks have improved in most areas in spite of shifting demographics.

The RtI program has been expanded to meet the needs of greater numbers of struggling learners.

Demographics Needs

Economically Disadvantaged numbers continue to increase from year to year impacting the classroom instruction and learning.

Greater cultural awareness and diversity training is still needed for all staff.

Recruitment and employment of minority teachers could strengthen connections with the African American student population.

Student Achievement

Student Achievement Summary

The new state accountability system is based on a Performance Index system consisting of Index 1) Student Achievement, Index 2) Student Progress, Index 3) Closing Performance Gaps, and Index 4) Postsecondary Readiness. Index 1 results for Holloway indicate a score of 94 points, which is well above the Phase-In 1 Level II or above score of 55 on all tested subjects; reading, math, writing, science, and social studies. The ethnic performance scores in Index 1 were as follows for all subjects tested; All Students - 93%, African-American - 84%, Hispanic - 97%, White 95% and Asian - 100%. Special program areas evaluated in the new system include Special Education, Economically Disadvantaged and English Language Learners (ELL) (formerly referred to as LEP). Index 1 scores for students in these programs were; Special Education 88%, Econ Disadv. 88% and ELL 83%.

Holloway's results for Index 2 which illustrates student progress from one year to the next on STAAR assessments was 31 points which was above the state standard of 28 points. Weighted progress for Holloway was calculated in the areas of Reading and Math. This particular index poses the biggest challenge for the Holloway staff. STAAR weighted progress was low in the four measured groups at Holloway. In Reading, Whites were the lowest performing subgroup with only 59% meeting progress standards and 9% exceeding progress standards. The highest performing sub group was Hispanics with 66% meeting progress standards and 26% exceeding progress standards. In Math, African Americans were the lowest performing subgroup with only 19% meeting progress standards. The highest performing sub group was Hispanics with 53% meeting progress standards and 11% exceeding progress standards. The results validate data analyzed for previous assessments which also reveals a need to focus on meeting the needs of African American students by building stronger relationships with these students from year to year among all teachers in hopes of making connections that will improve student achievement among these students. The data also reveals a need to reevaluate the effectiveness of Holloway's Honors program.

Results for Index 3, Closing Performance Gaps, were strong enough to earn Holloway a Distinction Designation. Holloway's 51 points achieved in the new system calculation was well above the target Phase-in 1 Level II or above standard of 27 points. The Performance gap is always calculated for the Economically Disadvantaged population in all subjects tested; reading and math. The system then takes the two lowest performing ethnic groups and analyzes the comparison to the performance of the eight remaining ethnic groups. Based on this calculation the expectation is that the "gap" will be decreased between the two identified ethnic groups on Index 3 between now and the next assessment. The two groups identified in Index 3 for WISD among all students on each respective subject tested are the African American and Hispanic. While considerable progress was made, further instructional interventions will need to be designed and implemented to address the needs of these students throughout the 2014-2015 school year.

Holloway was scored for the first time in 2014 in Index 4, postsecondary Readiness. While Holloway's score of 40 in index 4 was 27 points above the target score of 13, it was still not high enough to earn a distinction. Only 50% of Holloway's students met the State's STAAR Postsecondary Readiness standards.

A preliminary review of student performance data collected from local measurements and 2014 STAAR Raw score results indicate an increase in performance among all accountability groups in both reading and math. Based on this data, continued improvement in instruction is needed to meet the challenges of raising the performance of all of the subgroups to meet the new challenges of the STAAR test. Instruction for the African American and Economically Disadvantaged subgroups require focused instructional improvement in order to raise their STAAR Math and Reading scores. Therefore, each

teacher will continue to disaggregate and analyze both STAAR Raw scores and six weeks testing data on their students and identify students who had low STAAR Raw scores and are continuing to struggle on six weeks testing. Teachers will meet through out the school year to determine the best instructional strategies necessary to help these students. Particular emphasis will be placed on targeting the performance of the African-American and Economically Disadvantaged subgroups.

In order to provide more specialized instruction, the Language Arts curriculum will continue to be divided into two classes: English and Reading. English classes will focus in on Language Arts TEKS that cover grammar and writing, while Reading classes will focus in on TEKS that cover the essential elements of reading. Students that received a low Raw score on the STAAR Math or Reading test will be assigned to a corresponding Reading Improvement or a Math Improvement class. The Read 180 program will be used in Reading Improvement to help improve the reading scores of the students who had a low Raw score on the 5th grade Reading STAAR test. Math will continue its alignment both vertically and horizontally with emphasis on grades one through twelve. The Think Through Math, Moby Max and Houghton Mifflin Harcourt online intervention programs will also be used in Math Improvement to help improve the math scores of the students who had a low Raw score on the 5th grade Math STAAR test. Specialized instruction in Math and Reading will also be offered for bubble students in danger of failing either STAAR assesment. Instruction that develops higher order thinking skills will continue to provide students with strategies that will enable them to be more successful on the more difficult STAAR assessments. Teacher professional development will continue through campus and district in-service and through RegionVII Educational ServiceCenter and through content specific seminars.

Student Achievement Strengths

100% Highly Qualified Staff

New Performance Index Scores in All areas are above the Phase-In 1 Level 11 or above state standards

Continued high performance among English Language Learners

Preliminary STAAR Raw scores show that certain subgroups show a need for intervention. In effort to meet the needs of these subgroups, Read 180 and Edgenuity Math will continue to be employed in Reading Improvement and Math Improvement programs to provide intervention for at-risk students in reading and math. English as a second language (ESL), Dyslexia, and Special Education instruction for qualifying students will also be continued. The Response to Intervention (RTI) program at Holloway will be expanded in 2014-2015 in accordance with the district's RtI implementation timeline. The program is based on an early intervention 3-Tier model of instructional interventions delivered first in the general classroom. The second and third tiers include supplemental services provided by specialized content teachers in reading and math.

Results from preliminary STAAR data indicate that African-American, and the Economic Disadvantaged subgroups continue to require additional instructional strategies. Therefore, the campus will continue to provide teachers and staff with opportunities for training with regard to identifying special population students, the process for the referral of these students, and information on identified population students and their modifications. Once identified, these students will be provided small group instruction, dyslexia training if appropriate, Read 180 reading training, HMH math training, specialized accelerated in-school math improvement and reading improvement classes and before or after-school tutorials for identified at-risk students. All students not meeting minimum standards on any portion of the 5th grade STAAR assessment (Reading and Math) will have an individual Accelerated Instruction Plan (AIP) developed for the 2013-2014 school year. Sixth grade teachers will offer before or after-school tutorials as well as additional tutorials during students' advisory period in order increase the number of in school tutorial sessions thus allowing at-risk students more individualized instruction.

Student Achievement Needs

Continued focus on instructional interventions and differentiation in an effort to meet the needs and improve student performance among low performing groups namely the African American and Economic Disadvantaged. Staff Development is needed to re-acquaint teachers with grade level and subject area TEKS to develop greater depth and understanding of student expectations and appropriate teaching strategies that will meet the rigor of the new STAAR assessment program

School Culture and Climate

School Culture and Climate Summary

The Holloway campus will continue to provide a character education program and a drug-prevention program for students through their advisory period. Conflict resolution programs will also be offered by the Counselor. In compliance with state guidelines, a core team of teachers has been trained in Crisis Prevention Intervention and the Texas Behavior Support Initiative and in the fall will be trained in the methodology and implementation of strategies for the Student Intervention Review team. The campus and district, in association with RegionVII Education Service Center, will continue to implement the Coordinated Health Program (CATCH) into the curriculum. The campus will also provide an intervention/counseling program to meet the new state law in regard to “Dating Violence” intervention and “Bullying Prevention.”

School Culture and Climate Strengths

Strong Crisis Prevention Intervention team

Developing “Bullying Prevention” program

Strong student recognition program

School Culture and Climate Needs

“Dating Violence” intervention

Character Education program and a Drug-Prevention program need further improvement

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The site-based team is an integral part of the campus planning and operation. The site based interview team will continue to conduct interviews of candidates for campus instructional positions and make recommendations to the campus principal. The team and the principal strive to employ only highly qualified teachers for these positions. All employees are either required or encouraged to continue with professional development training. On the Holloway campus, ALL classroom teachers are required to obtain the 30-hour Gifted and Talented certification through the RegionVII Education Service Center. In addition, all staff members are afforded opportunities to attend regional and state professional development offerings either through in-service, workshops, conferences or seminars.

A conscientious effort is made to ensure that all low-income students and minority students are afforded the same educational opportunities as every other student on the campus and that a “highly qualified” teacher instructs each student. All educational assistants providing direct services to students are “Highly Qualified”.

Staff Quality, Recruitment, and Retention Strengths

100% Highly Qualified Campus

Low teacher turn-over

Over 61% of Holloway's teachers have 10+ years of experience

Staff Quality, Recruitment, and Retention Needs

Higher % of minority teachers to better match campus demographics

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The implementation of the new STAAR Assessment program and Student Performance data reveals a need to review and revise current curriculum documents in all core subject areas to ensure appropriate sequencing of instruction and implementation of instructional strategies that will meet the level of rigor and depth of knowledge assessed in the state testing program. Particular focus on writing instruction in 6th grade is being addressed in an effort of building a stronger foundation of writing skills for all students. Curriculum documents will be revised through a process involving district instructional coaches, administrators and teachers resulting in greater instructional tools and stronger lesson designs based on the 5-E Lesson planning model.

In response to local student performance results on locally developed assessments formerly referred to as "benchmarks" and input from classroom teachers, Holloway will incorporate common six weeks tests that are designed to truly assess the objectives taught during that course of time and will be formatted in such a way that will require fewer test questions and less interruption to daily schedules. Practice STAAR assessments will be incorporated on one or two occasions as needed to gauge student progress in mastering readiness standards assessed in each area.

Curriculum, Instruction, and Assessment Strengths

Sustained student performance in most areas

Adequate teaching supplies and materials

Strong Instructional Staff

Curriculum, Instruction, and Assessment Needs

Consistent district practice of lesson design and delivery; a unified instructional foundation in all subjects among all teachers

Review and revise curriculum documents incorporating model lessons and activities based on the 5-E Model in all subjects

Family and Community Involvement

Family and Community Involvement Summary

At HollowaySixthGrade School, parents are involved through a PTO, the Choir Booster Club and the Band Booster Club. The WJH/Holloway PTO will support both campuses allowing for continuity in 6th through 8th grades. Parent orientations will again be held at the beginning of the school year and parents are encouraged to meet their child's teachers and discuss both classroom and campus policies and procedures. During the spring, orientations are held for 5th grade parents with regard to students transitioning to 6th grade, and for 6th grade parents as their children advance to the Junior High Campus. During spring orientations, departmentalization, class schedules, advance academic classes, and fine art electives for the next year are discussed. On the Holloway Campus, parents are viewed as a multi-faceted component of our education process.

Family and Community Involvement Strengths

Parents involved in PTO are active on campus

Family and Community Involvement Needs

Separate beginning of the year parent orientation covering school procedures.

Technology

Technology Summary

The campus and district will continue to train staff in the use of district software applications and programs. The campus staff will continue to refine skills in the use of technology as an instructional tool in the classroom and will continue to implement the district six-weeks assessment system. Students will be given additional technology instruction either in the campus computer lab or through individual classrooms. The Computer Lab computers were replaced during the 2014-2015 school year to meet the increased demands of new district software and programs. A Read 180 Lab will continue to be used to help at-risk students in Reading Improvement. A complete C.O.W. of 24 laptop computers is also available for check-out by teachers wanting to enhance their classroom lessons with wireless Internet resources. Smart Boards will be added to 2 more rooms with more to be added as teachers are trained on how to use them.

Technology Strengths

Computer Lab and C.O.W. available for check-out by teachers wanting to enhance their classroom lessons with wireless Internet resources.

Read 180 and HMH, Moby Max, Think Through Math programs for struggling students.

Technology Needs

More Smartboards are needed for the classrooms.

More wireless devices for research are needed for the classrooms.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card 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
- 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), Grades 5 and 8, data
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Target reading, writing, math, science and social studies to promote success on assessment instruments.

Summative Evaluation: Benchmark Tests and STAAR Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Conduct team meetings to target performance needs for all accountability groups and others identified as at-risk using STAAR Raw scores TELPAS and local assessments.	1, 2, 9, 10	School Administrators ICs Teachers	Data Analysis Reports Chart of failing and bubble students Data analysis results for six-weeks and benchmark tests STAAR Scores DMAC Skyward Lead4Ward				
2) Develop individual subject remediation strategies for students that scored in the bottom percentile of the state STAAR tests as well as for those that continue to perform poorly on local assessments.	1, 2, 9, 10	School Administrators ICs Teachers	Individual remediation strategies STAAR Scores DMAC Skyward Lead4Ward				
3) Provide accelerated instruction & practice using higher level thinking skills in all academic areas	1, 2, 9, 10	School Administrators ICs Teachers	Walkthroughs Observations Teacher Self Reports Teacher Lesson Plans DMAC				
4) Collaboratively implement more effective teaching strategies for Math and more coordinated instruction and materials	1, 2, 9, 10	School Administrators Math IC Math Teachers	Monthly 6th grade Math meetings Minutes from meetings Teacher Lesson Plans				
5) Provide 6th grade In-School Math Improvement and Reading Improvement tutorial classes for At-Risk students.	1, 2, 9, 10	School Administrators Counselor Math Improvement Teacher Reading Improvement Teacher	Roster of students attending Improvement classes Student Grade Reports Benchmark Data				

6) Provide services for gifted students and the advancement of high order learning skills.	1, 2, 9, 10	School Administrators Counselor Honors Teachers	Roster of students attending honors classes Teacher lesson plans Walkthroughs and teacher self-reports Student report cards Benchmark tests STAAR Results Teacher GT certifications				
7) Utilize Read 180 for at-risk students performing below grade-level in reading skills as a curriculum tool	1, 2, 9, 10	School Administrators Counselor Reading Improvement Teacher	Six Weeks tests Read 180 assessments and reports Six Weeks reports				
8) Utilize HMH and Moby Max for at-risk students performing below grade-level in math skills as a curriculum tool	1, 2, 9, 10	School Administrators Counselor Math Improvement Teacher	Six Weeks tests Aims Web assessments and reports Six Weeks reports				
9) Align and implement all core subject TEKS utilizing the 5-E Model of lesson planning and instruction.	1, 2, 4, 9, 10	School Administrators ICs Teachers	Monthly Department Meetings Teacher Lesson Plans Walkthroughs PDAS Observations				
10) Continue to assess students' fitness levels through the administration of the fitness gram	1, 9, 10	School Administrators P.E. IC P.E. Teachers	TEA Fitness Gram Campus Report				
11) Continue to integrate the health curriculum into the physical education classes	1, 2, 9, 10	School Administrators P.E. IC P.E. Teachers	Lesson plans Walk-Throughs Observations Improved fitness gram results Improved participation SHI Report				
12) Provide 6th grade before and after school tutorial classes for all students	1, 2, 9, 10	School Administrators All Teachers	Schedule of tutorials Roster of students attending tutorials Six Weeks Report Cards				
13) Provide 6th grade In-School Math Improvement and In-School Reading tutorials classes for At-Risk students	1, 2, 9, 10	School Administrators Counselor Math Improvement Teacher Reading Improvement Teacher	Benchmark Data Roster of students attending classes Six Weeks Report Cards				
14) Continue to provide professional development for core class instruction; send appropriate teachers to extra staff development throughout the school year	1, 2, 4, 9, 10	Curriculum Director Principal	Staff Development registration Staff Development attendance Faculty Presentations				
15) Student attendance will meet or exceed 96%.	1, 2, 9, 10	School Administrators Attendance Clerk Teachers	Attendance each six weeks Attendance rate at end of year				






16) Implement RTI program to identify and assist students struggling in specific areas of math and reading	1, 2, 8, 9, 10	School Administrators RTI Team Math Improvement Teacher Reading Improvement Teacher	Universal Screener Data Benchmark Tests Six Weeks Report Cards.				
17) Provide a highly trained Dyslexia teacher as well as services for students identified	1, 2, 4, 9, 10	School Administrators Language Arts IC Dyslexia Teacher	Alpha Phonics Progress Monitoring Reports Benchmark Tests Six Weeks Report Cards.				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Performance Objective 2: Decrease student performance gaps to 0% among African American, Economically Disadvantaged and Special Education student populations in comparison to the All Student group and White student group.


Summative Evaluation: STAAR Assessment Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Facilitate campus staff development targeting cultural awareness & ethnic sensitivity to better meet the needs of the Af.-Am., Economically Disadvantaged, Limited English Proficient, New Immigrants, Migrant & McKinney Vento students	9, 10	School Administrators ICs Teachers	Staff Development Roles (Sign-In Sheets)				
2) Provide consultation and teacher training regarding effective implementation of IEPs, IAPs, and RtI Tier 1 Interventions	4, 9, 10	Resource Teacher RTI Teachers Principal	Teacher Lesson Plans Student Grade Reports Individual Student IAP's & IEP's PDAS				
3) Target performance needs for all accountability groups and others identified as at-risk using assessment instruments (STAAR, TELPAS, & local assessments)	8, 9	School Administrators Teachers	DMAC Lead4Ward Skyward				
4) Target performance of African American, Hispanic & economically disadvantaged subgroups and other identified At-Risk students on all assessment information	1, 2, 9, 10	School Administrators ICs Teachers	DMAC Reports Benchmark Tests Student Grade Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: Attain English Language Acquisition Goals for all Limited English Proficient Students.






Summative Evaluation: STAAR Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Ensure all LEP students are served in content-based ESL programs by certified ESL teachers	1, 2, 9, 10	School Administrators Counselor ESL Certified Teachers	Staffing Records Campus Schedules LEP Student classroom Assignments				
							

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

Performance Objective 4: Achieve State Accountability measures as outlined in the new Performance Index system for all tested subject areas.

Summative Evaluation: STAAR Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Increase student performance for those identified at-risk utilizing the Read 180 program	8, 9, 10	School Administrators ELA / Reading IC Reading Improvement Teacher Reading Teachers	# of students receiving services Read 180 Student Reports Local & State Assessment Results				
2) Align Supplemental Services targeting at-risk, below grade level and low performing students in reading & math with individual student needs as evidenced by the AIMSweb Universal Screening tool	8, 9, 10	School Administrators Service Providers Math Improvement Teacher Reading Improvement Teacher	AIMSweb Reports Individual RtI IAP's for students Local & State Assessment Reports				
3) Design all instructional lesson plans utilizing the 5-E Model to impact student achievement	4, 8	Instructional Coaches Campus Administrators Teachers	Teacher Lesson Plans PDAS Local & State Assessments				
4) Provide a highly trained Dyslexic teacher & services for students identified as Dyslexic & At-Risk under local criteria	9, 10	School Administrators Teachers ELA IC Dyslexia Teacher	Alpha Phonics/MTA Student Progress Reports READ 180 Student Reports At-Risk Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Curriculum & Instruction: Holloway is committed to providing a quality education through a well developed and aligned curriculum inclusive of fine arts, technology instruction and extra-curricular opportunities while ensuring that all all students have equal opportunity to participate in a rich educational program.

Performance Objective 1: Complete the curriculum alignment framework and scope & sequence in the following subject areas: language arts, math, reading, social studies, science, music, art, health and physical education.

Summative Evaluation: Campus documents (# completed) & STAAR Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Continue alignment of the curriculum vertically and horizontally in the core subjects of Math, Science, Social Studies, Language Arts and Reading	2	Campus Administrators All Teachers Instructional Specialists	District Curriculum Documents Team/Department Meeting Documentation Local & Student Assessment Reports				
2) Continue vertical alignment of the curriculum in music and art.		Campus Administrators Band Directors Choir Teacher Art Teacher	Lesson Plans Walk-Throughs Observations PDAS				
3) Refine six weeks tests at each grade level by six-weeks in Math, Language Arts, Reading, Social Studies, and Science. Six weeks tests to be increased in rigor and to be formatted to resemble STAAR tests.	1, 2	Campus Administrators All Teachers Instructional Specialists	# of Common assessments produced Six Week Assessment Reports - DMAC Refined TEKS alignment forms Benchmark Tests				
4) Provide staff development in the implementation of writing strategies in 6th grade	1, 4, 9	English Teachers Language Arts IC	Schedule of training dates Implementation in the classrooms				
5) Continue the integration of the health curriculum into the physical education classes	10	PE IC Campus Administration PE Teacher	Lesson plans Walk-Throughs Observations PDAS SHI Survey				
6) Provide inclusion opportunities for Sp. Ed. Students to be more actively engaged with on-grade-level curriculum	2, 10	Diagnosticians Campus Administrators Sp. Ed. teacher Teachers	3 wk. & 6 wk. Student grade reports EOY ARD Summaries				


7) Revise all core subject area curriculum documents in grades K-12 to align with the new state Readiness & Supporting standards & enhance the rigor of instructional activities	2	ICs Campus Administrators Teachers	Completed Curriculum Documents Local & State Assessment Reports				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: Learners will have appropriate technological resources to support the district’s educational performance goals.

Performance Objective 1: Provide access for all teachers and administrators to technology in an effort to meet academic expectations.


Summative Evaluation: Campus Technology inventory records, Annual Campus Technology Star Chart Results and Student Performance reports.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide teachers and students with appropriate computers and software applications for research/inquiry.	2, 10	Principal Teachers	Teacher usage of the Computer Lab and the C.O.W.				
2) Utilize the DMAC program for student performance data analysis & progress monitoring	2, 8	ICs Campus Administrators Teachers	Number of DMAC reports produced				
3) Continue to equip classrooms with interactive technology equipment such as Smart Boards, Docu-Cams, i-Pads, Netbooks, etc.	2	Principal	Record of installations # of Integrated Lessons PDAS				
							

Goal 3: Learners will have appropriate technological resources to support the district's educational performance goals.

Performance Objective 2: Increase knowledge and implementation of technology instructional strategies among all teachers to improve local and state student performance goals.

Summative Evaluation: Campus Technology Inventory Reports, Campus IMA Expenditure Reports, Annual Campus Star Chart Report and Student Performance Reports.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Continue to train staff in use and implementation of New Benchmark Assessment System	2, 4, 8, 9	Director of Technology Campus Administrators Teachers	Staff attendance log				
2) Continue the use of attendance and grading programs by teachers in each classroom	2, 6, 8, 10	Director of Technology Principal Teachers	Student attendance recorded through classroom computer; continued use of grade book program				
							

Goal 3: Learners will have appropriate technological resources to support the district's educational performance goals.

Performance Objective 3: Increase student performance in all areas by utilizing technology resources to provide students and parents more access to the instructional program.

Summative Evaluation: State Assessment Reports and Campus Grade Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Continue 6th grade Computer Skills elective.	1, 3, 10	Principal Counselor Computer Teacher	Lesson Plans Student enrollment numbers Student assessments				
2) Continue Read 180 Lab for students that are struggling in Reading	1, 2, 8, 9, 10	Director of Technology Principal Reading Improvement Teacher	Student use of the lab STAAR scores				
3) Continue to use the computers in the Read 180 Lab during certain periods for Computer Skills, HMH, and other remedial math and reading programs	1, 2, 8, 9, 10	Principal Computer Teacher Math Improvement Teacher Reading Improvement Teacher	Lesson plans Daily Lessons Computer projects, Six weeks math grades, Six weeks reading grades				
4) Use the Smartboards in the Math Improvement and Reading Improvement Labs to help students struggling in those subjects.	1, 2, 8, 9, 10	Principal Math Improvement Teacher Reading Improvement Teacher	Student use of the Smartboard Lesson Plans STAAR scores.				
5) Continue to make the computer lab and the C.O.W. available for classroom instruction	1, 2, 8, 9	Principal Teachers	Record of teacher use of the lab Record of teacher use of the C.O.W. STAAR results				
6) Maintain licensing agreement for READ 180 supplemental reading instruction program	2, 9, 10	Technology Department Betty Lough Principal	Student use of the number of seats allotted to the school.				

7) Utilize the use of DMAC for student performance data analysis and progress monitoring	1, 2, 8, 9, 10	Campus Administration Instructional Specialists Teachers	Number of school administrators and teachers using the program Student performance results				
8) Provide teacher training regarding the development & implementation of individual teacher web-pages, department web-pages & program web-pages at all levels	6, 9	Director of Technology Exec. Dir. of Curr. & Inst. Principals Teachers	of Training Opportunities Sign-in Sheets # of Teacher, Dept. & Program web pages implemented				
9) Provide parents access to Family Access program to provide parent communication of student performance and attendance information	6	Principal	# of Parent applications for access to system # of Registered Users				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Demographics: Federal, State Program Based and State Compensatory Education compliance standards and performance-based monitoring assessment criteria will be met to ensure that all students meet performance standards in all areas with emphasis on those students with special needs, those at-risk of not achieving performance standards or graduating on time, economically disadvantaged students and limited English proficient students. Title III Immigrant (277) \$1211, SCE \$68,118 FTE's 1.34

Performance Objective 1: All student identified as At-Risk, LEP, Economically Disadvantaged, or Special Education will meet or exceed the passing standard on state assessments in all areas.

Summative Evaluation: State & Local Student Assessment Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide training to all staff regarding the District Response to Intervention (RTI) process in an effort to increase understanding & buy-in of the RTI process	2, 7, 8, 9	Campus Administrators Counselor RTI Team	Local & ESC 7 Staff Development Records Faculty Sign-In Sheets				
2) Provide basic instructional supplies as needed to McKinney Vento students at Non-Title I campuses in accordance with NCLB guidelines	9, 10	Campus Administrators Counselor	# of MV student recipients PO's				
3) Facilitate staff development to all teachers regarding Differentiated Instructional strategies for implementation of Tier 1 RTI services by general ed classroom teachers	4, 8, 9	Campus Administrators Counselor RTI Team Classroom Teachers	Training Opportunities Agendas Sign-In Sheets Lesson Plans Progress Monitoring Reports PDAS Classroom Observations				
4) Identify & monitor At-Risk students on campus and maintain appropriate documentation of identification criteria	1, 9, 10	Campus Administrators Counselor RTI Team Teachers	# of students identified # of students served Teacher Documentation				
5) Provide individual and small group instruction for identified 6th grade students through Response to Intervention	1, 2, 8, 9, 10	Campus Administrators RTI Team	Roster of students identified using a Universal Screener and RTI criteria STAAR results Benchmark testing				


6) Provide ESL services for Limited English Proficient students	1, 2, 9, 10	School Administrators Counselor All Campus Certified ESL Teachers	Roster of students qualifying for ESL services, Lesson plans TELPAS results STAAR results				
7) Continue restructuring campus Resource classes to align with 6th grade classes and schedules moving resource students into mainstream	1, 2, 9	Principal Counselor Special Education Teacher	Class rosters and student attendance in classes Lesson Plans				
8) Provide instructional and related services for students identified with learning and emotional disabilities identified as special education students	1, 2, 9, 10	Principal Counselor Special Education Teacher	Roster of students identified as part of the Special Education program STAAR results 6 weeks grades benchmark tests				
9) Maintain a tracking system & provide sufficient documentation for identification & progress of At-Risk students and RTI students	1, 2, 8, 9, 10	Campus Administrators Counselor RTI Team Teachers	List of students that meet At-Risk criteria STAAR results Six Weeks Grades 6 weeks tests				
10) Continue to provide supplemental tutorial programs and small group instruction such as Math Improvement and Reading Improvement type tutorials, Read 180 and Edgenuity for students identified as At-Risk	1, 2, 8, 9, 10	Campus Administrators Counselor Math Improvement Teacher Reading Improvement Teacher Teachers	Pre & Post Tests Class Rolls for Math Improvement and Reading Improvement Classes STAAR results Attendance Percentage Six Weeks Grades				
11) Provide small group instruction for dyslexic students	1, 2, 9, 10	Principal Dyslexia Teacher Counselor	Roster of students qualified for instruction Lesson plans, Classroom evaluations for individual students STAAR Results Six Weeks grades Six Weeks test results				
12) Continue an Advisory period during the school day to address the progress of At-Risk students and RTI students	1, 2, 8, 9, 10	Campus Administration Counselor Teachers	STAAR results Six Weeks Grades				
13) Expend federal immigrant funds to provide instructional materials for immigrant students	3	Principal Title Administrator	Purchase Orders Delivery of materials ordered				
Funding Sources: 277 Title III, Immigrant - \$610.46							

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Demographics: Federal, State Program Based and State Compensatory Education compliance standards and performance-based monitoring assessment criteria will be met to ensure that all students meet performance standards in all areas with emphasis on those students with special needs, those at-risk of not achieving performance standards or graduating on time, economically disadvantaged students and limited English proficient students. Title III Immigrant (277) \$1211, SCE \$68,118 FTE's 1.34

Performance Objective 2: All Gifted & Talented learners will meet or exceed the passing standard on state assessments in all areas.


Summative Evaluation: State & Local Assessment Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Maintain specialized GT services by providing highly qualified & highly trained staff by ensuring attainment of GT certification through the initial 30 hours of training and 6 hour annual update thereafter for all teachers of identified GT students	3, 4	GT Coordinator Principal Teachers	Student schedules for all GT students Class Rosters Local & ESC 7 Staff Development Records Staff Certification Records Lesson Plans				
							

Goal 4: Demographics: Federal, State Program Based and State Compensatory Education compliance standards and performance-based monitoring assessment criteria will be met to ensure that all students meet performance standards in all areas with emphasis on those students with special needs, those at-risk of not achieving performance standards or graduating on time, economically disadvantaged students and limited English proficient students. Title III Immigrant (277) \$1211, SCE \$68,118 FTE's 1.34

Performance Objective 3: All African-American students will meet or exceed the passing standard on state assessments in all areas.

Summative Evaluation: State & Local Assessment Reports






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide training for staff in how to support and improve student performance, behavior and discipline of African American students	2, 10	Campus Administration Counselor	Sign-in sheet Agenda AEIS Report Discipline Reports Student Performance Results				
							

Goal 5: 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: Decrease student discipline referrals at all campuses.

Summative Evaluation: State PEIMS 425 Report


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide sustained training for all staff regarding behavior intervention strategies and bullying prevention inclusive of proper protocol, documentation and reporting	4, 10	Campus Administration Counselor	Sign in Sheets Agendas Walkthroughs PDAS Campus Discipline Reports				
2) Provide Crisis Prevention Intervention Training and Texas Behavior Support Initiative for additional staff	4, 10	Principal Selected Teachers	Certificates of completion Schedule training				
3) Continue to revise and update Crisis Management Plan	2, 6, 10	Campus Administration Teachers	Scheduled and unscheduled drills Number of drills				
4) Provide Wildcat 200 Club Program for students	2, 6	Campus Administration Counselor PTO Teachers	# of students recognized by the Wildcat 200 Club program Student discipline referrals				
5) Incorporate and utilize DAEP as a part of discipline management plan	2, 10	Principal Assistant Principal	Number of students sent to DAEP and time spent				
6) Monitor needs of McKinney Vento students and provide counseling services	2, 10	Principal Counselor	List of students covered under the McKinney Vento Program Documentation of student visits to the counselor				
7) Continue a program that recognizes teachers and para-professionals that excel beyond their required job duties	2	Principal Teachers Paras	End of the year roster of recognized teachers and para-professionals # of discipline referrals				
8) Conduct Fitness Gram physical fitness assessment for students enrolled in physical education class	2, 10	Principal P.E. Teachers	Number of Students assessed Final Reports Program Evaluation				

9) Utilize Campus Coordinated School Health Teams to develop campus programs addressing child obesity, child exercise and healthy lifestyles	2, 10	Principal P.E. Teachers Campus Coordinated School Health Team	Schedule of training and meetings Sign-In Sheets Lesson Plans PDAS Fitness Gram Results School Health Index Survey				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: 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: Decrease number of minority students placed in disciplinary alternative settings or suspensions due to inappropriate behavior.






Summative Evaluation: PBMAS Reports and REACH Program Evaluation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Review campus discipline procedures to ensure consistent & equitable administration of disciplinary prevention, intervention & action	4, 10	Campus Administration	Meeting sign-in sheets, agendas, & materials Campus CNA analysis of discipline records				
2) Provide Discipline Management Training that includes prevention & education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles	4	Campus Administrators Counselor	PEIMS 425 Report Local & State Discipline Reports				
							

Goal 5: 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: Reduce drug use, violations regarding drugs; alcohol, incidents of violence and/or disruptive behavior among all students


Summative Evaluation: State PEIMS 425 Report, PBMAS Report and REACH Program Evaluation

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Participate in Red Ribbon Week by sponsoring activities and implementing other programs to promote safe and drug free schools	2, 6	Campus Administration Counselor	List of programs and activities concerning the prevention of drug abuse Campus Discipline Reports				
2) Establish Dating Violence Intervention Program and review the WISD Board Policy with staff	1, 10	Campus Administrators Counselor	PEIMS 425 Report Local & State Discipline Reports				
3) Provide Campus level training for suicide prevention, conflict resolution, dating violence and violence resolution	1, 10	Campus Administrators Counselor	# of Counseling Referrals # of Referrals to Outside Agencies				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Staff Quality, Recruitment & Retention: The district will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 1: Provide academic instruction by highly qualified personnel


Summative Evaluation: District HQ Report

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Continue to incorporate site-based interview team in the interview process	3, 5, 10	Principal Site base committee	List of applicants Top 3 candidates				
2) Provide opportunities for professional development	3, 5, 10	Principal Teachers/Staff	Workshop registration and attendance				
3) Ensure that students are taught by teachers and educational assistants that meet criteria for highly qualified as established by NCLB	3, 5, 10	Principal Interview Team	Certifications				
4) Ensure that low income and minority students are provided with highly qualified staff members at the same rate as all other students	3, 5, 10	Principal	Certifications Class rolls				
5) Coordinate Bilingual / ESL services including LPAC training, organization, documentation, testing and placement of students	3, 10	Principal Counselor ESL Coordinator	Staff credentials Student rolls				
6) Recruit Bilingual / ESL teachers, identify students and provide services for migrant students	3, 5, 10	Region 7 SSA Principal	Staff roster Students\u2019 six weeks grades / benchmarks				
7) Provide staff development training on key health issues that affect student and teacher performance (Stress, Asthma, Diabetes)	3, 5, 10	Principal School Health Committee	Scheduled workshops and staff record				
							

Goal 6: Staff Quality, Recruitment & Retention: The district will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 2: Maintain 100% Highly Qualified Staff in required areas.

Summative Evaluation: District HQ Report




Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Facilitate training & necessary certification requirements for all staff (teachers & instructional paraprofessionals) to maintain the 100% Highly Qualified status	4, 10	Principal	Staffing Records District HQ Report				
							

Goal 7: Parent & Community Involvement: WISD will enhance the educational program at all campuses through strong partnerships forged with parents, community members and surrounding business partners to benefit all students.

Performance Objective 1: Increase parent involvement through activities designed to meet the needs of all children & support the educational process.

Summative Evaluation: Campus parent involvement activity records and Campus CNA Summaries

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide parent information in regard to the 6th grade Personal Graduation Plan (PGP)	2, 6, 10	Principal Counselor Teachers	List of students not meeting expectations on 5th grade STARR PGP form completed by parent				
2) Provide campus orientation for parents in regard to policies, procedures, and course offerings	2, 6, 10	Principal Counselor Teachers	Scheduled presentations Parental attendance				
3) Continue joint PTO with Whitehouse Jr. High as WJH/Holloway PTO	6	Principal PTO Officers	PTO meetings				
4) Incorporate parents and community into campus activities. (Mentors, PTO)	6	Principal Teachers PTO	Application sheets submitted by parents Attendance sheet of volunteers				
5) Provide parent information regarding dyslexia, its characteristics and remediation	6	District-wide Dyslexia Teachers	List of students in the dyslexia program, scheduled presentation by dyslexia teachers Parental attendance				
6) Conduct Fitness Gram physical fitness assessment for students who are enrolled in a physical education class and share results with parents	6	PE Teachers PE Coordinator Principals	Individual Student Reports Campus Fitness Gram Reports				
7) Provide training regarding building safety with focus on enforcement of protective orders, school-based alternatives to protective orders including awareness training of protective orders both paper & electronic notations for teachers, administrators, counselors, affected students & parents	1, 6	Principal Counselor Office Staff	# of Training Sessions Meeting Sign-in sheets, agendas & materials				
8) Utilize Campus Coordinated School Health Teams to develop campus programs addressing child obesity, child exercise & healthy lifestyles by partnering with teachers, parents and community members	6	Campus CSH Team Members Principals Dist. SHAC Liaison	# of programs implemented				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 8: School Context & Organization: WISD will increase student performance through critical analysis of student data information and strategic planning at both the campus and district levels aligned with state and federal student achievement standards.


Performance Objective 1: All students in all accountability groups will meet or exceed state standards

Summative Evaluation: STAAR Assessment Reports

Goal 8: School Context & Organization: WISD will increase student performance through critical analysis of student data information and strategic planning at both the campus and district levels aligned with state and federal student achievement standards.

Performance Objective 2: All Campuses will Meet AYP measures.

Summative Evaluation: Elementary and Secondary Education Act (ESEA - formerly NCLB) AYP Reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Feb	Apr	June
1) Provide training and instructional guidance to all teachers in ELA, Writing and Math that will target the specific needs of the African American and Special Education students	1, 2	IC's Principals Teachers	Assessment results for all African American and Special Education students # of training sessions provided				
							

Title I

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

2014-2015 Campus Improvement Committee

Committee Role	Name	Position
Non-classroom Professional	Travis Splinter	Principal
Business Representative	Jason Bailey	Business Representative
Classroom Teacher	Robin Ballard	History Teacher
Classroom Teacher	Renee Brown	P.E. Teacher
Classroom Teacher	Melanie Causey	Science Teacher
Classroom Teacher	Michele Cole	Reading Teacher
Classroom Teacher	Tiffany McFadden	Math Teacher
Classroom Teacher	Loretta Roquemore	Math Improvement Teacher
Classroom Teacher	Jana Symonds	Dyslexia Teacher
Classroom Teacher	Rena Towler	Reading Improvement Teacher
Classroom Teacher	Ashley Wacha	Special Education Teacher
Classroom Teacher	Sharyn Womble	Language Arts Teacher
Community Representative	Stacie Goff	Parent
Community Representative	Erin Pryor	Parent
District-level Professional	Sonja Johnston	Math IC
Non-classroom Professional	Susan Brown	Assistant Principal
Non-classroom Professional	Jinny Harris	Counselor

Campus Funding Summary

277 Title III, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	13	computers		\$610.46
				Sub-Total	\$610.46
				Grand Total	\$610.46