

Wylie Independent School District
George W. Bush Elementary
2018-2019 Campus Improvement Plan



Mission Statement

All students at George W. Bush Elementary will grow together to become life-long learners who embrace diversity, encourage each other and positively impact the world with the confidence and character to become successful leaders achieving excellence through perseverance and soaring high into the future.

Vision

George W. Bush Elementary- an exemplary 21st Century learning community whose graduates are prepared to excel in a complex, interconnected, changing world.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Elementary Campus with 634 students K-4. 48% Economically Disadvantaged, 47% English Language Learners. 10% served in Special Education. We have a diverse student population with .7% American Native, 2% Asian 6% African American, .5 Native Hawaiian, 27% White and 3% with two or more races.

Demographics Strengths

We believe a part of our strength is our diversity. In our dual language program we have 47% English Language Learners and in our student population in both General Education and Dual Language is very diverse. Our Teaching staff is diverse as well with the 92% of the staff having more than two years experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase parent involvement in order to help parents better understand how to support their child at home and to create a more cohesive parent community. **Root Cause:** Families live in various neighborhoods around town versus just the campus neighborhood. With almost a 50% poverty rate our staff is requiring an understanding of working with families of poverty.

Student Academic Achievement

Student Academic Achievement Summary

Tested Areas	Campus % Approaches	State % Approaches	Comparison to state + or -	Campus % meets	State % meets	comparison to State + or -	Campus % Masters	State % Masters	Comparison to State + or -
3 rd Grade	84	71	+ 13	50	44	+6	30	28	+2
3 rd Math	87	76	+ 13	56	47	+9	31	25	+6
4 th Writing	80	63	+17	48	33	+15	7	10	-3
4 th Math	88	74	+14	60	45	+15	35	26	+9
4 th Reading	81	69	+12	51	42	+9	31	23	+8

4th grade bilingual girls showing a significant gap in the area of

Math. 4th Grade Boys showing a significant gap in the area of Reading.

Kinder DRA 89% meet , 24% Advanced First DRA 75% meet 40% Advanced, Second DRA 90% Meet 50% Advanced

Student Academic Achievement Strengths

We scored 10% above the state in every area in the *approaches* category and 15% above the state in 4th Grade Writing and Math in the *meets* category.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Ells across the grade levels needing to make one years growth on Telpas. **Root Cause:** High ELL population requiring specific strategies to develop language.

Problem Statement 2: 25% of First Grade Students scoring below grade level according to DRA. **Root Cause:** Teachers need to ensure that they are

developing oral language in both languages to enable students to make meaningful connections to literacy development.

Problem Statement 3: Students need quality instruction in Math in order to meet grade level expectations. **Root Cause:** Teachers need to be trained on math strategies in order to meet the needs of their students to ensure students meet grade level expectations.

Problem Statement 4: Students need to be taught behavior expectations so that they will be successful in school. **Root Cause:** Teachers should be trained on a systematic classroom management plan so that their students will know behavior expectations to be successful in school.

School Processes & Programs

School Processes & Programs Summary

Dual Language Program wo Way Dual Language program is a biliteracy program that integrates students proficient in English and students of limited English proficiency while providing instruction in core content areas in both English and Spanish. The program is an enrichment approach aiming for all to attain proficiency in two languages with high levels of achievement in all of the core content areas.

Guided Reading

Math Workshop

Writer's Workshop

PLCs

Team Leader

Intervention time

PTA

Watchdogs

Mentors

Pals

Interview Team

Leadership

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

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 13, 2018







Goal 1: Instill community and ethical values in our students

TEA Priority: District Focus

Performance Objective 1: Bully-free classrooms

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement Wylie Way initiatives focusing on Respect & Relationships.	2.5, 2.6	Admin Counselor Teachers	Students will become more responsible, respectful and courteous to each other.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instill community and ethical values in our students
 TEA Priority: District Focus

Performance Objective 2: Violence-Free classrooms

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement Wylie Way initiatives focusing on Responsibility, Grit, Hope and Gratitude by creating Wylie Way implementation plans for school wide focus days.	2.5	Admin Counselor Teachers	Students will learn to treat others with respect which will help to eliminate violence in the classroom.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						







Goal 1: Instill community and ethical values in our students

TEA Priority: District Focus

Performance Objective 3: Attendance

Evaluation Data Source(s) 3:

Summative Evaluation 3:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Monthly Ranger Rally to celebrate academic growth, character traits, and attendance.		Admin Counselor Ranger Rally Committee	Students will realize the importance of daily attendance at school.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Instill community and ethical values in our students
TEA Priority: District Focus

Performance Objective 4: Encourage parental environment

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Include parents in the development of the parental involvement policy and school-parent compact.	3.1	Admin Title 1 Facilitator	Parents will know the importance of their involvement in their child's education.			
Include educational component on the importance of parent involvement.	Problem Statements: Demographics 1 Funding Sources: Title I - 0.00					
2) Create a Community/School garden to serve as an outdoor learning environment and an outreach opportunity for master gardener volunteers to partner with the campus.	2.5	Gardening Committee Admin	Parents will feel welcome and share their knowledge of gardening with their child.			
3) Conduct face-to-face parent teacher conferences twice a year to update parents about the following: student progress, challenges, and areas of improvement.	2.6	Teachers Admin	Parents will be knowledgeable and involved in their child's educations.			
4) 3) Establish the Watchdog Program to include dads from across all the neighborhoods that are part of our school.	2.6	Admin Counselor PTA Board	Dad's of students will be a part of our school community.			
Funding Sources: Title I - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 4 Problem Statements:

Demographics







Problem Statement 1: Increase parent involvement in order to help parents better understand how to support their child at home and to create a more cohesive parent community. **Root Cause 1:** Families live in various neighborhoods around town versus just the campus neighborhood. With almost a 50% poverty rate our staff is requiring an understanding of working with families of poverty.

Goal 1: Instill community and ethical values in our students
 TEA Priority: District Focus

Performance Objective 5: On Campus Parent Survey, increase campus percent to be equal to or above district percentage in the area: My child's school supports my child's academic, emotional, and social growth.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Develop standard for classroom communication including weekly newsletters every Monday which include information about school happenings, celebrations, Wenzendays, character building, and facebook options.	2.6	Teachers Admin	The school will communicate to parents about school happenings.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 1: Instill community and ethical values in our students

TEA Priority: District Focus

Performance Objective 6: Increase % on climate survey in the area of community involvement to be more than or equal to the district percent.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Collaborate with the community in the areas of service and leadership by participating in can food drive, Angel tree, mentors, and pals.	2.6	Counselor Admin title I facilitator	Students and families will learn the importance of community service.			
2) All information to parents will be sent in a language and format they can understand, including: parents right to know teacher qualifications, qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact.	2.6	ESL Coordinater Admin	Communication will be given to all parents regardless of home language.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs

TEA Priority: Build a foundation of reading and math

Performance Objective 1: Increase performance of at-risk students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students who are struggling with academics or behavior will be brought to the RTI committee for solutions to help them be successful. We will specifically meet our Asian category students identified for additional targeted support.	2.6	RTI Committee Admin	Students who are struggling will be given interventions to help them be successful.			
2) We will use our Title 1 funding to reach our at risk students. This involves keeping up with compliance in our Title 1 Crate.	Funding Sources: Title I - 533.00					
3) Provide training to teach students to be resilient, through the Meadows Fall Conference for Katia Echeverria.		Katia Echeverria Admin	Impact the academic achievement of "at risk boys".			
4) We will provide books from the bookfair for the students at our school who are at risk.						
Funding Sources: Title I - 5862.79						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 2: Provide programs preventing students from dropping out.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students who are at risk will be given reading interventions like LLI and math interventions like Bridges. This will help them to get back on track so that they will be performing on grade level.	2.4, 2.5, 2.6	Teachers	Students will show growth and be moving closer to being on grade level.			
		Admin				
		RTI Committee				
		Title 1 Facilitator				
		ESL Coordinator				
Funding Sources: Title I - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 3: Provide dyslexia services for students identified with dyslexia.

Evaluation Data Source(s) 3:

Summative Evaluation 3:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1)) Alphaphonics and Esperanza pull out classes for students qualifying for dyslexia or k-2 spanish speakers showing struggle in phonics learning.	2.4, 2.6	Admin	Students will learn to read on grade level.			
		Dyslexia Teacher				
Funding Sources: State Comp Ed - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 4: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide staff development session for district counselors and teachers.	2.6	District Staff Admin				
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students.	2.4, 2.6					
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recover, and other items specific to grant guidance.	2.4, 2.6					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 5: Campus will ensure compliance with the local wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

Evaluation Data Source(s) 5: Campus Wellness Team
 Fitness Gram
 Participation in School Community Wellness Events

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The district/campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	2.6	Admin Cafeteria Teachers	Students will know how to make healthier life choices.			
2) The district/campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.	2.6	Admin	Students will learn how to have healthier lifestyles.			
3) The district/campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.	2.6	Admin Teachers	Students will know the importance of physical activity.			
4) The district/campus shall encourage students, parents, staff, and community members to use the district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance with district policy.	2.6	Admin	The school community will be provided with resources to increase physical activity.			
5) Provide healthy snacks to support basic student needs.	2.6	teachers Admin	Students will be given healthy snacks to help them be more successful in school academically.			
Funding Sources: Title I - 626.50						



6) Create a Community/School garden to include grade level lessons on healthy eating, recycling efforts, and caring for our environment.	2.5, 2.6	Garden Committee Admin Teachers	Students and their families will learn about healthy foods as well as recycling efforts to help take care of the environment.			
7) Campus-wide opportunities for health and weight loss will be offered.		Admin Nurse	Teachers will be given the opportunity to improve their health through weight loss.			
8) Principal will communicate mindfulness and employee wellness in weekly newsletter and on the announcements.		Principal	Teachers and students will learn healthy ways to handle stress.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						
















Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 6: Bush students tested on STAAR Reading grade 3-4 will raise the Meets and Masters expectations to 10% above the state and students in grades K-2 will have 90% of students reading on grade level.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>1) Differentiate support through guided reading coach for EVERY teacher grades k-2 year (1 & 2) grades 3 & 4 year (3 & 4) based on each individual teachers need as well as any campus wide areas in need of improvement.</p> <p>Update our literacy library to include all level readers for English and Spanish readers grades K-4. Update teacher resources to include Prompting guides in English and Spanish and Spanish LEarning Continuum, and Comprehension Toolkit materials.</p> <p>We will employ the BAS kits to assess reading levels in all students.</p> <p>Provide Scholastic news for Second Grade</p> <p>Provide reading manipulatives for new second grade teachers that other teachers were given when the school first opened.</p>	2.4, 2.5, 2.6	Admin C & I	Students will improve their reading levels.			
Funding Sources: Title I - 5760.15						
2) Conduct instructional rounds in classrooms in an effort to be reflective, collaborative, vertically aligned and cohesive in our campus guided reading program.	2.6	Admin Teachers Title I Facilitator	Teachers can work collaboratively to learn better methods for instruction.			

3) Progress monitoring through BAS & LLI	2.6	Admin Teachers RTI Committee Interventionists	Teachers will know students reading levels so that they can differentiate their reading lessons.			
	Funding Sources: Title I - 0.00					
4) Part time interventionist to work with 2-4 students needing to move to the masters level.	2.6	Admin Leadership / RTI Team	Students will move to masters level.			
	Funding Sources: Title I - 12000.00					
5) Ongoing professional development support will be provided to all staff, through snack attacks and PLC.		Campus Tech Admin Teachers C & I	Teachers will continue to learn ideas and techniques to improve their teaching methods.			
	Funding Sources: Title I - 0.00					
6) Guided reading consultant provided in both English and Spanish to support simultaneously DL and Gen Ed to create a cohesive campus program.	2.6	Admin C & I	Teachers will be trained on the proper way to teach guided reading.			
	Funding Sources: Title I - 0.00					
7) English Speaking students in kindergarten will be provided with English Reading Istation.						
	Funding Sources: Title I - 3116.10					
8) Provide Mondo Phonics Kits for first grade.		First grade teachers Administrations	Improve first grade reading			
	Funding Sources: Title I - 583.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 7: Bush students tested on STAAR Math grade 3-4 will raise the Meets and Masters expectations to 10% above the state and students in grades K-2 will have 90% of students show expected growth from BOY to EOY on Map data.

Evaluation Data Source(s) 7:

Summative Evaluation 7:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Math intervention materials will be provided to assist with Tier 2 and Tier 1 instruction. These will include Bridges, LoneStar, Box of Facts, Think Tanks and Math in Practice Book.	2.6	Selected Paras and Teachers Admin Title I facilitator C & I	Teachers will have the tools they need to reach their struggling students.			
Funding Sources: State ELL Allotment - 150.00, Title I - 1803.00						
2) Math materials will be provided for teachers serving in grades 3&4 via TEKSas Target Practice 3rd grade and Target the Question 4th grade. In Addition, Education Galaxy will be made available for 3rd and 4th grade. We will also equip additional staff with the manipulatives that were provided for all teachers when the school opened.	2.6	Teachers Admin				
Funding Sources: Title I - 3198.09						
3) Students will participate in Maker Space to develop problem solving capacities.	2.5	Teacher Tech Admin				
4) Provide for extended learning opportunities such as tutoring.	2.6	Title I Facilitator Selected Teachers Admin				
5) 6) Students will participate in math workshop.	2.4, 2.6	Admin Teachers				
6) Teachers will be given Math Professional Development like the CAMT Conference and Guided Math, and Math in Practice books.	2.4, 2.6	Teachers Admin.	Teachers will learn new math strategies to help their students to be successful in math.			
Funding Sources: Title I - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 8: The campus will provide transition between schools at the beginning and end of year.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Preschool students and their parents will be invited to tour the school with the PK center's end of year events.		Admin PK Admin / Teachers	This will help students and parents be familiar with the school before the new school year starts.			
2) The entire school will participate in activities designed to introduce students and their families to the new campus; including incoming kinder with round up and new families with new family orientation.		Admin Kinder team Staff	Students will be familiar with our school and staff before the new school year.			
3) Opportunities will provided for both students and parents to visit their incoming 5th grade campuses at year's end. This will be in coordination with the intermediate campuses programs for transition.		4th Grade and Kinder Team Counselor Admin	Students in 4th grade will become familiar with the school that they will be attending in 5th grade, which will help with the stress of transition.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 9: Bush students tested on STAAR Writing in grade 4 will raise the Meets and Masters expectations to 10% above the state and increase Telpas Writing to 90% of students showing 1 years growth.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement Empowering Writer's strategies. Send additional staff to the training if needed.	2.4, 2.6	4th Grade Teachers Admin	Teachers will be provided with tools to teach writing.			
2) Use data taken from writing samples to differentiate instruction to guide students to become successful writers. We will have tutoring.	2.6	All teachers Admin	Lessons will be differentiated to meet student's needs in writing.			
Funding Sources: Title I - 0.00, State Comp Ed - 0.00						
3) Motivate and inspire 4th grade students to try their best, practice grit, believe in themselves with a high energy motivational assembly.	2.4, 2.6	Admin, Cheer team	Students in 4th grade will be motivated to do their best on all of their academic endeavors.			
Funding Sources: Title I - 0.00						
4) Writing vertical team will align writing instruction with each grade level.	2.4	Admin teachers Vertical Writing Team	Each grade level will know what is expected of their students when it comes to writing. It will help students to be prepared for the next grade.			
5) Implement writing techniques learned from Jeff Anderson, The Write Guy: Two One-Day Workshops	2.4, 2.6	teachers Admin	Teachers will learn new writing strategies to help improve student writing.			
Funding Sources: Title I - 440.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						









Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum, and programs
 TEA Priority: Build a foundation of reading and math

Performance Objective 10: Students in Dual Language program will develop strong academic language and content knowledge in both Spanish and English

Evaluation Data Source(s) 10:

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) First grade teachers will participate in TPR training to develop systematic way of presenting Oracy lessons	2.4	Admin DL Coordinator, Specialist Teachers	Teachers will be trained on how to present Oracy lessons.			
	Funding Sources: Title I - 0.00					
2) 9 weeks planning to utilize DL specialist and to map out intentional language objectives per unit for each grade level	2.6	Admin DL Coordinator, Specialist Teachers	Teachers will have the opportunity to plan and collaborate together to provide strong language lessons for their students.			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Title I - 0.00					
3) Spanish I station will be provided to allow for daily spanish reading practice for all dual language students. k-3	2.4, 2.6	Admin DL Teachers	Spanish students will improve on their reading abilities.			
	Funding Sources: Title I - 2562.00					
4) Provide an abundance of English and Spanish reading materials in the library for all students to have access to. Librarian will highlight both Spanish speaking and English speaking authors and utilize authentic Spanish literature not just translations.	2.4, 2.6	Admin Teachers	Students will have books and materials that make them excited about reading.			
	Funding Sources: Title I - 2500.00					

5) Biliteracy training for 2nd grade teachers and ESL coordinator in Chicago.	2.4, 2.6	Admin Second Grade Teachers ESL Coordinator	2nd grade teachers and the ESL coordinator will have the knowledge they need to teach Biliteracy Lessons.			
	Funding Sources: Title I - 7500.00					
6) Students in Dual Language will be provided with manipulatives to support handwriting development, reading and math.						
	Funding Sources: State ELL Allotment - 1096.46					
7) Provide students with an abundance of Spanish Science and Social Studies Books.		Admin Dual Language Teachers	This will give dual language students a wide variety of reading materials to go along with the science and social studies teks			
	Funding Sources: Title I - 0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 10 Problem Statements:

Student Academic Achievement
Problem Statement 1: Ells across the grade levels needing to make one years growth on Telpas. Root Cause 1: High ELL population requiring specific strategies to develop language.








Goal 3: Prepare students for a successful life beyond high school

TEA Strategic Priority: Connect high school to career and college

Performance Objective 1: 100% of students will participate in college week as well as weekly discussions on 'think college Thursdays' and monthly exposure to careers on Mapping your Future Monday.

Evaluation Data Source(s) 1:

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Include Mapping your future Monday portion on Friday Focus for easy access. Tweet out strong take aways using #gdubeagles	2.5, 2.6	Teachers Admin Counselors	Students will know how to set goals and make plans for their future.			
2) Students and teachers will participate in Think College Thursday to promote career goals that lead to college. We will also participate in College Week.	2.6	Teachers Admin	More students being aware of the varied opportunities they have to attend college in the future.			
Funding Sources: State ELL Allotment - 500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare students for a successful life beyond high school
 TEA Strategic Priority: Connect high school to career and college

Performance Objective 2: All students will participate in leadership development, life skills practice, and social emotional awareness activities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) All students will learn the importance of goal setting in order to be able to understand factors with which are in their control, how to set priorities, and more clearly define their own strengths and challenges.	2.4	Counselor Admin Teachers	Students will know how to set goals for themselves.			
2) Develop leadership opportunities for students including safety patrol, broadcast team, garden patrol, recycling team, Honor Society, and individualized positions for those in most need.	2.5	Counselor Teachers	Students will know the qualities that a leader needs in order to be successful.			
3) Students will participate in Wenzel Days each week to learn how to handle stress in their lives.	2.5	Teachers Admin	Students will be able to handle the stress in their lives in a healthy manner.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Attract, retain, and value a quality staff
TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

Performance Objective 1: Recruiting highly effective teachers

Evaluation Data Source(s) 1:

Summative Evaluation 1:











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Develop a well-trained interview team to screen and select teachers aligned with campus beliefs.		Admin Teachers	Teachers will know how to interview for quality staff.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Attract, retain, and value a quality staff
 TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

Performance Objective 2: Ongoing/embedded professional development for teachers

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide training in all areas of compliance.		Admin	Teachers will be trained on bullying, blood borne pathogens, suicide and child abuse.			
2) Lower grade teachers and sped teacher will be given training on how to teach multi sensory handwriting using training from First Strokes Inservice	2.5	Teachers	Students will develop fine motor skills.			
		Admin		Funding Sources: Title I - 1362.86		
3) 3rd grade teachers will receive training from Region 10 on Analyzing the new ELAR TEKS for teachers		Teachers				
		Admin		Funding Sources: Title I - 750.00		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 4: Attract, retain, and value a quality staff

TEA Strategic Priority: Recruiting, supporting, and retaining teachers and principals

Performance Objective 3: Recruiting, hiring, and retention of highly effective teachers

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide mentoring system for all new teachers.		Admin				
2) Provide Onward book study for educators emotional resilience.		Admin				
Funding Sources: Title I - 700.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 1: Monitor growth and needs of a developing community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Request quarterly updates of build out plan from HOA lead to keep all stakeholders updated with progress.		HOA Admin	Administration will be knowledgeable about what is happening in our school neighborhood.			
2) Subscribe to neighborhood newsletter and facebook page to keep abreast of community changes or needs.		Admin	Administration will know how to meet the needs of our changing community.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Support student participation in extracurricular activities to promote character and academic achievement.

Performance Objective 1: Students will have the opportunity to develop their character and to grow academically through varied extracurricular activities.

Evaluation Data Source(s) 1:

Summative Evaluation 1:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students will participate in UIL and the Honor Society to celebrate their academic excellence.	2.5	Honor Society Faculty Advising Committee 4th Grade Teachers UIL Coaches	Students will take pride in their academic accomplishments.			
	Funding Sources: Title I - 200.00					
2) Students will learn new skills and knowledge through after school programs and the STEM program.	2.5	Admin second grade teachers	Students will have the opportunity to study new ideas and learn new skills.			
3) Students will practice reading excellence through Hooked on Books Club.	2.4, 2.5	Wood Admin	Students will be rewarded for reading excellence.			
	Funding Sources: Title I - 300.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Celebrate our excellence.

Performance Objective 1: Our student's excellence will be shared and celebrated with the community.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) We will celebrate our student's academic progress through Growth Awards at Ranger Rally.	2.4, 2.5	Teacher Admin Counselor	Students will be proud of their success.			
	Funding Sources: Title I - 500.00					
2) We will share and celebrate activities at our school on Facebook and through the Eagle Editorial.		Admin Teachers Counselor Title 1	Parents will be able to share in the activities their children are involved in at school.			
3) We will promote high academic standards with our 4th graders through the implementation of the Honor Society.	2.5	Faculty Advising committee of the Honor Society 4th grade teachers	Students in the honor society will learn about academics, leadership and community service.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Acosta	Para	Title I	
Susie Echols	Title I Facilitator	Title I	

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	9	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,120.00
+/- Difference					\$11,120.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1	Montessori Golden Bead Material, small wooden number cards, sandpaper numbers, etc.		\$150.00
2	10	6	Manipulatives for handwriting development, reading and math Purchased through Amazon		\$1,096.46
3	1	2			\$500.00
Sub-Total					\$1,746.46
Budgeted Fund Source Amount					\$10,252.00
+/- Difference					\$8,505.54
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
2	1	2	Fee for Title 1 Crate	6399	\$533.00
2	1	3	Reimbursement for Katia Echeverria to attend Meadows Fall Conference		\$125.00

2	1	4	Scholastic Books-Title 3 Book fair night		\$5,862.79
2	2	1	LLI Kits Title 1 interventionist		\$0.00
2	5	5	snacks from cafeteria		\$339.00
2	5	5	snacks from cafeteria		\$287.50
2	6	1	Supplies for Literacy Closet.		\$0.00
2	6	1	Comprehension Toolkit Trade book pack & Prompting guides	211-11-6329-00-111-924-000	\$1,621.40
2	6	1	Fountas/FPC Guided Reading Books 3rd grade	11632900111824000	\$0.00
2	6	1	Scholastic News 2nd grade	211-11-6329-00-111-924-000	\$907.75
2	6	1	Magentic Letters, whisperphone set, etc. School Speciality	211-11-6398-00-111-924-000	\$397.00
2	6	1	Spanish BAS Kit (2)	211-11-6329-00-111-924-000	\$2,724.00
2	6	1	Spanish Prompting Guides	211-11-6329-00-111-924-000	\$110.00
2	6	3			\$0.00
2	6	4	Susan Giraldo	211-11-6116-00-111-924-000	\$12,000.00
2	6	5	student headphones for classroom implementation		\$0.00
2	6	6	Consultant fee		\$0.00
2	6	7	94 seats of Istation English	211-11-63999-00-111-8-24-000	\$3,116.10
2	6	8	Phonics Kits	211-11-6329-00-111-924-000	\$583.00
2	7	1	Math in Practice books		\$0.00
2	7	1	Box of Facts		\$1,479.00
2	7	1	2 Think Tanks for 4th grade problem solving 3 sets cards are in both Spanish and English	211-11-6398-00-111924-000	\$324.00
2	7	2	TEKSas Target practice 3rd grade and Target the Question Grade 4 Lone Star Math	211-11-6399-00-111-924-000	\$320.00
2	7	2	manipulatives Learning Resources	211-11-6398-00-111-924-000	\$109.96
2	7	2	Education Galaxy	211-11-6399-00-111-924-000	\$1,700.00
2	7	2	Teks as Target Practice English and Spanish	211-11-6399-00-111-924-000	\$159.98
2	7	2	Lakeshore Learning-	211-11-6398-00-111-924-000	\$242.15
2	7	2	Pioneer Valley	211-11-6398-00-111-924-000	\$296.00

2	7	2		211-11-6398-00-111-924-000	\$370.00
2	7	6			\$0.00
2	9	2	Tutoring materials, paper for writing booklets and copies, snacks, incentives, teacher supplemental pay		\$0.00
2	9	3	Assembly/ Program		\$0.00
2	9	5			\$440.00
2	10	1	TRS Training		\$0.00
2	10	2	substitutes		\$0.00
2	10	3	Istation software we will owe approx \$3,570.00 out of next year's budget for the rest of Istation for this year.	211-11-6399-00-111-924-000	\$1,700.00
2	10	3	Istation Software for last year	211-11-6399-00-111-924-000	\$862.00
2	10	4	varied level books in English and Spanish		\$2,500.00
2	10	5	Biliteracy Conference for 2nd grade teachers and ESL Coordinator	211-13-6411-00-111-8-24-000	\$1,510.00
2	10	5			\$5,990.00
2	10	7	Books for science and social studies		\$0.00
4	2	2	First Strokes Inservice	211-13-6299-00-111-924-000	\$700.00
4	2	2	First Strokes Digital License for campus and multisensory workbooks	211-11-6399-00-111-924--000	\$235.00
4	2	2	Pencil Grips for writing	211-11-6398-00-111-924-000	\$427.86
4	2	3	Training from Region 10 Analyzing the New ELAR TEKS for Teachers Training for 5 teachers Bocanegra, Wood, Varillas, Helms and Grammar	211-13-6299-00-111-924-000	\$750.00
4	3	2			\$700.00
6	1	1			\$200.00
6	1	3			\$300.00
7	1	1			\$500.00
Sub-Total					\$50,422.49
Budgeted Fund Source Amount					\$183,548.00
+/- Difference					\$133,125.51

Grand Total \$52,168.95