

**Wylie Independent School District**  
**Tibbals Elementary School**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

The Tibbals Elementary Family, in unity with our community, will provide educational excellence through quality engagement while developing a love for learning.

## Vision

If you love them you can teach them

## Value Statement

Respect and Responsibility	Responsible
Caring and Giving	Organized
Grit and Preparation	Attentative
Recognize and Celebrate	Respectful

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Tibbals Elementary is 14 years old. It sits in heavily dense housing zone. It is the only Wylie ISD school located in Murphy. It only serves Murphy residents. The community is comprised of average to above average housing and incomes. The economically disadvantaged numbers are relatively low with a 8.9% and a 10.3% mobility rate.

Tibbals demographics include a variety of cultures and ethnic groups. Currently, there are 75 African American, 199 Asian, 66 Hispanic, 45 with 2 or more cultures, and 288 White students. Tibbals is made up of 122 ELL students which is 18% of our current student enrollment.

### Demographics Strengths

Tibbals is very welcoming of all our cultures. The community we serve feels the importance of belonging to an atmosphere that is connected and cared for. The students are from various cultures with much parent involvement. The students are held to a rigorous standard thus performance is above average. Many of the instructional supports are based on our population and the needs of each student. We serve in our ELL program, 96 students and we monitor about 25 students yearly. First and second typically exit about 5-8 students, third grade is a little more difficult with a state exam being an indicator for exiting, 4th grade is the same standard for exiting as 3rd.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Asian students perform slightly below state targets for academic achievement in reading at 73% and for showing growth in math, at 82%. **Root Cause:** This student group continues to grow and student needs slow down achievement progress.

# Student Achievement

## Student Achievement Summary

Tibbals maintains above average in student achievement. Testing comparisons in the district is typically above the district average on benchmarks, diagnostic data, and unit assessments. The students usually make a years growth from one grade level to another. On average Tibbals has about 5-10 students per grade level that we monitor for student success. The achievement gap is manageable and targeted to each student. Our data suggests that our writing especially among our ELL learners is a target area along with our commended scores.

## Student Achievement Strengths

Tibbals meets the performance criteria. Students from Kinder through fourth grade on average, achieve the growth they need to promote to the next level. Tibbals earns at least 1 distinction a year. Tibbals has changed in demographics over the years but the student achievement has remained high.

# **School Culture and Climate**

## **School Culture and Climate Summary**

Previous surveys have indicated complete satisfaction among our community. We have seen a slight drop with our different groups response. Our various cultures do not know how to become involved in their child's academics. The PTA is one avenue of involvement. Some of our parents want to become involved but not through this organization. Teachers are rarely dissatisfied. Some are opinionated and vocal when it comes to surveys. Character is a priority and we promote projects based on the positive results we see based on a strong character component.

## **School Culture and Climate Strengths**

Tibbals is typically above the district average on the climate survey. As a school, we promote an atmosphere that is genuine in caring and giving. The staff is good at assisting students from a high socio-economic status. Compliments are encouraged and welcomed. Teachers are supportive of one another.

Safety is our number one priority and we have a tight security system (but kind). We encourage our parents to speak to the principals and this promotes an open door policy.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Tibbals maintains a high enrollment. We have been through programs, rezoning, and growth/decline in the past 13 years. We are in a period of maintaining enrollment with build-out complete. We have had consistent staffing numbers. The experience level ranges from 0-20 years. This balance makes a dynamic team. We have 6+ teachers with more than 32 years of experience.

## **Staff Quality, Recruitment, and Retention Strengths**

Many of our staff members are experienced. When we receive other teachers from other schools they are welcomed. We are a school that will take on programs, teachers, and pilots. Tibbals has a high applicant pool. We always find the right fit. We train teachers to become better than they thought. Dismissal of a teacher is very low.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

- Overall student groups are increasing.
- Trends suggest vertical attention is given to various subgroups including advanced.
- Special Education focus. Scores suggest various foundational skills will need to be addressed
- Subgroups trends are suggesting an increase of retention and transfer of knowledge in the skills and processing areas
- PLCs are used to discuss the data and the student's performance and RTI is the process used to review progress of radar students
- Intentional planning will address each student's needs and the path of intervention/acceleration that will be required for success
- TEKS will be the viable and guaranteed curriculum

## Curriculum, Instruction, and Assessment Strengths

- scores overtime have maintained and increased in advanced scores
- High performance can be contributed to closing curriculum gaps and critical thinking process in all content areas
- RTI is tight and all kids are discussed and set in quantiles
- All teachers maintain data notebooks that are shared with the campus and the community
- Depth and Complexity is utilized across the grade levels and will raise the level of rigor in the classroom

# Parent and Community Engagement

## Parent and Community Engagement Summary

Tibbals has continually had a strong family involved community. Our PTA has been a focal point of parent interaction. Our mission is to have an open door policy with our community and businesses. We are visible at all school activities and community events.

## Parent and Community Engagement Strengths

Visibility

comfortable feeling

welcoming office

growing involvement

successful watchdog program



# School Context and Organization

## School Context and Organization Summary

Tibbals has always had effective communication relaying the goals, assessments, and needs of the school to the community, teachers, and parents. Parents are informed continually about the monitoring of their children. Teachers are updated with best teaching practices in PLC's and have ample time to plan with their teams. Lesson plans are ready every week and entered in Forethought. Teachers turn in smartgoals from their team each year. Leadership teams meet with concerns or instructional communication. Duties of each individual are developed by teams and posted at the beginning of the year. Any after school programs are organized by the school. The master schedule as well as classroom schedules are organized in the summer and reflect new personnel and practices. Budget concerns and goals are reflective in the school.

## School Context and Organization Strengths

Budget money is spent on goals the school needs to be successful. Schedules for the campus and for teachers are conducive to time teaching and personnel to manage the time. Decision making is a campus goal and all usually have a voice in making these decisions. Duty rosters are appropriate and managed by teachers. All teachers have goals and the students have goals as well.

# Technology

## Technology Summary

Tibbals has spend the last 13 years implementing best practices with the use of technology. All budget money and donated money has been spent on updating technology and implementing best practices. All upper grades have access(22 kids to 10 chromebooks and 6 ipads) to mobile computers. Tibbals has no student computers at the any grades only mobile devices. K-2 will be using ipads. All teachers have docking stations with a laptop. All teachers have ipads and some have a class set of chromebooks. Technology is a motivator of student learning. Technology days are encouraged and kids bring their devices from home. All classrooms have smartboards.

## Technology Strengths

All students have access to technology. Teachers have little fear of implementing technology lessons into the classroom. Teachers making use of supplemental resources online.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

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

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

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

# Goals

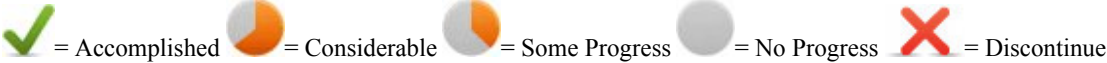
Revised/Approved: September 13, 2018

## Goal 1: Instill community and ethical values in our students

**Performance Objective 1:** Raise awareness of the Wylie Way Core Values.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Promote the Wylie Core Values.	staff and counselor	Tiger Track recognition, student of the week awards, less discipline referrals, common lessons in the classrooms, posted core values in hallways, student contracts and goal setting.			
2) Award student behaviors exhibited through core values and goal setting.	counselor and teachers	weekly awards, weekly announcements, Tiger Tracks Sunshine students, and students tracking goals each 9 weeks, Jimmy Johns student of the week,			
3) Create a common academic and character vocabulary between parents, students, and community.	counselor, admin, and staff	Facebook and twitter posts honoring community organizations and individuals, post student recognition and exemplifying hope on the website, facebook, & twitter, language in the halls and at home.			
					


**Goal 1:** Instill community and ethical values in our students

**Performance Objective 2:** Invite community and businesses to partner in promoting Wylie Way

Core Values.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Involve community with Wylie Way by having conversations with business concerning the character portrayal of our students.	staff and community	business connection with carnival and special award ceremonies.			
2) Invite businesses and community members to talk to our students during career week and other events.	staff and administration	increase in business involvement, , fireman coming in to read and eat with the kids, and watchdog involvement, police walking the halls.			
3) School posts and communicates business involvement with respect to Wylie.	administration	postings and certificates of appreciation for partnership with community.			
4) Invite "sports heros" from high school to promote Wylie Way.	admin	featured readers, positive role models, and reading partnerships with student athletes			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** By the end of the 1st 9 weeks, campus and community will have a common definition and understanding regarding the core value of Respect and Responsibility.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement all activities on the September 12 "Day of Competition"	counselor, teachers, admin., Wylie Way Committee	lessons, classroom contract, and goals for students.			
2) Plan unity day on Oct. 17th where students across the district unite together to promote anti-bullying.	Wylie Way Committee, counselor and admin	Students wearing orange, class lessons, videos of what bullying is and is not, Tiger Tracks role play. Students make personal commitment to stand up for others.			
3) Recognize students for high attendance rates as it pertains to academic responsibility.	admin, teachers	students will be aware of personal attendance and recognize it as a responsibility			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					




**Goal 1:** Instill community and ethical values in our students

**Performance Objective 4:** By the end of the 2nd 9 weeks, campus and community will have a common definition and understanding regarding the core value Caring and Giving.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Participate in district food drive	Staff	donations to the Christian Care Center and donations of \$\$ by teachers, Tiger Tracks promotions, promotions by facebook, twitter, and webpage.			
2) Plan campus Veteran's Day Celebration on November 9th	admin	Kindergarten will take their annual trip to the stadium to participate in the Veterans Day activity, invite veterans for a recognition ceremony.			
3) "Relationship Day" December 12th.	counselor	lessons in the classroom, campus assembly. Paw print charm to symbolize positive relationships.			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 5:** By the end of the 3rd 9 weeks, campus and community will have a common definition and understanding regarding the core value Grit and Preparation.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

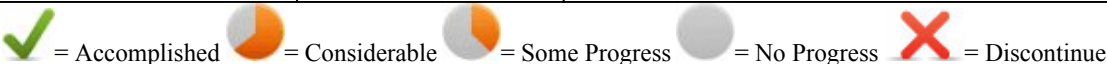
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Mapping your Future on Feb. 6th.	staff, Wylie Way Committee	assembly kickoff, lessons in the classroom. Kids will post their future goals.			
2) Plan "Mapping your future Follow Up"" Activities on February 27st.	staff	lessons in the classroom, guest speakers in the classrooms.			
3) Implement College Week March 4th-8th	counselor and staff, Wylie Way Committee	Reveal to the community all the colleges at Tiger Tracks, Students will make college banners, and students will bring back information from home Write to colleges and research schools.			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 6:** By the end of the 4th 9 weeks, campus and community will have a common definition and understanding regarding the core value Gratitude and Celebration.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement Ripples of Hope Month begins April 3rd.	staff	assembly kickoff, post ripples of hope flyers, lessons in the classroom. Students will write hope letters to a friend, family member, or significant person that has made an impact in their life.			
2) Day of Gratitude on April 17th.	counselor, Wylie Way Committee	focus on Relationships and Gratitude with school wide lessons and activities. What are you thankful for in gratitude journals.			
3) Celebrate Teacher Appreciation Week April 29-May 3	admin and PTA	PTA honors teachers, community and parents honor teachers, the school body honors each teacher.			
4) Day of Celebration May 17th.	Staff, counselor	Focus on Relationships and Celebration with school wide lessons and activities. Seniors will walk the hallways of the elementary. Celebrate others.			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 7:** 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) 7:** Campus Wellness Team, Fitness Gram Data, American Heart Association, Healthy Snacks.

**Summative Evaluation 7:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) By May of each school year, score at least at the Bronze Level on the Smarter Lunchroom scorecard (www.smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card) at each campus.	Cafeteria and Administration	increase fruit sales, rename foods, put milk first in the line, talked about in health.			
2) Consistently post in an easily accessible location on the District's or each campus's website the monthly school breakfast and lunch menus, along with the nutritional information of each meal	Webmaster, administration, cafeteria	webpage			
3) Provide nutrition education topics on the digital menu boards including the addition of one nutrition fact per week.	cafeteria staff	display on the digital menu each week.			
4) Provide nutrition education topics on the digital menu boards including the addition of one nutrition fact per week.	cafeteria staff	display on the digital menu each week.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 8:** District and campus will encourage employee wellness by promoting and offering preventative health services at the convenience of the staff during the school year.

**Evaluation Data Source(s) 8:** Staff satisfaction survey


**Summative Evaluation 8:**

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 9:** Build character through instilling responsibilities of being a positive contributor to society.

**Evaluation Data Source(s) 9:**

**Summative Evaluation 9:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement Tibbals Essentials by identifying what character qualities Tibbals Tigers should possess.	admin	Staff will determine values/qualities important to them and determine a common list			
2) Celebrate students as they exhibit these qualities	admin, teachers	students will be recognized			
					

# Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 1:** LEP students will increase critical skills in Listening, Speaking, Reading, Writing, and Math by increasing their scores by 1 year growth in end of year TELPAS, Unit Exams, and State Assessments.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) ESL teacher share SIOP strategies at staff meeting	Teachers, ESL teacher, Principals	Walk-throughs, increase in unit exams, increase in TELPAS growth, anchor charts, critical vocabulary.			
<b>Funding Sources:</b> State ELL Allotment - 2200.00					
2) LEP students will receive intensive daily writing strategies from resources such as Empowering Writers and responding to short read texts, in order to maintain writing accountability across all grade levels.	ESL teacher, classroom teachers	Writing once a month trends will improve based on writing continuum, Monday morning writing samples, conferencing with students.			
3) Targeted vocabulary, reading, and comprehension instruction.	Teachers, ESL teacher, administrators	DRA/BAS levels will show 1 year of progress			
<b>Funding Sources:</b> State ELL Allotment - 0.00					
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 2:** Special Education students will receive focused inclusion to increase growth rate.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Inclusion times will provide support and intervention for special education students.	Special Education teachers, Principals	Increased transfer of knowledge into the classroom from IEPs and bridging classroom learning to IEP goals.			
2) An increase of special education reading scores will be monitored through unit exams, daily work, and LLI.	classroom teachers, specials education teachers.	more intentional assignments, targeted and specific intervention, increase in collaboration among teacher and special education teacher. Monthly progress checks will show growth in reading levels.			
3) Target specific SE's in Math , Reading, and writing to gain progress in special education scores to minimum of 70% mastery.	SPED, classroom teacher, Administration	Increase scores in specific SE's in math, reading, and writing on all assessments.			
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 3:** Advanced Scores in all areas tested will increase to 90%.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Advanced students will dive deeper into curriculum through differentiated instruction and maintain 90% and higher on tests, report cards, and daily work.	advanced teachers and administration	Unit exams, STAAR, report cards, and evidence of project based learning, monitored data in PLC's, workshop model across all contents.			
2) Target specific SEs of students performing at the Meets level at the Level II satisfactory move them to the Advanced Level.	all staff	Differentiation will be based on specific SE's, Unit scores, and checkpoints			
					




**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 4:** 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) 4:**

**Summative Evaluation 4:**


Strategy Description	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.	PE teacher and administration, cafeteria staff, teachers	promote healthy 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 of nutrition education.	administration and teachers	grade level schedules			
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	admin, PE teachers	healthy lifestyles			
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 to district policy.	admin and teachers	students and families use available facilities			
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 5:** Schools shall provide smooth transitions for 100% incoming students and outgoing students.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Preschool campus will conduct transition activities between their campus and other elementaries.	Preschool administrator team and receiving campus team.	school tours.			
2) Campus will provide times and activities for incoming students to be introduced and transition to their new campus.	Campus administrators and counselors.	school tours, kindergarten round-up, meet the teacher.			
3) Support transition of 4th graders to intermediate school.	admin, 4th grade teachers, counselor	tour intermediate school and parent meeting with admin of new school			
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 6:** The district will meet the needs of the McKinney-Vento Act students through the availability of Title 1, Part A set-aside funds and the TEHCY grant.

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provided staff development session for district counselors and teachers.	admin, district coordinators	Awareness of resources for students who qualify			
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students	admin, counselor	awareness			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, and other items specific to grant guidance	District coordinators, admin, counselor				
					

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs

**Performance Objective 7:** Students who are considered to be at-risk will have intervention opportunities beyond what is offered to peers.

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) At risk students will be given extra intervention opportunities beyond what is offered by classroom teacher	admin, teachers	extra intervention will lead to closing gaps			
<b>Funding Sources:</b> State Comp Ed - 2400.00					
2) Teachers will monitor skill acquisition in order to provide intervention/feedback immediately to avoid frequent misconceptions and widening of gaps	teachers, admin	At risk students will have fewer gaps			
					

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

**Performance Objective 1:** Inform students of goal driven expectations.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Student participate in classroom contracts and goal setting.	campus staff	Contracts in classrooms, campus commitment.			
2) School will provide models in everyday business that will help students visualize goal setting and reaching goals.	all campus personnel	Display of goals reached by school and PTA drives for campus improvement. Students will recognize businesses for their services by presenting a Tibbals Certificate, Mapping your Future.			
					

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

**Performance Objective 2:** Provide students with a variety of extra curricular opportunities.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Critical thinking will be utilized through chess club	Golf after school program personnel.	number of students enrolled, deeper look into academics and correlation to extra curricular involvement.			
2) Science and Math based engineering program will be offered to build interest in those content areas.	Dallas Metro Engineering for Kids	increase in math and science scores, questioning increase about how things work, and enrollment in the program.			
3) Involvement in the Arts will shape the creativity of our students.	teachers, PTA, and administration	UIL ribbons, celebrate the arts ribbons, PTA reflections student display of the arts, district and campus wide talent show, sculpting, and increase in student creativity.			
4) Enrolling students in a new sculpting class to broaden the Arts with clay.	Paul Hatch - Watch Me Sculpt	students will gains a broader perspective with the Arts.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

**Performance Objective 3:** Create an awareness of college expectations.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Thing college Thursday spotlights colleges from around the nation.	staff members	student participation in wearing college clothes and announcements will reveal a different school each week.			
2) All teachers promote their colleges and post all about me posters.	staff members	all about me posters			
3) College Week will promote community involvement and what students can become when they go to college.	community and staff	College week, school models where the community goes to college and the occupations they hold.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

**Performance Objective 1:** Provide a collaborative atmosphere to ensure productive day to day teaching and learning.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will meet weekly in a PLC setting or team planning to discuss student data, lesson development, and rigor.	teachers and administration	Lesson planning will be purposeful, language will be collaborative and meaningful, and full of ideas, and teachers will be leading the meeting.			
2) RTI will meet monthly to discuss and intervene with classroom teachers that need support with students.	RTI committee, administration, classroom teachers	Student RTI data will be moved to an electronic system. the team will monitor the data to support students and teachers.			
					




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

**Performance Objective 2:** Recruit, hire, and retain highly effective teachers

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Seek out, screen applications in searching for quality teachers	admin	interview highly qualified applicants			
2) Model and build culture of family like atmosphere in order to retain highly qualified teachers	all staff members	teachers will enjoy going to work			
3) Professional learning through staff development will revolve around immediate teacher need and goals.	all staff	increase in professional learning to benefit intrinsic motivation, better understanding of what district request and what best practice is best for students *DRA, Fundamental 5, Guided Reading/Writing/Math, MAP.			
					

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

**Performance Objective 3:** Instill an ongoing professional learning environment to increase a common teacher vocabulary.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide ongoing district perspective concerning culture, curriculum, and accountability.	administration	Awareness that will help teachers gain insight to decision making practices.			
2) Weekly walk-through's and TTESS goal setting will provide a campus need for improvement using Fundamental Five.	administration	Classrooms will begin to see like environments such as rigor, vocabulary, purposeful talk, working in the power zone, and framing the lessons.			
3) PLC's will concentrate on intensive work for students providing for a professional atmosphere.	all campus personnel	Timely focus on tasks during PLC's, follow-through in the classroom will be targeted and intensive, students will benefit from focused lessons, district PLC training of teacher leaders.			
					

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

**Performance Objective 4:** Provide ongoing /embedded professional development for teachers.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Train staff on MAP assessment usage and how to pull and read data reports.	instructional specialists, teachers, and admin.	specific standard based teaching and intervention, PLC discussions based on data, parent conferences with specific regards to MAP.			
2) Provide training for RTI members and relay any information to PLC's that will help make decisions for students.	instructional specialists, admin, RTI members.	successful interventions and the use of aware.			
3) Identify needed professional development as needed using professional goals and campus goals.	admin	professional development in a timely manner to provided needed support			
					

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

**Performance Objective 1:** Continue to provide systems of open door policy as the school and community grows.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Principals and teachers will provide a welcoming culture.	all campus personnel	parents able to communicate immediately with teachers and principals, collaborative interactions to ensure safe learning environment for the students.			
2) Provide opportunities for leadership roles with staff members to engage in campus and district opportunities	admin.	ownership and buy-in for district and campus initiatives, Examples are district positions, PLC, PLC district, MAP, Guided Reading/Writing/Math, etc.			
3) Increase parent attendance to school activities and maintain a welcoming environment for all.	PTA, all campus personnel.	improved communication for all upcoming events, communication will be through all modes of social media, marquee, peachjar, etc., increased number of volunteers beyond PTA at all Tibbals events.			
					

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

**Performance Objective 2:** Collaborate and communicate effectively through various modes of technology.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Communicate through PTA to guide the community involvement through PTA Facebook page.	PTA, parent volunteers	PTA involvement, parent volunteers understanding how the school operates, teachers working with community.			
2) Interaction between community and school using Facebook and Twitter venues.	all campus and parents	pictures, evidence of learning posted, information delivered timely. #TibbalsROAR & Facebook: Tibbals Tigers			
3) Biweekly parent newsletter to clearly and effectively communicate campus information.	admin	parents will receive newsletter and pertinent information			
					

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

**Performance Objective 3:** Maintain a culture of excellence both in budgetary expenses and in building upkeep.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) High community expectations regarding facilities, budget expenditures, and learning.	community, district and school personnel	building appeals to community inside and out and budget monies spent on technology, outdoor learning center, and makerspace in the library.			
2) Create a budget plan that will allow classroom equity, current motivational practices and instill creativity with newest practices.	administration, staff members	equitable classrooms, sharing devices, all students will have access to technology.			
3) Increase the focus and attention on equipment relative to student growth.	administrative team	Technology devices for students, outdoor learning center, makerspace in the library.			
					

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

**Performance Objective 1:** Students will be offered the opportunity to participate in extracurricular activities.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Offer at least 4 afterschool enrichment programs	admin	students have opportunity to find new interests or build upon current interests			
2) Offer UIL academic competition opportunities	UIL coordinator, admin, teachers	students will have opportunity to be on UIL team and compete against other schools			

# Goal 7: Celebrate our Excellence

**Performance Objective 1:** Appreciate staff and students achievements.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Weekly, monthly, and 9-week awards will be awarded during Tiger Tracks.	staff and administration	awards during Tiger Tracks, culture of appreciation.			
2) Picture gallery will model outstanding efforts made by staff, students, and community.	administration and staff	Watch DOGS dads board, rolling pictures of student learning on screen, and celebrating small wins.			
3) Celebrate reaching goals for staff and students.	staff and administration	teachers awarding teacher of the week in Tiger Tracks, semester awards			
					




**Goal 7: Celebrate our Excellence**

**Performance Objective 2:** Communicate accomplishments made by students, staff, and community.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Accolades on Facebook, Twitter, and newsletters of accomplishments by staff, students, and community members.	administration, staff	Postings will increase awarding success.			
2) Tiger Tracks will announce accomplishments to parents and to community.	Tiger Tracks committee, administration	parents coming to Tiger Tracks, award assemblies to celebrate student success.			
3) Teachers will increase class facebook pages honoring the kids work during the day.	classroom teachers	Increase in the classroom facebook pages.			
					

**Goal 7:** Celebrate our Excellence

**Performance Objective 3:** Celebrate achievements through rewards, picture displays, and individual awards.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Celebrations will occur for all achievements including goals, academics, and extra curricular.	school staff	a culture of awarding successes.			
2) Timeline Display of students and staff reaching goals.	administration	Tiger Paw, behavior and character, front TV displaying award recipients, PLC data wall.			
					

# State Compensatory

## Budget for Tibbals Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199E11639800107024000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,560.00
199 E 11 6117 00 107 024 000	6117 Career Ladder - Locally Defined	\$1,017.74
199 E 11 6118 00 107 024 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,298.79
<b>6100 Subtotal:</b>		<b>\$59,876.53</b>
<b>6300 Supplies and Services</b>		
199E11632900107024033	6329 Reading Materials	\$85.00
199E11633900107024033	6339 Testing Materials	\$300.00
199E11639800107024000	6390 Supplies and Materials - General	\$1,560.00
199E11639800107024033	6398 Computer Supplies/Software - Locally Defined	\$465.00
199E11639800107024000	6399 General Supplies	\$2,440.00
<b>6300 Subtotal:</b>		<b>\$4,850.00</b>
<b>6400 Other Operating Costs</b>		
199E13641100107024033	6411 Employee Travel	\$150.00
<b>6400 Subtotal:</b>		<b>\$150.00</b>

**Personnel for Tibbals Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Langdon	Teacher	Alpha Phonics	1

# District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1			\$2,400.00
<b>Sub-Total</b>					\$2,400.00
<b>Budgeted Fund Source Amount</b>					\$2,400.00
<b>+/- Difference</b>					<b>\$0</b>
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$2,200.00
2	1	3	books, readers		\$0.00
<b>Sub-Total</b>					\$2,200.00
<b>Budgeted Fund Source Amount</b>					\$2,200.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					<b>\$4,600.00</b>