

Wylie Independent School District
Watkins Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

The Faculty of Watkins Elementary will build relationships, inspire learners, unlock each student gifts, and expect success.

Vision

The learning community of Wally W. Watkins Elementary School will focus on building relationships, unlocking gifts, expecting student success, and inspire learners.

Core Beliefs

The learning community of Wally W. Watkins believes that before children are able to learn to their full potential that a positive relationship must be established and built upon. Positive, trusting, and sincere relationships with children, parents, and staff members are the key to Wally W. Watkins student success.

Comprehensive Needs Assessment

Revised/Approved: September 24, 2018

Demographics

Demographics Summary

Watkins Elementary, a fast growing elementary school on the east side of the city of Wylie, serves over 550 students in grades kindergarten through 4th grade. The average attendance rate has remained at 97% for the past 2 years. To ensure we maintain a high rate of student attendance, we regularly communicate through letters, phone calls, and face to face meetings with parents.

The school's demographic student make up is as follows:

Economic Disadvantaged 12%

African American 13%

White 64%

Hispanic 14%

Asian 4%

Pacific Islander 0.3%

Two or More Races 5%

ELL 5%

Special Education 13%

GT 7%

The teaching staff breakdown by years of experience and degree held is as follows:

Beginning Teachers 1 (Our beginning year teachers are supported by a campus mentor as well as the District New Teacher Mentor Program.)

Years of Experience

Beginning Year 1

1-5 Years 4

6-10 Years 11

11-20 Years 10

Over 20 Years 7

Degrees Held

Bachelor's 32

Masters 10

Demographics Strengths

With such a small percentage of English language learners and students coming from economically disadvantaged backgrounds, we have the opportunity to shift our focus to those student performing on grade level but with the potential to perform above grade level.

The majority of our staff are veteran teachers that bring a wealth of knowledge in regards to classroom management as well as curriculum and instruction. One of these veteran teachers has been identified as our campus mentor to support our new first year teacher.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary

STAAR Data 2018

3rd Grade Reading 91% approaches 66% Meets 48% Masters
4th Grade Reading 88% Approaches 59% Meets 35% Masters
3rd Grade Math 91% Approaches 65% Meets 37% Masters
4th Grade Math 95% Approaches 77% Meets 44% Masters
4th Grade Writing 78% Approaches 56% Meets 16% Masters

Subgroups:

Special Education

70% Approaches in 3rd grade math
60% Approaches in 3rd grade reading
76% Approaches in 4th grade math
47% Approaches in 4th grade reading
53% Approaches in 4th grade writing

DRA Data 17-18

Kinder 94% on level 31% above

1st 80% on level 47% above

2nd 82% on level 64% above

3rd 79% on level 66% above

Student Academic Achievement Strengths

3rd Grade math masters level has increased 27% in the last 3 years to 37%.

4th grade math masters level has increased 23% in 3 years to 43%.

Kinder, 1st, and 3rd Grade have 90% or higher of students reading on level.

1st and 2nd grade has at least 50% of the grade reading above grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 3rd and 4th grade reading approaches and masters level has stayed relatively the same over the last 3 years. In 2nd grade, 79% of the students were reading on grade level at EOY. **Root Cause:** Transitional and fluent guided reading instruction needs to be strengthened with differentiated instruction for advanced academic learners.

Problem Statement 2: The percentage of special education students at approaches level is more than 10% below the campus average in all tested areas. **Root Cause:** While we have had MAP data for one year, we were learning how to use the reports to improve our instruction and effective differentiated instruction to close gaps.

Problem Statement 3: 4th Grade writing approaches level needs to increase to at least 90%. **Root Cause:** Vertical instruction that addresses skills of summary of main ideas as well as editing and revising

School Processes & Programs

School Processes & Programs Summary

Grade level teams meet in a formal PLC once a week with the appropriate campus support staff such as the Special Education teacher, ELL teacher, and dyslexia therapist. During this time, staff analyzes data from local assessments such as DRA, MAP, and unit assessments to determine what skills need intervention. They also use this time to unpack the curriculum they will be teaching.

Teachers are also provided with 1 protected day to plan as a team. On that day, they will not be pulled for any meeting such as 504's, ARDs, etc...

At the beginning of the year, teachers set smart goals for their grade and subject based on the previous year's EOY data. They then set goals with students each 9 weeks to support those smart goals. Parents are invited in each 9 weeks for the Wrangler Showcase to see work samples and how they are progressing toward reaching their goals.

The master schedule was developed to maximize the amount of time spent in instruction. In previous years, students were taken out of instruction for an extra 45 minutes to go to library. While having the opportunity to explore and check out books is essential to creating a love of reading for our students, it was decreasing the amount of instructional time. Library is now part of the rotation with art and PE so that students do not have to miss instruction. Also, 30 minutes was built into the master schedule for every grade level to have time to intervene or provide enrichment for all students. Rotation teachers are available at that time to provide extra staff in order to create smaller groups.

Technology is used on a daily basis with K-2 using ipads and 3-4 using chromebooks. We have a campus technology coach to provide instructional technology support to our teachers. She is available to share ideas during afterschool trainings as well as during the school day. Our computer lab is open each morning from 7:00-7:30 to support student learning for targeted students.

Perceptions

Perceptions Summary

Watkins Elementary Campus Climate Survey Results

<https://drive.google.com/drive/folders/0B-BiRA1N20PPcUlsS1p5QTVNVDA>

Perceptions Strengths

According to the campus climate survey, teachers feel appreciated and recognized for doing good work at school. They also feel they are able to voice their honest opinions on campus. Parents feel that their child's teacher is supportive and understanding and that their involvement in the school is essential to their child's academic success. Parents also feel that Watkins celebrates and shares great things that are going on. Students feel that their principal cares about them and wants to do great things.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data

Employee Data

- Staff surveys and/or other feedback
- T-TESS

Parent/Community Data

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

Goals

Revised/Approved: September 13, 2018

Goal 1: Instill community and ethical values in our students













Performance Objective 1: Wally W. Watkins Elementary will reinforce the core values outlined in the Wylie Way curriculum.

Evaluation Data Source(s) 1: PIEMS reports

Student Climate Survey

Students recognized for Leadership

Summative Evaluation 1: Exceeded Performance Objective



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Wally W. Watkins Elementary will plan and implement lessons aligned with Wylie Way Curriculum.		Administration, Counselor	Student climate survey results will show that students feel safe, accepted, and loved.			
2) Students will be recognized at Wrangler Round up by receiving the Shining Star Spirit Stick for showing the Wylie Way core value for that particular 9 weeks as a way to encourage students to apply the characteristics they are learning in the Wylie Way lessons.		Administration	At least 1 student from every class will be recognized at each Wrangler Round Up.			
3) Campus behavior plan will be implemented and monitored in all classrooms		Administration	Decrease in office referrals due to students showing the core values learned through the Wylie Way Lessons.			
4) Any parent, student, or faculty member can report suspected bullying of any students.		Administration	All classrooms will be Bully Free.			
5) All students will belong to Wrangler Ranch that will be lead by faculty member. Small group instruction of Wylie Way lessons extensions will be implemented every 3 weeks. Each Ranch will be composed of 12- 14 students.		Administration	All classrooms will be violence free and bully-free.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

Performance Objective 1: Increase the number of students meeting masters level in reading and writing.

Evaluation Data Source(s) 1: Unit assessments, STAAR, MAP, BAS

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) PLC's will focus on analyzing individual student data.		Administration	<p>90% of Kindergarten students will recognize all letters and sounds by MOY MAP.</p> <p>90% of all First graders will meet their RIT goals for Reading and MAP</p> <p>60% of 2nd grade students will read on grade level according to MOY BAS.</p> <p>60% of 2nd grade students will be performing Hi Average and High on MOY MAP Math.</p> <p>55% of 3rd grade students will score Masters level on Reading District Checkpoint. 52% of 3rd grade students will score Masters on MAP MOY.</p>			
2) Small group differentiated guided reading lessons will be delivered to all students.		Administration	<p>90% of Kindergarten students will recognize all letters and sounds by MOY MAP.</p> <p>90% of all First graders will meet their RIT goals for Reading and MAP</p> <p>60% of 2nd grade students will read on grade level according to MOY BAS.</p> <p>60% of 2nd grade students will be performing Hi Average and High on MOY MAP Math.</p> <p>55% of 3rd grade students will score Masters level on Reading District Checkpoint. 52% of 3rd grade students will score Masters on MAP MOY.</p>			








3) RTI process will be used to identify students needing additional support and determine the most appropriate intervention		Administration	Decrease in number of students scoring below the 25th percentile on MAP by EOY in Reading and Math by 7%. Compare BOY to EOY MAP data.			
4) LLI will be used to intervene for the students reading below grade level (25% or lower).		Administration	Decrease in number of students scoring below the 25th percentile on MAP by EOY in Reading and Math by 7%. Compare BOY to EOY MAP data.			
5) Small group intervention for advanced students not meeting masters level on BOY and MOY MAP assessment in grades 2 -4.		Administration	RIT scores will increase for each student not meeting Advanced.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: Decrease the performance gap between Special Education students and all students meeting approaches level in all tested subjects

Evaluation Data Source(s) 2: Unit Assessments, STAAR, MAP, BAS

Summative Evaluation 2: Significant progress made toward meeting Performance Objective








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) LLI, Lexie, or Read Naturally will be provided to Special Education students by SPED teacher or paraprofessional.		Administration	Decrease in achievement gap between sped and "all students" by 10% as indicated by STAAR and EOY MAP.			
2) Alpha Phonic, ELL and Special Education Students will demonstrate growth in all content areas.		Administration	Decrease in achievement gap between sped and "all students" by 10%.			
Funding Sources: Title III - LEP - 840.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: Increase number of students meeting the Mastered level on the 4th grade writing test

Evaluation Data Source(s) 3: STAAR, District Benchmarks

Summative Evaluation 3:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Vertical alignment of writing strategies		Administration	90% of all students in 2nd -4th grade will score on the approaches level on writing unit assessments and STAAR test			
2) 4th grade students will take the MAP Language test to identify gaps in learning. Those gaps will be addressed during small group and individual writing conferences.		Administration	90% of all 4th grade students will meet the approaches level on 4th grade writing unit assessments and STAAR 90% of all advanced students will score at the masters level on unit assessments and STAAR			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 4: Increase parent's participation of their child's academic progress

Evaluation Data Source(s) 4: Number of parent sign in on software

Summative Evaluation 4:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Parents will participate in the Wrangler Showcase each 9 weeks to view their child's academic portfolio and progress toward meeting individual goals		Administration	Students will meet or exceed their MAP RIT goal			
2) Assessment data will be communicated to parents through a data card sent home once a nine weeks		Administration	Parents will be more informed of their child's progress			
3) Beginning in the 2nd 9 weeks, teachers will set goals with students and communicate those goals to parents.		Administration	Students will meet or exceed their MAP RIT goal			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 5: Campus attendance rate will be 97% or higher

Evaluation Data Source(s) 5: PEIMS report

Summative Evaluation 5:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attendance will be monitored every 3 weeks to identify those students who are missing excessive amounts of school. Phone calls, letters, and parent meetings will be conducted to communicate attendance concern with parents.		Assistant Principal	Decrease in student absences			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 6: Provide dyslexia services for student identified with dyslexia

Evaluation Data Source(s) 6: MAP data

Summative Evaluation 6:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Dyslexic students will receive therapy and interventions by certified therapist		Administration	All Dyslexic students will demonstrate growth in reading comprehension with accommodations when documented as indicated by BAS MOY and EOY.			
2) 3rd and 4th grade students demonstrating lack of reading comprehension growth that are not identified as dyslexic or receiving Special Education services will receive tutorial services after school to assist in comprehension growth.		Administration	4th grade students will demonstrate comprehension growth as indicated by BAS data.			
Funding Sources: State Comp Ed - 3240.00						
3) 3rd and 4th grade students identified as Advanced that have not been able to maintain consistent scoring of Advanced on BOY and Unit Assessments will participate in after school literacy circle studies.		Administration	4th grade Advanced Academic students will maintain consist Advanced scoring on Unit Assessments, Benchmark assessments, MAP.			
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.

Performance Objective 7: 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) 7:

Summative Evaluation 7:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide staff development session for district counselors and teachers.		Administration				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 8: 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 activities, and school based activities.

Evaluation Data Source(s) 8:

Summative Evaluation 8:









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 good 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.		Administration	Campus wellness team, Fitness gram, Participation in Wellness Events.			
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	Campus wellness team, Fitness gram, Participation in Wellness Events.			
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.		Administration	Campus wellness team, Fitness gram, Participation in Wellness Events.			
4) The district/campus shall encourage students, parents, staff and community members to use district's recreational facilities, such as tracks, playgrounds, and the like, that are available outside the school day in accordance to district policy.		Administration	Campus wellness team, Fitness gram, Participation in Wellness Events.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare students for successful life after high school

Performance Objective 1: Students will participate in activities to increase knowledge and understanding of careers and college opportunities.

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, every Monday in Mapping Your Future lesson.		Campus Administration	100% of students are able write about the video they view about different careers. Writing will be displayed on a bulletin board in the hallway.			
2) Students will wear a College shirt every Thursday		Counselor, Teachers, Administrators	90% of all students will wear a college shirt and be familiar with multiple colleges			
3) Students will share about a different college each week on the morning announcements		Teachers	All students will become familiar with colleges they may not have previously known.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare students for successful life after high school

Performance Objective 2: Provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Create a district - level and campus level staff wellness committee.		Campus Administration and Asst. Superintendent	Campus Wellness team			
2) Participate in American Heart Association Jump Rope for Heart K- 4		Administration	80% of students will			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Professional staff will participate in professional development in reading and math

Evaluation Data Source(s) 1: Change with instruction due to Snack Attacks Professional Development







Summative Evaluation 1:

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

Performance Objective 2: Staff will be recognized and celebrated for their work from both peers and administration.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Staff will write "shout outs" throughout the week and post them on the bulletin board in the office. One note will be drawn and recognized at each Wrangler Round up.		Administration	Staff will feel valued by coworkers and administration			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: First year teachers will feel supported and successful in their work

Evaluation Data Source(s) 3: Shout Outs! and Participation in Celebrations on Wednesday morning.

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Zero year teachers will have grade level mentors and campus mentors.		Administration	Zero year will make progress and continue into 2nd year as a teacher for Wylie ISD.			
2) Zero year teachers will be provided Professional Development and training to provide support and encouragement.		Administration	Zero year will make progress and continue into 2nd year as a teacher for Wylie ISD.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Continue to increase technology and manipulative resources on campus and allow accessibility to all students in all classrooms.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teachers will implement daily use of iPads or Chromebooks daily with instruction.		Campus Administration	Students use of technology to complete assignments as indicated by administrative walk throughs.			
2) Teachers participate in monthly Tech Talk professional collaboration and learning.		Campus Administration	Monthly attendance of staff.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: Prepare and Plan for increased attendance by increasing size of building.

Evaluation Data Source(s) 2: Bond election, construction time lines










Summative Evaluation 2:

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

Performance Objective 1: All students will opportunity to participate in after school activities and clubs.

Evaluation Data Source(s) 1: Participation of students.

Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase number of opportunities for after school activities for students.		Asst. Principal	More student participation with more activities offered . Students feeling part of school and talents discovered.			
2) Students participation in UIL will increase in comparison to previous year.		Administration	advanced academic students as well as other student participation practicing for competition and winning placement ribbons.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Celebrate our excellence.

Performance Objective 1: Celebrate students academic growth

Evaluation Data Source(s) 1: Level Up Bell Rings

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 3 Wrangler Showcase will held at the end of every 9 weeks.	2.6, 3.2	Administration	Students will invite parents to celebrate in their success			
2) Goals for growth will be established by student and teacher every 3 weeks. Students will celebrate growth by ringing bell and receiving Level Up bracelet.	2.4, 2.6, 3.2	Administration	All students will have an opportunity to celebrate academic growth.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Celebrate our excellence.

Performance Objective 2: Bi weekly celebrations of student leadership at Wrangler Round Up!

Evaluation Data Source(s) 2: Student Climate Evaluation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students academic and character leadership will be celebrated with families and staff, biweekly.	2.4, 2.6, 3.2	Administration	Student success recognized and they feel part of Watkins community as indicated by District Student Climate survey.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Personnel for Watkins Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Candice Alegria	Alpha-phonics	dyslexia	1

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	2			\$3,240.00
2	6	3			\$0.00
Sub-Total					\$3,240.00
Budgeted Fund Source Amount					\$3,240.00
+/- Difference					\$0
Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$840.00
Sub-Total					\$840.00
Budgeted Fund Source Amount					\$840.00
+/- Difference					\$0
Grand Total					\$4,080.00