

# Wills Point Independent School District

## Wills Point Junior High School

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Science

Academic Achievement in Social Studies



# **Mission Statement**

Wills Point Junior High will provide an innovative college/ career ready learning environment to empower confident life-long learners who value respect and hard work.

# **Vision**

Provide students collaborative educational experiences that inspire excellence in the future.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Wills Point Junior High School is located off Highway 80 in Wills Point, Texas, a small northeast Texas community. Our district serves students in Van Zandt and Kaufman Counties. According to our Fall 2016 PEIMS report, the enrollment for Wills Point Junior High School is 357 students for seventh-eighth grades. Demographics consist of: 53% Male, 47% Female, 63.9% White, 26.6% Hispanic, 5.6% African American, 3.1% of Two or More Races, and less than 1% American Indian/Alaskan. Special populations include: 7.6% English Language Learners, 10.1% Special Education, % Gifted and Talented, 60.5% Economically Disadvantaged, 40% At Risk. Our annual attendance rate was 95.6%.

WPJHS employs 28 certified teachers, 3 paraprofessionals, 2 office staff, and 2 administrators.

Parental involvement is low, but we have had some support from our Meet the Teacher Night, Schedule Pick-Up day, Student Incentive Parties, and special programs throughout the year. Our campus strives to make continued effort in community involvement. We participate in our annual Back to School Fair, Homecoming Carnival, Boo on the Bricks, community support with our Back Pack Program, and weekly community involvement with math tutoring volunteers.

### Demographics Strengths

- For the 2017-2018 school year all ELAR teachers will be ESL certified.
- Attendance rate increased in the hispanic population from the previous school year.
- Student diversity curricular groups. (ex: student council, spanish club, FCA, robotics)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Parental involvement for Hispanic population is low. **Root Cause:** Language barrier and translation of school documents and overall communication

**Problem Statement 2:** Appropriate interventions and access to programs that meet the needs of students on multiple levels of achievement. **Root Cause:** Teachers are not trained to address the multiple sub pops and funding is an issue.

# Student Academic Achievement

## Student Academic Achievement Summary

Wills Point Junior High School meet standards in all four state accountability areas. For the 2015-2016 school year, Wills Point Junior High met all four targets:

- Index 1- Student Achievement. WPJH Score:72 (state target score- 60)
- Index 2- Student Progress. WPJH Score: 37 (state target score-30)
- Index 3- Closing Performance Gaps. WPJH Score: 37 (state target score-26)
- Index 4- Post-Secondary Readiness. WPJH Score: 36 (state target score-13)

These scores result in Wills Point Junior High School receiving a 2016 Texas Accountability Met Standard rating. The campus also earned one Distinction:

- 8th Grade Science

Although we are proud of the growth that our campus has made on state testing, we know there is much more work to be done. On the 2016 STAAR, the following scores for all grades show the Satisfactory Standard or Above:

- All Subjects-72% (State 75% and District 67%)
- Reading- 74% (State 73% and District 64%)
- Math - 75% (State 76% and District 70%)
- Writing- 57% (State 69% and District 58%)
- Science- 82% (State 79% and District 75%)
- History- 66% (State 77% and District 70%)

A deep analysis of the above scores by grade level and by each student group reveals that almost all student groups have shown some positive growth in areas of STAAR data. Among seven different STAAR exams given at the two grade levels, 5 different student groups were analyzed. Only 3 sub groups showed growth on the 2016 STAAR test. All 5 groups have been analyzed by individual student scores and academic standards. Intervention strategies will be implemented during the students RTI class to address student needs.

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the difference between scores among student groups. Note the highest and lowest 2015 STAAR scores listed below:

- 7th Grade Reading: 62%-White, 49%-Hispanic
- 7th Grade Math: 70%-White, 53%-Economically Disadvantaged
- 7th Grade Writing: 63%-African American, 46%-Hispanic

- 8th Grade Reading: 91%-White, 42%-Special Education
- 8th Grade Math:88%- Math, 55% English Language Learners
- 8th Grade Science: 86%-White, 47%- Special Education
- 8th Grade Social Studies- 75%-White, 53%-Hispanic

### **Student Academic Achievement Strengths**

Wills Point Junior High is proud of the following strengths:

- RTI is being utilized successfully with students STAAR data, MAP testing data, and teacher feedback to implement the best support needed for student growth.
- Class periods have lengthened to allow for a warm-up and closure of the lesson.
- A master schedule and school calendar maximize the amount of time spent on instruction and ensure all special populations addressed throughout the day.
- The campus science scores increased from the previous year, and continued to earn a distinction a second year in a row.
- Campus reading STAAR scores were above the state average.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Campus writing scores have decreased each year. **Root Cause:** Writing has not been a main focus in the ELA setting as well as ELA classes are combined as reading & writing in a 50 minute class period and do not have enough class time to thoroughly address all areas of writing content.

**Problem Statement 2:** Reading scores decreased for 7th and 8th grade. **Root Cause:** Student lack of desire to read outside of school as well as no reading programs or incentives in place on campus.

## School Processes & Programs

### School Processes & Programs Summary

Student Council

DFYIT Club

FCA Club

Robotics Club

Chess Club

Methodist Church tutoring program

MAPS technology, Promethean boards

Need consistent vertical alignment

COMAL curriculum is mandatory for 2017-2018 school year

### School Processes & Programs Strengths

- The campus implemented the ZAP (Zero's Aren't Permitted) program this school year. The overall failure rate decreased from the first nine weeks because students were no longer allowed to not complete assignments.
- Technology integration into classroom lessons, chromebooks, and the BYOT helped allow for teachers to ingrate more technology into their lessons.
- RTI classes were implemented for students who needed the extra support in their reading and math classes to provide intensive instruction.
- Campus counselor increased college and career readiness programs throughout the school year.
- UIL Academic participation increased and the campuses overall UIL rating increased from the previous school year.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Need campus wide counseling programs **Root Cause:** There are many students on campus with emotional, social and behavioral

issues and students are not receiving the appropriate levels of support from home or throughout the school day.

**Problem Statement 2:** Need more support for new teachers **Root Cause:** There is no campus based training or mentoring programs in place to aid new teachers. New teachers feel overwhelmed and unsuccessful throughout their first year on campus.

**Problem Statement 3:** Need structured RTI classes **Root Cause:** Low performing students need extra rigorous classroom instruction and support due to gaps in their knowledge of core subjects areas.

# Perceptions

## Perceptions Summary

Based off the parent survey that was conducted in the spring semester, parents noted they could see a difference in the environment of the campus. The campus principal holds high expectations for students, and all staff on the campus. The campus participated in several community events during the school year to show support for the community, and to share the vision for the campus.

## Perceptions Strengths

- Campus created a more welcoming environment in the front office.
- Campus principal would send out "Tiger Talk" or Remind messenger weekly to update parents on events going on at campus.
- Parent surveys were conducted in the spring semester to show strengths and weakness, and to begin planning for the next school year.
- Student surveys were conducted in the spring semester to discuss with teachers strengths and weaknesses in the classroom based on student perception.
- The campus will be open all day for Meet the Teacher and schedule pick up. Students could come in pick up their schedules, tour the building, talk with athletic coaches, and become a little more familiar with campus without filling rushed.
- Campus hosted a STAAR night where students show cased some of the work they have been doing in their classes throughout the school year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Low student attendance **Root Cause:** Students are not motivated to attend, and students do not associate value with attendance. There is also no attendance specific incentive programs in place.

**Problem Statement 2:** Lack of academic recognition on campus **Root Cause:** High academic achieving students are not recognized for their academic success, and the focus has been geared toward improving low achieving students.

**Problem Statement 3:** Parental involvement needs to increase. **Root Cause:** Campus has not emphasized the importance of parental involvement, and parent volunteer opportunities are limited.



# Comprehensive Needs Assessment Data Documentation

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


# Goals

## Goal 1: Wills Point Junior High will provide a quality instructional program to meet the needs of all students.

**Performance Objective 1:** Wills Point Junior High will align 100% district curriculum and instructional process with the adopted curriculum from Comal ISD to meet the needs of all students.

**Evaluation Data Source(s) 1:** Student growth on unit assessments and STAAR assessments.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Staff will use Comal curriculum in each content area to align across the campus. Staff will use research based activities and lessons to teach their classes.	Instructional Coach Teachers Campus Administration	Content will align to keep teachers in the grade level, and use research based activities for student achievement.				
Problem Statements: Student Academic Achievement 1, 2						
						

### Performance Objective 1 Problem Statements:


Student Academic Achievement
<b>Problem Statement 1:</b> Campus writing scores have decreased each year. <b>Root Cause 1:</b> Writing has not been a main focus in the ELA setting as well as ELA classes are combined as reading & writing in a 50 minute class period and do not have enough class time to thoroughly address all areas of writing content.
<b>Problem Statement 2:</b> Reading scores decreased for 7th and 8th grade. <b>Root Cause 2:</b> Student lack of desire to read outside of school as well as no reading programs or incentives in place on campus.

**Goal 1:** Wills Point Junior High will provide a quality instructional program to meet the needs of all students.

**Performance Objective 2:** Staff will complete a data tracking system at the beginning of the unit being taught. Staff will have students complete formative assessments throughout the unit to check for mastery of SE's. Students will track their data throughout the unit.

**Evaluation Data Source(s) 2:** Unit Assessment conversations and Unit Assessment data sheets

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Teachers will check for understanding and receive feedback from students after formative assessments and unit assessments.	Teachers	Teachers monitor student progress weekly to adjust instruction for the next week. Students will complete their data tracking sheet at the end of the unit to check for mastery of each SE.				
Teachers will have students complete formative assessments over each SE during the unit being taught.	Problem Statements: Student Academic Achievement 1, 2 - Perceptions 2					
						

**Performance Objective 2 Problem Statements:**


Student Academic Achievement
<b>Problem Statement 1:</b> Campus writing scores have decreased each year. <b>Root Cause 1:</b> Writing has not been a main focus in the ELA setting as well as ELA classes are combined as reading & writing in a 50 minute class period and do not have enough class time to thoroughly address all areas of writing content.
<b>Problem Statement 2:</b> Reading scores decreased for 7th and 8th grade. <b>Root Cause 2:</b> Student lack of desire to read outside of school as well as no reading programs or incentives in place on campus.
Perceptions
<b>Problem Statement 2:</b> Lack of academic recognition on campus <b>Root Cause 2:</b> High academic achieving students are not recognized for their academic success, and the focus has been geared toward improving low achieving students.

**Goal 1:** Wills Point Junior High will provide a quality instructional program to meet the needs of all students.

**Performance Objective 3:** Students MAP scores will show growth after each assessment. Staff will monitor student success and reteach specific skills that students are struggling with.

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

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Students will take the MAP test during the fall, winter, and spring to monitor student growth. Teachers will meet with students after each assessment to check progress and discuss	Math and ELA teachers Campus Administration	Students will show progress on MAP data which will then show growth on the STAAR assessment. Problem Statements: Student Academic Achievement 2				
						

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> Reading scores decreased for 7th and 8th grade. <b>Root Cause 2:</b> Student lack of desire to read outside of school as well as no reading programs or incentives in place on campus.

**Goal 1:** Wills Point Junior High will provide a quality instructional program to meet the needs of all students.

**Performance Objective 4:** The campus will structure double block math and ELAR classes for student growth after unit assessments and MAP assessments.

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


**Summative Evaluation 4:**

**Goal 1:** Wills Point Junior High will provide a quality instructional program to meet the needs of all students.

**Performance Objective 5:** Writing scores on 2018 STAAR will increase from .....% to at least ....%.

**Evaluation Data Source(s) 5:** 2018 STAAR Writing scores

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Teachers will attend a writing academy before school starts for new strategies and techniques.	ELA teachers	Students STAAR scores will show growth from the previous school year. Students will complete 3 different essays throughout the year to check for progress.				
Problem Statements: Student Academic Achievement 1						
						

**Performance Objective 5 Problem Statements:**


Student Academic Achievement
<b>Problem Statement 1:</b> Campus writing scores have decreased each year. <b>Root Cause 1:</b> Writing has not been a main focus in the ELA setting as well as ELA classes are combined as reading & writing in a 50 minute class period and do not have enough class time to thoroughly address all areas of writing content.

## Goal 2: Wills Point Junior High will welcome parents and the community as partners in the education of all students.

**Performance Objective 1:** Wills Point Junior High will increase parent and community participation by implementing three additional parent/community activities per year.

**Evaluation Data Source(s) 1:** Parent survey at the end of the school year.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Students and families will have the opportunity to pick up student schedules on schedule pick up day before school starts, and meet their teachers.	Teachers Campus Administration	Students and families will have more time to meet with teachers and discuss the upcoming school year or concerns they may have for their child.				
Problem Statements: Perceptions 3						
2) Parents will have an opportunity to participate in our Cross Curricular parent night in December. Students will complete an assignment in each content area that ties to same curricular as the other subjects. Students will then present their finding to their parents.	Instructional Coach Teachers	Students will have an opportunity to share their learning for a particular subject.				
Problem Statements: Perceptions 3						
3) Campus will host a College and Career Awareness Night, and a Career Day.	Campus Counselor Campus Administration Instructional Coach	Students and families will walk away with knowledge from the College and Career Awareness night. Student will find a career that interest them.				
Problem Statements: Perceptions 3						
						

### Performance Objective 1 Problem Statements:


Perceptions
<b>Problem Statement 3:</b> Parental involvement needs to increase. <b>Root Cause 3:</b> Campus has not emphasized the importance of parental involvement, and parent volunteer opportunities are limited.

**Goal 2:** Wills Point Junior High will welcome parents and the community as partners in the education of all students.

**Performance Objective 2:** Wills Point Junior High will provide parent and community educational services by two additional events to increase student performance.

**Evaluation Data Source(s) 2:** STAAR scores and Parent Participation.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) The campus will host a STAAR's come out at night for Open House.	Instructional Coach Teachers Campus Administration	Students will have a fun and engaging night of STAAR prep ideas to prepare for the state assessment.				
Problem Statements: Demographics 2 - Student Academic Achievement 2						
2) SPED awareness/ RTi class and Double blocked ELAR and Math classes.	Campus Administration SPED teachers Teachers	Students get intensive instruction in Math and ELAR.				
						

**Performance Objective 2 Problem Statements:**


Demographics
<b>Problem Statement 2:</b> Appropriate interventions and access to programs that meet the needs of students on multiple levels of achievement. <b>Root Cause 2:</b> Teachers are not trained to address the multiple sub pops and funding is an issue.
Student Academic Achievement
<b>Problem Statement 2:</b> Reading scores decreased for 7th and 8th grade. <b>Root Cause 2:</b> Student lack of desire to read outside of school as well as no reading programs or incentives in place on campus.

**Goal 2:** Wills Point Junior High will welcome parents and the community as partners in the education of all students.

**Performance Objective 3:** Wills Point Junior High will increase communication with parents and community by 25% and measure by the number of participants in events.

**Evaluation Data Source(s) 3:** Parent participation with campus events.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Campus principal will post "Tiger Talk" videos every Friday on the campus facebook and website.	Campus Principal	Parents will be informed of the current weeks accomplishments, and have updates for particular events for the following week.				
	Problem Statements: Perceptions 3					
2) Campus will send out Remind 101 messages, and post campus information on the Junior High facebook page, campus website, and update parents with a monthly calendar.	Campus Administration	Parents will be informed of events happening on campus.				
	Problem Statements: Perceptions 3					
						

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> Parental involvement needs to increase. <b>Root Cause 3:</b> Campus has not emphasized the importance of parental involvement, and parent volunteer opportunities are limited.




**Goal 3: Wills Point Junior High attendance rate will meet or exceed state recognized standards.**

**Performance Objective 1:** Peims clerk and Assistant Principal will monitor attendance daily.

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Written notice are generated weekly and mailed for excessive absences.	PEIMS clerk Assistant Principal	Attendance percentage will increase.				
Problem Statements: Perceptions 1						
2) Administration will write a ticket to parent after 10 days of unexcused absences.	PEIMS clerk Assistant Principal	Parents will be more aware of students attendance and will encourage their student to come to school.				
Problem Statements: Perceptions 1						
3) Campus Assistant Principal and SRO Officer will make home visits as needed.	Assistant Principal SRO Officer	By intervening early and making parent contact our hope is to find out if there is a problem that we can help with at school.				
Problem Statements: School Processes & Programs 1						
4) Campus Assistant Principal will meet every Friday with students who have excessive absences during the week.	Assistant Principal PEIMS clerk	Students will be aware of attendance issues and encouraged to attend all classes.				
						

**Performance Objective 1 Problem Statements:**


School Processes & Programs
<b>Problem Statement 1:</b> Need campus wide counseling programs <b>Root Cause 1:</b> There are many students on campus with emotional, social and behavioral issues and students are not receiving the appropriate levels of support from home or throughout the school day.
Perceptions
<b>Problem Statement 1:</b> Low student attendance <b>Root Cause 1:</b> Students are not motivated to attend, and students do not associate value with attendance. There is also no attendance specific incentive programs in place.

**Goal 4: Wills Point Junior High will improve student programs and services.**

**Performance Objective 1:** Staff will address character growth and development through required Leadership and Citizenship classes for boys and girls.

**Evaluation Data Source(s) 1:** Interaction with students in hallway and classrooms.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Staff will introduce different topics for growing good citizens.	Campus Counselor Citizenship teachers Leadership teachers	Students will learn character traits and social skills. They will also practice these skills that are required for being a successful citizen.				
Problem Statements: School Processes & Programs 1						
						

**Performance Objective 1 Problem Statements:**


School Processes & Programs
<b>Problem Statement 1:</b> Need campus wide counseling programs <b>Root Cause 1:</b> There are many students on campus with emotional, social and behavioral issues and students are not receiving the appropriate levels of support from home or throughout the school day.

**Goal 4:** Wills Point Junior High will improve student programs and services.

**Performance Objective 2:** Staff will provide a safe and orderly learning environment.

**Evaluation Data Source(s) 2:** Hallway and classroom observations.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Staff will discuss drug interventions during their leadership and citizenship classes.	Campus Counselor Citizenship teachers Leadership teachers	Students will be educated on drug prevention and how to avoid risky behavior.				
Problem Statements: Demographics 2						
2) Campus will conduct crisis drills each month.	Campus Administration	Execute drills proficiently for student safety during a crisis.				
						

**Performance Objective 2 Problem Statements:**


Demographics
<b>Problem Statement 2:</b> Appropriate interventions and access to programs that meet the needs of students on multiple levels of achievement. <b>Root Cause 2:</b> Teachers are not trained to address the multiple sub pops and funding is an issue.

## Goal 5: Wills Point Junior High will improve student achievement.

**Performance Objective 1:** State assessment ELA, Math, Science, and History scores will meet or exceed state standard for all student groups. Our main focus will be improvement and growth for every student. Change focus from "passing" to "progress".

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

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Planning sessions for core teachers to review student data.	Core teachers	STAAR scores will improve.				
	Problem Statements: Student Academic Achievement 2					
2) Staff will create RTI classes based off student data from first administration of testing.	Core teachers	To increase the passing rate for second administration of STAAR.				
	Problem Statements: School Processes & Programs 3					
						

### Performance Objective 1 Problem Statements:


Student Academic Achievement
<b>Problem Statement 2:</b> Reading scores decreased for 7th and 8th grade. <b>Root Cause 2:</b> Student lack of desire to read outside of school as well as no reading programs or incentives in place on campus.
School Processes & Programs
<b>Problem Statement 3:</b> Need structured RTI classes <b>Root Cause 3:</b> Low performing students need extra rigorous classroom instruction and support due to gaps in their knowledge of core subjects areas.

**Goal 5:** Wills Point Junior High will improve student achievement.

**Performance Objective 2:** Campus administration will evaluate safeguards for special education to determine appropriateness of STAAR-A.

**Evaluation Data Source(s) 2:** STAAR-A results

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Staff will evaluate student data to determine appropriateness of students taking STAAR-A.	Campus administration Diagnostician for the campus	Offer students the correct STAAR test to help with student success.				
Problem Statements: School Processes & Programs 3						
						

**Performance Objective 2 Problem Statements:**


School Processes & Programs
<b>Problem Statement 3:</b> Need structured RTI classes <b>Root Cause 3:</b> Low performing students need extra rigorous classroom instruction and support due to gaps in their knowledge of core subjects areas.

**Goal 5:** Wills Point Junior High will improve student achievement.

**Performance Objective 3:** Add an increased focus on students who are already passing. We want to see progress from our highest achievers.

**Evaluation Data Source(s) 3:** 2018 STAAR data

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) Review student data after winter MAP testing, and benchmark to monitor student progress to check for mastery.	Campus Administration Core Teachers	Level 3 index will show growth				
Problem Statements: Perceptions 2						
						

**Performance Objective 3 Problem Statements:**


Perceptions
<b>Problem Statement 2:</b> Lack of academic recognition on campus <b>Root Cause 2:</b> High academic achieving students are not recognized for their academic success, and the focus has been geared toward improving low achieving students.

**Goal 5:** Wills Point Junior High will improve student achievement.

**Performance Objective 4:** Meet the needs of our ESL diverse learners through mainstreaming.

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

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	July
1) ELA teachers will get ESL certified to provide more opportunities for students for in class support through mainstream.	ELA teachers Campus Principal	ESL students growth on unit assessment and STAAR data.				
Problem Statements: Demographics 1						
						

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Parental involvement for Hispanic population is low. <b>Root Cause 1:</b> Language barrier and translation of school documents and overall communication

## 17-18 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Casey Cochran	Principal
Administrator	Jason Moore	Assistant Principal
Classroom Teacher	Harriet Hardin	8th Grade Science



# Addendums

**Training ISD**  
**Training Elementary School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date: September 9, 2017**

# Mission Statement

Excellence and high student achievement prosper here because of our uncompromising commitment to students and extraordinary learning opportunities.

# Vision

Our vision is to inspire a passion for life-long learning.

**Please Note:** This is NOT a complete improvement plan. The pages that are provided are for training and demonstration purposes only. Not all of the required elements are present. For example, not all of the 10 Title I Components are associated with strategies. All of the information included is completely fictitious and does not represent any real campus or district. Any resemblance is purely coincidental.

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# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	6
School Processes & Programs .....	11
Perceptions .....	13
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
Goal 1: Training ISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success. ....	17
Goal 2: Training ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on, safety, wellness, and order. ....	21
Goal 3: Training ISD will recruit, develop, and retain an exceptional, highly-skilled staff to optimize student engagement and learning. ....	22
Goal 4: Training ISD will relentlessly engage in a culturally responsive pursuit of meaningful parental and community involvement and engagement. ....	22
State Compensatory .....	24
Budget for Training Elementary School: .....	24
Personnel for Training Elementary School: .....	25
Title I .....	26
Schoolwide Program Plan .....	26
Ten Schoolwide Components .....	26
Title I Personnel .....	30
Campus Advisory Committee .....	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Training Elementary is a seven-year old, K-5th grade Title I campus in Training ISD located in Excellence City, TX. Excellence City is a growing suburb on the northern edge of the Big City Metroplex. Excellence City has always been a farming community, but that image is quickly shifting as Excellence City has been rated as one of the fastest growing communities in Texas. Excellence City is a diverse community with a low crime rate. The campus is predominately a neighborhood school that is located at the edge of the town. Approximately 2/3 of students live nearby. Additionally, there are 6 bus routes that bring students who live outside the city limits. In concert with the fast growth in the community, student enrollment at Training Elementary is growing quickly. During this past year, enrollment increased by 3.5 percent resulting in 762 students in May 2017. The African American and Hispanic student groups are growing the fastest. The campus has three student groups that are almost equal in size: 26.5% are Hispanic, 38.6% are White and 25.2% are African American. Asian students make up 1% of the population and Pacific Islanders represent 3%. There are 4.3% claiming Two-or-More Races.

The last published mobility rate of 8.2% for Training Elementary is well below the state average of 16.5%; however, we anticipate the campus mobility rate is now higher due to district attendance boundary changes in that took effect in August 2016. Training Elementary gained a large rural area and two subdivisions with the new boundaries. The result is there are 148 new students and 22 of those are identified as migrant. Attendance rates are high and even with our large growth, rates have remained steady over the last three years. At 97.4%, the attendance rate is the highest in the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. Training Elementary's student groups include 18% English Language Learners (ELLs), 8% Gifted and Talented, and 9% Special Education. Additionally, 51% are economically disadvantaged, 48% are identified as at-risk.

While the federal mandate for highly qualified requirements has now expired, Training Elementary School continues to place a high priority in employing a high-quality, talented staff. Four new teachers have just been hired for the new school year. These are in addition to two new teachers who started at the beginning of second semester last January. Training Elementary is fortunate to have a staff that closely mirrors the student groups with regards to race and ethnicity. The turnover rate among our staff is low because people love to work at Training Elementary. However, the campus frequently has new employees due to the fast growth. Therefore, a strong mentoring and support process is in place.

*WRITING TIP: It is more important than ever that your CNA be ROBUST and COMPREHENSIVE. Make sure that you acknowledge the performance of student groups funded by the state special allotment funds and federal funds. Those groups are: gifted/talented, special ed, ELLs, at-risk, homeless, and economically disadvantaged.*

### Demographics Strengths

Training Elementary has many strengths. Some of the most notable demographics strengths include:

1. Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
2. The attendance rate at Training Elementary is the highest in the district.
3. No students withdrew during 2016-2017 because they were unhappy with our campus.
4. Students at Training Elementary are very accepting of new students regardless of race or ethnicity.
5. New teachers report that the campus mentoring and support process to help them get started is very helpful and effective.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** ELLs across grades 3-5 have CBA reading scores that are 20% lower than non-ELLs. **Root Cause:** The Hispanic student group is growing quicker than we can train and/or hire teachers with ESL certification and an understanding of the instructional needs of ELLs.

**Problem Statement 2:** The April 2017 teacher survey reveals that teachers feel inadequately prepared to address the special needs of migrant students. **Root Cause:** Because of boundary changes, the campus has migrant students for the very first time and no formal training has been provided.

## Student Academic Achievement

### Student Academic Achievement Summary

A comparison of STAAR scores at the All Students level show that the 2016 and 2017 scores do not show much variance. The largest change is in WRITING with a 5% gain.

ALL GRADE LEVELS		
	2016	2017
<b>READING</b>	93	91
<b>MATH</b>	87	88
<b>WRITING</b>	78	73
<b>SCIENCE</b>	85	85

The 2017 STAAR scores include the new performance levels of Masters, Meets, Approaches and Did Not Meet Grade Level Performance. The Approaches, Meets, and Masters levels are all considered passing. Masters, Meets, and Approaches are all considered passing. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Approaches category indicates that students are likely to succeed in the next grade or course with targeted academic intervention.

2017 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3 <sup>rd</sup> Math	16	84	48	24
4 <sup>th</sup> Math	13	87	51	28
5 <sup>th</sup> Math	7	93	58	34
3 <sup>rd</sup> Reading	11	89	53	30
4 <sup>th</sup> Reading	12	88	52	29
5 <sup>th</sup> Reading	5	95	60	36
4 <sup>th</sup> Writing	27	73	38	14
5 <sup>th</sup> Science	15	85	49	25

## READING

Looking deeper, STAAR 2016 READING Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR READING		
	2016	2017
3 <sup>rd</sup> Grade	94	89
4 <sup>th</sup> Grade	91	88
5 <sup>th</sup> Grade	91	90

An analysis of scores for each student group at each grade level in READING revealed the following:

- The Special Education (SpEd) scores show the greatest variance of all student groups. 31% of 5<sup>th</sup> grade SpEd scored Approaches as compared with 75% of non-SpEd. In 4<sup>th</sup> grade, 28% SpEd and 77% non-SpEd scored Approaches. In 3<sup>rd</sup> grade, 34% SpEd and 79% non-SpEd scored Approaches.
- In all three grades, Hispanic and African American scores are lower than the campus average. 66% Hispanic and 60% African American 5<sup>th</sup> graders scored Approaches while 92% White scored Approaches. 4<sup>th</sup> grade scored slightly higher and 3<sup>rd</sup> grade scored the best with 72% Hispanic and 74% African Americans scoring Approaches.
- Economically Disadvantaged (ECD) scores are significantly lower than non-ECD scores. The greatest variance is in 5<sup>th</sup> grade with 62% ECD scoring Approaches vs. 84% non-ECD scoring Approaches. It has been noted that 5th grade ECD students attend tutorials less frequently than the ECD students in the other two grades.
- At-Risk scores are similar at all three grade levels with 60% of At-Risk students scoring Approaches. 90% of non-At-Risk students scored Approaches.
- Migrant scores are at least 20% lower than non-Migrant scores at each grade level. The widest gap is in 5<sup>th</sup> grade with 23% difference. This same pattern is reflected in Migrant students' daily work.
- English Language Learner (ELL) scores are consistently low at all three grade levels. A little over 50% of the current ELL students at each grade level scored Approaches as compared with 75% of the non-ELL students scoring Approaches.
- Teachers' observations reveal slightly higher performance in class for ELL students as compared with the STAAR data. This is probably due to instructional strategies that cannot be implemented during testing. Classroom grades for other student groups are consistent with the STAAR data.
- 98% of Gifted/Talented students scored Approaches. 88% scored Meets and 69% scored Masters.
- The campus-based assessment scores for each student group above are consistent with the STAAR data.

The most significant finding(s) during the analysis of all READING academic achievement data is \_\_\_\_\_.



## MATH

STAAR 2016 MATH Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR MATH		
	2016	2017
3 <sup>rd</sup> Grade	84	84
4 <sup>th</sup> Grade	84	87
5 <sup>th</sup> Grade	92	93

An analysis of scores for each student group at each grade level in MATH revealed the following:

- The largest gap between student groups is between the African American scores and White scores, especially in 3<sup>rd</sup> grade. 64% African Americans scored Approaches and 91% White scored Approaches. The gap was smaller in 4<sup>th</sup> grade and scores overall were higher than 3<sup>rd</sup> grade. Though still significant, the 5<sup>th</sup> grade gap was smallest with 76% African American and 96% White scoring Approaches. Overall, it is disappointing that the math scores did not increase more.
- The Special Education (SpEd) scores show the greatest variance of all student groups. 48% of 5<sup>th</sup> grade SpEd scored Approaches as compared with 84% of non-SpEd. In 4<sup>th</sup> grade, 38% SpEd and 87% non-SpEd scored Approaches. In 3<sup>rd</sup> grade, 44% SpEd and 83% non-SpEd scored Approaches.
- Economically Disadvantaged (ECD) students score significantly lower than non-ECD students. The greatest variance is in 5<sup>th</sup> grade with 75% ECD scoring Approaches vs. 90% non-ECD scoring Approaches. As noted earlier, 5th grade ECD students attend tutorials less frequently than the ECD students in the other grades.
- At-Risk scores are similar at all three grade levels with 68% 3<sup>rd</sup> graders, 72% 4<sup>th</sup> graders and 71% 5<sup>th</sup> graders scoring Approaches but significantly lower than Non-At-Risk scores. Percentages for Non-At-Risk students scoring Approaches: 94% 3<sup>rd</sup> grade, 92% 4<sup>th</sup> grade and 95% 5<sup>th</sup> grade.
- LEP scores are also close at all three grade levels. Almost 75% of the current LEP students at each grade level scored Approaches as compared with 81% non-LEP students scoring Approaches. LEP students scored better in MATH than they did in READING.
- Migrant scores are at least 20% lower than non-Migrant scores at each grade level. The widest gap is in 5<sup>th</sup> grade with 23% difference. As noted earlier, this is the same pattern that is seen with daily grades in the classroom.
- 99% of Gifted/Talented students scored Approaches. 90% scored Meets and 72% scored Masters.
- The campus-based assessment scores for each student group predicted slightly higher 3rd grade MATH scores, but are consistent with the STAAR data for 4th and 5th grades.
- Teachers' observations and classroom grades are consistent with the STAAR data.

The most significant finding(s) during the analysis of all MATH academic achievement data is \_\_\_\_\_.

## WRITING

STAAR 2016 MATH Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR WRITING		
	2016	2017
4 <sup>th</sup> Grade		

An analysis of scores for each student group at each grade level in WRITING revealed the following:

- White, Hispanic, African American, etc. \_\_\_\_\_.
- ECD \_\_\_\_\_.
- Migrant \_\_\_\_\_.
- LEP \_\_\_\_\_.
- SpEd \_\_\_\_\_.
- Gifted/Talented \_\_\_\_\_.
- At-Risk \_\_\_\_\_.
- Campus-based assessments \_\_\_\_\_.
- When comparing the STAAR scores with classroom observations and grades, we found \_\_\_\_\_.

The most significant finding(s) during the analysis of all WRITING academic achievement data is \_\_\_\_\_.

## SCIENCE

STAAR 2016 SCIENCE Met Standard scores and 2017 Approaches Grade Level Performance (which also contains Meets and Masters) are as follows:

STAAR SCIENCE		
	2016	2017
5 <sup>th</sup> Grade		

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

- White, Hispanic, African American, etc. \_\_\_\_\_.
- ECD \_\_\_\_\_.
- Migrant \_\_\_\_\_.
- LEP \_\_\_\_\_.

- SpEd \_\_\_\_\_.
- Gifted/Talented \_\_\_\_\_.
- At-Risk \_\_\_\_\_.
- Campus-based assessments \_\_\_\_\_.
- When comparing the STAAR scores with classroom observations and grades, we found \_\_\_\_\_.

The most significant finding(s) during the analysis of all SCIENCE academic achievement data is \_\_\_\_\_.

*WRITING TIP: If you do not like the way your table looks, try creating it in Microsoft Word. Then, copy and paste it here.*

### **Student Academic Achievement Strengths**

Training Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Our campus is in the top quartile in our comparison group with the percentage of students rating "Masters Grade Level" in Grades 3-5 STAAR Math.
- ELL students showed significant growth on STAAR math.
- Students track their own academic progress in grades 2-5.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** In all three grades, SpEd scores are significantly below non-SpEd scores on 2017 STAAR Reading. **Root Cause:** WRITING TIP: The software will allow a Problem Statement without a Root Cause. This gives you time to think and refer back to data. It is highly encouraged to always come back and add the Root Cause so that you can create a tight alignment between the problem and the strategy.

**Problem Statement 2:** 2017 STAAR data in both reading and math at all three grade levels shows significant gaps with African American, Hispanic, ECD, SpEd, and At-Risk scores when compared with White scores. **Root Cause:** Teachers need strategies for creating lessons at the same level of rigor as the standards.

**Problem Statement 3:** 4th Grade Writing CBA scores (92%) do not reflect the same level of mastery as the 2017 STAAR Scores (73%). **Root Cause:** Writing teachers have not had professional development on the Writing standards in over three years.

## School Processes & Programs

### School Processes & Programs Summary

In May 2016, a Campus Self-Assessment Survey was given to all staff to assess the campus processes and programs. Survey results identified three school-wide processes needing improvement: (1) campus-based, common assessments (CBAs) including the analysis of results, (2) instructional rigor, and (3) the RtI program.

For the 2016-2017 school year, the campus chose to focus on learning how to design and implement better campus-based common assessments (CBAs) and how to conduct effective assessment analysis meetings. Professional development included a process for PLCs to use the XYZ TEKS system and current CBA results to map out the specific skills and standards to be taught and assessed each six weeks. PLCs now review and/or revise the CBAs before each six weeks begins confirming alignment with the standards and ensuring that teachers clearly understand where students have previously struggled. Data boards that include attendance, CBA results, and student reading levels are studied. The PLCs then use all of this data to design daily lessons. The design of the CBAs allow students to demonstrate their learning through performance, products and presentations. Daily instruction is expected to match the CBAs at the same level of Bloom's and DOK rigor. At the end of this year-long focus on CBAs and data analysis, the Campus Self-Assessment Survey was administered again. May 2017 results found the following:

- All PLCs report strong skills for designing and implementing CBAs.
- Most PLCs feel their ability to review and revise the CBA before they write lesson plans significantly strengthens their instruction. One PLC reports their progress as developing.
- All teachers report that students are more engaged in instruction when it is aligned with performance-based assessments or when products and presentations are offered as final exams.
- Teachers continue to ask for additional strategies for consistently providing instruction at rigorous levels.

During the 2017-2018 school year, the campus will continue looking for ways to strengthen the assessment/data analysis/instructional planning process. The plans and records from 2016-2017 will provide added information to help teachers increase the effectiveness of this school-wide process. Additionally, the campus will also seek training and information on the new interim assessments for math and reading and the formative assessment bank of questions being created by TEA. These are scheduled to be available in Spring 2018.

To address teachers' requests for help with instructional rigor, the campus leadership team selected instructional rigor as the campus focus for 2017-2018. A significant part of the available professional development days will center on how to infuse rigor throughout assessment and instruction. A committee of teachers is working this summer to identify evidence based programs and processes for rigor so that professional development can be specifically designed to meet our needs.

Additional information from the May 2017 Campus Self-Assessment Survey include:

- Teachers are unsure how tutorials align with RtI.

- There needs to be a more structured process for communication between the core teachers and the tutorial teachers. Sometimes tutorial teachers are unsure what skills need to be addressed.
- Some teachers are unclear how to best communicate the content and language objectives with ELL students.

When analyzing the intersections between these three findings and the Demographics and Student Achievement data, it is clear that the process for implementing RtI is not working at the desired level for At-Risk, ELL, Hispanic, African American and ECD students.

### **School Processes & Programs Strengths**

Training Elementary has identified the following strengths:

- All PLCs report strong skills for designing and implementing campus based assessments (CBAs).
- Most PLCs feel that their ability to review and revise the CBA before they write lesson plans significantly strengthens their instruction.
- 100% of teachers participated in multiple professional development opportunities during this past school year focused on designing, implementing, and analyzing the results of CBAs.
- Teachers have a strong sense of urgency to implement the best instructional practices every class period, every day.

Additional strengths include:

- The latest TAPR confirms that the number of Training Elementary teachers with 11-20 years experience (34%) is higher than both the state (27%) and the district (26%).
- The TAPR also reveals that Training Elementary teachers' average teaching experience with the district (12.4%) exceeds both state (11.2%) and district (10.2%) averages.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** On the 2017 Campus Self-Assessment Survey, over 75% of teachers request training to increase rigor in the classroom. **Root Cause:** As teachers are strengthening their skills for designing CBAs that align to the TEKS System, they are realizing the necessity of rigorous classroom strategies.

**Problem Statement 2:** The 2017 Campus Self-Assessment Survey results reveal that teachers are unsure how tutorials align with RtI. **Root Cause:** The RtI training did not include procedures for the grade level tutorials program.

**Problem Statement 3:** Tutorials teachers are often unsure what skills to reteach or preteach. **Root Cause:** Procedures for Tutorials have not been reviewed in over three years. With new teachers and a growing student body, it is time to re-evaluate and revise the procedures.

# Perceptions

## Perceptions Summary

One of the core beliefs at Training Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. New teachers and families come into our school with all kinds of previous school experiences. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning. Training Elementary wants to narrow the performance gap among all student groups, and particularly between Hispanic, African American and White students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students - ALL students. We take them where they are and we move them as quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that excellence is *the habit* to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to *do it well every time*. Students are taught and then taught the value of practice. Practice creates habits; therefore, we all practice excellence. Expectations for student behavior is high and we are blessed to have respectful, confident students. The staff understands that a culture of respect with parents has to be earned. We ask our parents to hold us accountable for maintaining a culture of respect, high expectations for learning, and habits of excellence. We constantly check our progress by conducting short, 3-5 question surveys every time we have parents in the building for special events. Survey results from 2016-2017 reveal that 94% of parents (in over 800 surveys throughout the year) feel that we are doing well in all three areas.

In an effort to ensure classrooms are places where students feel respected and where high expectations for learning and habits of excellence are displayed, each teacher anonymously reviews two other teachers' classroom procedures and provides feedback before school begins. Then, we also check our progress with students. Each six weeks, students in grades 2-5 are asked 3-5 questions. The most significant survey results from 2016-2017 include:

- 98% feel that the school is a safe place to learn.
- 98% feel that teachers expect students to produce excellent work and that excellence is the habit to develop.
- 94% feel that rules are fair and consistent for all students.
- 92% know what to do when they need help.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. In the past two school years, Training Elementary had very few incidents of negative behavior. In fact, there are significant decreases when compared with prior years. Professional development and the new conflict resolution program that started in the fall of 2015 are making a difference. Actual data includes 88 discipline referrals in 2016-17 and 120 referrals in 2015-16, as compared with, 342 in 2014-15. With a growing student population, we are very proud of these numbers.

Training Elementary also places a priority on creating a family and community friendly school environment. Our Parent Coordinator leads family and community engagement initiatives. We know communication is a key way to engage parents and the community. In addition to the typical newsletters sent home and school events posted on the marquee, Training Elementary extends communication by showcasing a variety of parenting traditions and practices within the school community. This is done on a parenting bulletin board. Parents put ideas for celebrating holidays, bedtime routines, healthy breakfast ideas,

no-cost family field trips, etc. on cards and they are posted on the board. Volunteers translate the cards into different languages. Pictures of the board appear in newsletters, etc. Additionally, we begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. Our Parent Coordinator hosts "We're New Here" coffee events for new parents once per week beginning the first of August and continuing through Labor Day. The purpose is to help parents understand campus procedures and also to meet other new families. Parents can come as often as they like. The campus provides translations on the website and also with printed materials in most languages spoken in school. We also provide interpreters for school events, especially for events held early in the year, such as registration and Meet the Teacher Night. Computers are in the front hallway with information posted in different languages. We make sure that our routines are consistent, including sending our Take-Home-Tuesday folders every week. We take pride in the fact that parents consistently report our office staff as professional and very parent-friendly.

*WRITING TIP: Best practice suggests selecting someone other than the authors to carefully proof-read all sections of the comprehensive needs assessment (CNA) before it is published. This proof-reader should check for things such as language that protects individual students' identities and professionalism when describing student groups, culture, ethnicity, race, etc. Regardless of the amount of improvement identified, it is important that the CNA and CIP reflect that the campus is striving to break through all barriers and be the best it can be.*

## Perceptions Strengths

Training Elementary celebrates these strengths:

- The student survey reports that 98% of students feel safe at school.
- The parent surveys state that 94% of parents feel that we are maintaining a culture of respect, have high expectations for learning, and are cultivating habits of excellence
- The teacher survey data states that teachers feel empowered and valued. They also feel that Training Elementary is a great place to work
- A Parent Coordinator that coordinates the volunteer program, maintains the family/community center, strengthens communication between home and school, makes home visits, etc.
- Parents report that the process to involve parents in planning, implementing and evaluating family involvement activities is effective.
- "We're New Here" Monthly Coffees are well attended. (Held weekly at the beginning of school.)
- The Family Center is used frequently and provides many useful resources for parents.
- Discipline data and student surveys confirm that the campus's conflict resolution program and discipline prevention/intervention programs are working well.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** A 44% increase in parent/community participation, and positive teacher and parent survey data for the last three years confirm that the implementation of a Parent Coordinator continues to be a high priority need for the campus. **Root Cause:** Significant increases with positive results began occurring as soon as the Parent Coordinator position was created. Prior to the position, positive increases were sporadic and small.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- 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 ELL 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
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data



- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

#### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals







**Goal 1: Training ISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.**

**Performance Objective 1:** With a focus on rigor in the classroom, at least 70% of all student groups will score at least Approaches on 2018 STAAR, especially Hispanic, African American, ECD, and At-Risk.

**Evaluation Data Source(s) 1:** 2018 STAAR scores

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) BOOK STUDY: All teachers will participate in a year-long book study of Marzano's "The New Art and Science of Teaching" according to the following schedule:</p> <p>June - Aug. Ch. 1, 2, 3 September - Ch. 4, 5 October - Ch. 6 November - Ch. 7 December - Ch. 8 January Ch. 9, 10 February - Ch. 11</p>	2, 3, 4	3rd Grade PLC Leader	Teachers will increase rigor in the classroom and provide proof by demonstrating for each other the implementation of at least one strategy from each month's study. The expected impact will be at least 10% higher achievement on the CBAs (by the end of the year) as compared with last year's data.				
<p>Problem Statements: School Processes &amp; Programs 1 Funding Sources: 199 - General Fund - \$900.00</p>							
<p>2) IN-THE-MOMENT-ASSESSMENT: Teachers will check for understanding and receive feedback from students during lessons using strategies such as:</p> <ol style="list-style-type: none"> <li>confidence rating techniques</li> <li>voting techniques</li> <li>response boards</li> <li>unrecorded assessments</li> </ol> <p>Teachers will attend a 2-hour training in August on Ch. 2 of Marzano's book. Follow-up training will occur in Nov. and Feb.</p>	2, 4	4th Grade PLC Leader	At least twice weekly, PLCs will discuss and chart the progress of lessons on a proficiency scale, discussing real-time insights into why a given lesson is succeeding or failing. Appropriate reteaching or enrichment will be planned. The impact is that PLCs will be able to gauge student comprehension as new material is taught and determine students' progress toward mastery of the standard.				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes &amp; Programs 1 Funding Sources: 211 - Title I, Part A - \$0.00</p>							

<p>3) DO-NOWs: Core teachers will use the first 5 minutes of class to re-teach standards that students failed to master on the last CBA. Do-Nows will include:</p> <ol style="list-style-type: none"> <li>1. mixed format questions</li> <li>2. spiraled objectives</li> <li>3. why and how questions</li> </ol> <p>PLCs will receive training in Sept with full implementation expected immediately after the first CBA is administered.</p>	2, 4	Assistant Principal	PLCs will prioritize non-mastered standards and monitor progress on Do-Nows. PLCs will develop a Do-Now Tracking Sheet for students that shows their progress toward mastering the skills. The expected impact is that students will master all standards from the previous CBA. (The Do-Now Tracking Sheet will be used in Tutorials for any student not mastering the standards.)				
<p>Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 - General Fund - \$800.00</p>							
<p>4) UNIT DESIGN - DIRECT INSTRUCTION: When designing a new unit, PLCs will determine which content requires direct instruction lessons. Then, the PLC will:</p> <ol style="list-style-type: none"> <li>1. design a proficiency scale</li> <li>2. determine how to chunk content</li> <li>3. determine how students will process content</li> <li>4. determine how to record and represent content</li> </ol>	2, 8	Principal	Implementing a systematic way to provide direct instruction will help students understand which parts of new content are important and how the parts fit together. It is expected that there will be at least a 10% increase of proficiency on end of unit assessments when compared with last year's data.				
<p>Problem Statements: Student Academic Achievement 1, 2</p>							
<p>5) LESSON DESIGN - KNOWLEDGE APPLICATION LESSONS: PLCs will design cognitively complex tasks for students. PLCs will use Ch. 5 from Marzano's book The New Art &amp; Science of Teaching as a framework and include these elements:</p> <ol style="list-style-type: none"> <li>1. engage students in cognitively complex tasks</li> <li>2. provide resources and guidance</li> <li>3. generate and defend claims</li> </ol>	2	Principal	<p>Once per quarter, each classroom teacher will bring artifacts to their PLC meeting that demonstrate:</p> <ol style="list-style-type: none"> <li>1. Students were involved in a complex task.</li> <li>2. Students are able to generate new conclusions and provide evidence for their conclusions.</li> </ol> <p>The principal will attend that PLC meeting.</p>				
<p>Funding Sources: 255 - Title II, Part A, TPTR - \$0.00</p>							
<p>6) WRITING TIP: Best practice suggests creating as few strategies as possible. Be sure that each strategy is directly related to the performance objective and that the strategy is powerful enough to create meaningful growth. Do not include "regular operations" as strategies unless the funding source requires it.</p>		<p>WRITING TIP: Always designate a leader. It is not recommended to include a list of people involved without a leader. The leader assists the principal by monitoring the implementation of the strategy.</p>	<p>WRITING TIP: Successful implementation can be measured by artifacts, such as sign-in sheets. However, the purpose for any strategy is to have an IMPACT on student achievement. So be sure to describe what successful implementation looks like and the impact it creates.</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

## Performance Objective 1 Problem Statements:


Demographics
<b>Problem Statement 1:</b> ELLs across grades 3-5 have CBA reading scores that are 20% lower than non-ELLs. <b>Root Cause 1:</b> The Hispanic student group is growing quicker than we can train and/or hire teachers with ESL certification and an understanding of the instructional needs of ELLs.
Student Academic Achievement
<b>Problem Statement 1:</b> In all three grades, SpEd scores are significantly below non-SpEd scores on 2017 STAAR Reading. <b>Root Cause 1:</b> WRITING TIP: The software will allow a Problem Statement without a Root Cause. This gives you time to think and refer back to data. It is highly encouraged to always come back and add the Root Cause so that you can create a tight alignment between the problem and the strategy.
<b>Problem Statement 2:</b> 2017 STAAR data in both reading and math at all three grade levels shows significant gaps with African American, Hispanic, ECD, SpEd, and At-Risk scores when compared with White scores. <b>Root Cause 2:</b> Teachers need strategies for creating lessons at the same level of rigor as the standards.
<b>Problem Statement 3:</b> 4th Grade Writing CBA scores (92%) do not reflect the same level of mastery as the 2017 STAAR Scores (73%). <b>Root Cause 3:</b> Writing teachers have not had professional development on the Writing standards in over three years.
School Processes & Programs
<b>Problem Statement 1:</b> On the 2017 Campus Self-Assessment Survey, over 75% of teachers request training to increase rigor in the classroom. <b>Root Cause 1:</b> As teachers are strengthening their skills for designing CBAs that align to the TEKS System, they are realizing the necessity of rigorous classroom strategies.

**Goal 1:** Training ISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 2:** Writing scores on 2018 STAAR will increase from 73% to at least 78%.

**Evaluation Data Source(s) 2:** 2018 STAAR Writing scores

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) WRITING INSTITUTE TRAINING: Third and Fourth grade teachers will attend a 4-day Expository Writing Institute by The Writing Academy in July. They will attend a 4-day Editing & Revising Institute also by The Writing Academy in the fall.	3	4th Grade PLC Leader	At least 80% of the writing samples taken in both grades 3 and 4 will be scored by teachers as a 3. This will show significant growth over the 2016-2017 writing samples where 72% of those were scored as a 3.				
Problem Statements: Student Academic Achievement 3 Funding Sources: 255 - Title II, Part A, TPTR - \$8,800.00							
							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> In all three grades, SpEd scores are significantly below non-SpEd scores on 2017 STAAR Reading. <b>Root Cause 1:</b> WRITING TIP: The software will allow a Problem Statement without a Root Cause. This gives you time to think and refer back to data. It is highly encouraged to always come back and add the Root Cause so that you can create a tight alignment between the problem and the strategy.
<b>Problem Statement 3:</b> 4th Grade Writing CBA scores (92%) do not reflect the same level of mastery as the 2017 STAAR Scores (73%). <b>Root Cause 3:</b> Writing teachers have not had professional development on the Writing standards in over three years.

**Goal 1:** Training ISD will maintain rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary success.

**Performance Objective 3:** **WRITING TIP:** A Performance Objective is a one year marker that measures progress toward achieving a multi-year goal. It identifies how much we think we can grow in one school year. It is written in a SMART format. (It is the equivalent of a one-year campus SMART goal.)

**Evaluation Data Source(s) 3:** **WRITING TIP:** Since the effectiveness of the PO is determined by summative evaluation data, it is essential to determine what data will be used at the same time the PO is written.

**Summative Evaluation 3:**

**Goal 2:** Training ISD will provide learning environments and structures designed to promote a physical, emotional, and cultural focus on, safety, wellness, and order.

**Performance Objective 1:** At least 96% of students who have attended tutorials three weeks or longer will be passing each core class at the end of the six weeks grading period.

**Evaluation Data Source(s) 1:** Students' Do-Now progress tracking folders and report cards

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) TUTORIAL PROCEDURES: The campus leadership team will revise tutorials procedures by Sept 1. New procedures will at least include: 1. a clear connection with RtI 2. accountability for progress 3. directions for electronic communication between classroom teachers and tutorials instructors 4. reports for parents 5. skills check with a tracking chart for students to track their own progress on each skill	8, 9	Assistant Principal	Instruction during tutorials will be driven by the students' Do-Now tracking sheets. All instruction will be tightly connected with the classroom so that the quality and quantity of targeted support is greatly increased. The impact is more accurate progress reports for teachers and parents. In addition, 5% or fewer students will be failing at the end of each grading period.				
Problem Statements: School Processes & Programs 3 Funding Sources: 199-PIC 30 SCE Title IA, Schoolwide Activity - \$11,500.00							

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 3:** Tutorials teachers are often unsure what skills to reteach or preteach. **Root Cause 3:** Procedures for Tutorials have not been reviewed in over three years. With new teachers and a growing student body, it is time to re-evaluate and revise the procedures.

**Goal 3: Training ISD will recruit, develop, and retain an exceptional, highly-skilled staff to optimize student engagement and learning.**

**Performance Objective 1:** NOTE: To keep this sample plan short, this goal has not be developed with performance objectives and strategies.

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

**Summative Evaluation 1:**

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> The 2017 Campus Self-Assessment Survey results reveal that teachers are unsure how tutorials align with RtI. <b>Root Cause 2:</b> The RtI training did not include procedures for the grade level tutorials program.

**Goal 4: Training ISD will relentlessly engage in a culturally responsive pursuit of meaningful parental and community involvement and engagement.**



# State Compensatory

## Budget for Training Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
166.11.6129.00.132.30.ARO	6129 Salaries or Wages for Support Personnel	\$80,224.00
<b>6100 Subtotal:</b>		<b>\$80,224.00</b>
<b>6300 Supplies and Services</b>		
166-11-6399-00-113-30-ARO	6399 General Supplies	\$2,400.00
<b>6300 Subtotal:</b>		<b>\$2,400.00</b>
<b>6400 Other Operating Costs</b>		
166-11-6494-00-113-30-ARO	6412 Student Travel	\$2,000.00
<b>6400 Subtotal:</b>		<b>\$2,000.00</b>

**Personnel for Training Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
David Wrangle	4th Grade Assistant	Paraprofessional	1
Helen Adams	1st Grade Assistant	Paraprofessional	.50
Jessica Ng	Tutor	at-risk support	.75
Joe Bond	Kinder Assistant	Paraprofessional	.50
Sara Sanchez	Counselor	at-risk support	.40

# Title I

## Schoolwide Program Plan

*Note: Until TEA makes a formal decision about how we will interpret the 10 Schoolwide Components, Plan4Learning will leave them exactly as they were under NCLB. Each component should include a customized explanation of how it is addressed by the school.*

Training Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Training Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Factual problem statements were written and then root causes were identified and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

### 2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

*Writing Tip: These six activities serve as examples only. There are many effective strategies that can be used as schoolwide reform strategies. Also, there is no requirement stating how many reform strategies are needed.*

### **3: Instruction by highly qualified professional teachers**

Instruction by highly skilled and effective professional teachers is an important component of our schoolwide plan. Procedures in use at Training Elementary to ensure that instruction is provided by the best teachers possible include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

*Writing Tip: Again, these serve as examples only. There are many effective strategies that can be used for highly qualified teachers strategies. Also, there is no requirement stating how many strategies are needed.*

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Training Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.

2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

#### **5: Strategies to attract highly qualified teachers**

The campus follows district procedures for recruiting and attracting high quality, state certified teachers. Please refer to the procedures information located in the addendums.

#### **6: Strategies to increase parental involvement**

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is lead by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Training Elementary spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it. The campus also provides a structured school-wide tutorial program that specifically targets the needs of each student who attends. All support systems are evaluated on a quarterly basis to ensure that they continue to meet students' needs.

## **10: Coordination and integration of federal, state and local services and programs**

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aggie Gonzalez	Parent Coordinator	School-wide Program	1
Jane Smith	3rd - 5th grade teacher	Reading Interventionist	1
Joe Reyes	3rd - 5th grade teacher	Math Interventionist	1

## Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Jane Long	
Classroom Teacher	Diana Hatch	3rd grade teacher
Classroom Teacher	Dane Redman	PE teacher
Classroom Teacher	Oscar Holguin	5th grade math teacher
District-level Professional	Ken Carriere	Executive Director HR
Administrator	Dan Boyles	Assistant Principal
Classroom Teacher	D'Lisa Warmer	1st grade teacher
Parent	Doug Castro	
Non-classroom Professional	Kellye Santos	Counselor
Classroom Teacher	Kelsey Watson	2nd grade teacher
Classroom Teacher	Raymond Reyes	4th grade teacher
Administrator	John Martinez	Principal
Non-classroom Professional	Rachel Davies	Librarian
Classroom Teacher	Georgia Ayala	Reading Interventionist
Business Representative	Bryan Rodriguez	CEO, Mustang, Inc.
Business Representative	Lyndsey Ling	Hospital ER Nurse
Classroom Teacher	Lori Gerald	Kindergarten teacher
Classroom Teacher	Sarah Jones	3rd grade teacher