



Campus Improvement Plans

2017-2018

Waco Independent School District
Alta Vista Elementary School
2017-2018 Improvement Plan

Anchored in Excellence



ALTA VISTA
ELEMENTARY

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Goals

Goal 1: Provide high levels of academic achievement, participation, and performance through 21st Century learning

Performance Objective 1: Increase Student Achievement overall scores:

Increase Index 1 (Domain 1) STAAR scores for campus for 3rd,4th and 5th grade students from 53% in 2017 to 60% by August 2018.

Increase the percentage of students in K-2 that are Tier 1 in Istation for reading from 43% in May 2017 to 53% in May 2018. Increase the percentage of students in K-2 that are Tier 1 in Istation for math from 56% in May 2017 to 66% in May 2018.

Evaluation Data Source(s) 1: Campus STAAR data and State Accountability Report; Istation Tier Movement Report-May 2017, 2018

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) Utilize the PLC process on a weekly basis to analyze data and plan lessons using highly effective instructional strategies</p>	Principal	High yield instructional strategies used in classrooms; Higher student achievement across all grade levels.
	Funding Sources: Title 1 School Improvement - 2000.00	
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Provide students with resources such as visual aids, manipulatives, classroom books, anchor charts, and hands-on materials to make learning more concrete and address various learning needs of At-Risk students, English Language Learners, Special Education students and African American students</p>	Assistant Principal	Increased achievement for all students- especially At-Risk students, English Language Learners, Special Education students and African American students
	Funding Sources: Title 1 School Improvement - 12000.00	
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) Purchase technology hardware and software to supplement classroom instruction, improve student access to technology and increase engagement of At-Risk students, English Language Learners, Special Education students and African American students</p>	Principal	Increased engagement during classroom walk-throughs; increased students reaching Istation goal in minutes; increased student achievement on campus, district and state assessments
	Funding Sources: Title 1 School Improvement - 28000.00, State Compensatory Education - 3283.00	

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Provide supplemental instruction with study trips that enhance vocabulary development and provide sensory input to reinforce learning of TEKS for At-Risk students, Economically Disadvantaged students, English Language Learners, Special Education students and African American students</p>	Principal	TAPR, Campus and District Assessments
<p align="center">Critical Success Factors CSF 3</p> <p>5) Collaborate in district leadership PLCs monthly by the campus administrative team (Principal, Assistant Principal)</p>	Principal	Sign-in sheets and agendas
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Provide materials to implement Fountas and Pinnell Leveled Literacy Intervention (LLI) as well as classroom leveled readers for guided reading instruction for Tier 1 instruction and intervention for identified At-Risk, African American, English Language Learners and Special Education students (Based on data from Rigby and/or District and Campus Assessments)</p>	Instructional Specialist	Intervention Rosters Rigby End of Year Progress Report Campus and District Assessments
	Funding Sources: Title 1 School Improvement - 5855.00	
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Purchase supplemental resources for STAAR prep practice (Target small groups including At-Risk, Economically-disadvantaged students, ELs, Special Education and African American students)</p>	Principal	Purchase order TAPR
	Funding Sources: Title 1 School Improvement - 10000.00	
<p align="center">Critical Success Factors CSF 1</p> <p>8) Utilize one full time and one part time supplemental instruction teacher to provide reading and/or math intervention for identified At-Risk students including African American, ELs and Special Education students</p>	Instructional Specialist	Intervention rosters TAPR
	Funding Sources: State Compensatory Education - 84231.00	
<p align="center">Critical Success Factors CSF 7</p> <p>9) Provide ongoing job-embedded professional learning to teachers by hiring an instructional specialist</p>	Principal	TAPR PLC Agenda and Sign-in sheets Walkthrough reports
	Funding Sources: Title 1 School Improvement - 66254.00	

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Provide after school tutoring/acceleration by highly qualified teachers for students not making progress on STAAR tests, and/or campus and district assessments; tutoring will include transportation in Spring 2018 for students in need that live outside the 2 mile radius</p>	Principal	Tutoring Sign-in sheets TAPR, Campus and District Assessments, EDRs
<p>Critical Success Factors CSF 1</p> <p>11) Provide daily dyslexia instruction for identified students with dyslexia</p>	Dyslexia teacher	TAPR, Campus and District Assessments
<p>Critical Success Factors CSF 1</p> <p>12) Provide homeless and migrant students with school supplies and materials to increase student success</p>	Counselor	Campus and District Assessment Data for homeless students
<p>Critical Success Factors CSF 1</p> <p>13) Utilize guided reading and guided math structures to plan for and deliver highly effective instruction</p>	Instructional Specialist	Walk-through data Lesson plans
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>14) Provide contracted instructional coaching support in planning, implementation and differentiation for math, science and writing</p>	Principal	Sign-in sheets and agendas;TAPR; Campus and District Assessment Data
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>15) Demonstrate various instructional strategies using hands-on science lessons through job-embedded professional learning for staff</p>	Assistant Principal	TAPR-science scores; Campus and District Science data
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>16) Build foundational math fact skills to improve numerical fluency</p>	Assistant Principal	TAPR, Campus and District Assessment Data
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>17) Implement campus-wide integrated writer's workshop utilizing Units of Study by Lucy Caulkins</p>	Instructional Specialist	TAPR Campus and District writing assessments

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>18) Provide supplemental computer-based instruction and practice in math, reading, science, and writing</p>	Instructional Specialist	TAPR , Campus and District Assessments
<p align="center">System Safeguard Strategy</p> <p>19) Utilize part-time highly qualified tutors to provide intervention to at-risk, African American, Limited English Proficient and special education struggling students in reading and math</p>	Principal	TAPR, campus and district assessments
<p align="center">System Safeguard Strategy Critical Success Factors CSF 4</p> <p>20) Utilize a subscription-based online reading platform to provide students greater access to books at school and home that are of interest and at their reading level</p>	Instructional Specialist	TAPR, campus and district assessments
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>21) Provide students with books to supplement their home libraries as they achieve reading goals</p>	Principal	TAPR, campus and district assessments
		Funding Sources: Title 1 School Improvement - 5400.00

Goal 1: Provide high levels of academic achievement, participation, and performance through 21st Century learning

Performance Objective 2: Increase percentage of 3rd-5th grade students scoring at meets grade level or above from 21% in 2017 to 25% in 2018

Evaluation Data Source(s) 2: TAPR

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1</p> <p>1) Create cluster classrooms for Gifted and Talented and advanced students to provide differentiation and compacted curriculum</p>	Counselor	Class rosters TAPR
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide targeted materials for classroom and/or after-school implementation of reading, math, writing and science to increase percentage of students scoring approaching grade level, meets grade level and mastering grade level.</p>	Assistant Principal	TAPR; Campus and District Assessments
<p align="center">System Safeguard Strategy Critical Success Factors CSF 5</p> <p>3) Host College and Career Fair for campus to promote college readiness and career awareness and prevent drop out</p>	Counselor Adopt a School Coordinator	Campus newsletter Sign-in sheets Schedule
<p>4) Provide intervention and extension activities during school and after school that focus on reading, math, science, writing, communication, innovation and critical thinking.</p>	Principal Others: Instructional Specialist Assistant Principal Classroom and Specialty Teachers Paraprofessionals	TAPR, Classroom and District Assessments
Funding Sources: Title 1 School Improvement - 4000.00		

Goal 1: Provide high levels of academic achievement, participation, and performance through 21st Century learning

Performance Objective 3: Increase the number of overall ELs and Special Education students achieving "Approaching Grade Level" performance or higher on the 2018 STAAR test by 5 percentage points each from 2016-2017 to 2017-2018

Evaluation Data Source(s) 3: Campus STAAR data and TAPR report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide professional training on highly effective strategies for English Learners and Special Education students four times a year.</p>	Principal	Sign-in sheets and agendas TAPR Walk-through data
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Provide LLI intervention and support for struggling English learners and special education students below grade level in reading according to campus Rigby data</p>	Instructional Specialist	TAPR, Campus and District Assessments

Goal 1: Provide high levels of academic achievement, participation, and performance through 21st Century learning

Performance Objective 4: Increase African American Reading scores on STAAR from 33% in 2016-2017 to 43% in 2017-2018.

Evaluation Data Source(s) 4: Campus STAAR data and TAPR report

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Provide LLI intervention and support for struggling African American students below grade level in reading according to campus Rigby data</p>	Instructional Specialist	TAPR, Campus and District Assessments
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Provide additional reading support for African American students in reading through supplemental computer-based instructional programs.</p>	Instructional Specialist	TAPR, Campus and District Assessments; Sign in sheets for computer lab; computer based program reports
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Provide after school tutoring in the fall for identified African American students in reading</p>	Instructional Specialist	TAPR, Campus and District Assessments
<p>4) Provide ethnically diverse motivational speakers to provide role models, tutors and mentors for African American students.</p>	Instructional Specialist	TAPR, Campus and District Assessments; list of speakers-volunteers and pictures of speakers with students

Goal 2: Provide a safe and productive learning environment for all students and staff

Performance Objective 1: Increase student attendance rate from 96.16% in 2016-2017 to 97% in 2017-2018

Evaluation Data Source(s) 1: Student attendance reports from TEAMS/PEIMS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 6</p> <p>1) Provide incentives for students each 6 weeks for perfect attendance</p>	Office clerk	6 weeks attendance reports
	Funding Sources: Local/General - 0.00	
<p>Critical Success Factors CSF 6</p> <p>2) Recognize students 4 times a year for positive character traits with a celebration that includes their families</p>	Counselor	6 weeks attendance reports
	Funding Sources: Local/General - 0.00	
<p>3) Monitor attendance with daily phone calls for absent students starting at 8:15 and conduct follow up phone calls to remind parents to send written excuses</p>	PEIMS, clerk	6 weeks attendance reports
<p>4) Provide drug free campus awareness activities during Red Ribbon Week</p>	Counselor	6 weeks attendance reports Parent and student surveys
<p>Critical Success Factors CSF 6</p> <p>5) Implement all required safety drills</p>	Assistant Principal	Drill reports 6 weeks attendance reports
<p>Critical Success Factors CSF 6</p> <p>6) Conduct a family health and wellness fair to encourage healthy habits, better health and improved attendance</p>	PE teacher, Nurse	Sign-in sheets and agendas 6 weeks attendance reports
	Funding Sources: Title I Parent Involvement - 350.00	
<p>Critical Success Factors CSF 5</p> <p>7) Host prekindergarten and kindergarten round up to help transition new students to school</p>	Specialty teachers	Sign-in sheets and Agenda

Goal 2: Provide a safe and productive learning environment for all students and staff

Performance Objective 2: Decrease the total number of ISS and OSS incidents from 74 in 2016-17 to 64 in 2017-18.

Evaluation Data Source(s) 2: Student Discipline Action Removal Summary Report from TEAMS

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 6</p> <p>1) Implement PASS program model for RESET classroom to increase the amount of instructional time for students with behavior challenges</p>	<p>RESET teacher</p>	<p>PASS behavior tracking forms Student Discipline Action Removal Summary</p>
<p>Critical Success Factors CSF 6</p> <p>2) Implement Step 2 Social Skills Curriculum for students identified in need of Tier 2 or Tier 3 behavior supports</p>	<p>RESET Teacher Behavior Interventionist/Social Worker</p>	<p>Behavior tracking forms Student Discipline Action Removal Summary</p>
<p>Critical Success Factors CSF 6</p> <p>3) Identify and train campus based crisis team</p>	<p>RESET teacher</p>	<p>CPI training certificates Student Discipline Action Removal Summary</p>
<p>Critical Success Factors CSF 6</p> <p>4) Provide Conscious Discipline training and support (Conscious Discipline Model School Initiative)</p>	<p>Assistant Principal</p>	<p>Sign-in sheets and Agendas Student Discipline Action Removal Summary</p>

Goal 2: Provide a safe and productive learning environment for all students and staff

Performance Objective 3: Retain 80% of campus staff

Evaluation Data Source(s) 3: Alta Vista staff roster

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 7</p> <p>1) Provide mentors for first and second year teachers and opportunities for new teachers to observe master teachers.</p>	Principal	Teacher retention Teacher survey
<p align="center">Critical Success Factors CSF 7</p> <p>2) Provide collaborative planning time for teachers during PLC meetings and after school collaboration.</p>	Principal	Sign-in and agendas
<p align="center">Critical Success Factors CSF 6</p> <p>3) Create climate of support and professionalism through staff team-building activities and teacher morale boosters</p>	Principal	Teacher job satisfaction survey Retention of teachers on campus roster
<p align="center">Critical Success Factors CSF 3 CSF 7</p> <p>4) Provide professional development training to improve teacher quality and increase teacher leaders.</p>	Principal	Conference certificates/other documentation from trainings/conferences Teacher job satisfaction survey Retention of teachers on campus roster TAPR, Campus and District Assessments

Goal 3: Provide a collaborative environment that is welcoming for parents and community members.

Performance Objective 1: Increase parents survey results for number of parents participating in parent involvement activities by 10% from 101 to 111.

Evaluation Data Source(s) 1: Sign-in sheets and agendas, campus website, newsletter,

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Host Literacy Night and Science/Math Night to provide at-home learning strategies for parents and students.</p>	Assistant Principal	Sign-in sheets and agendas Parent surveys
		Funding Sources: Title I Parent Involvement - 1579.00
<p>Critical Success Factors CSF 5</p> <p>2) Utilize the campus newsletter, website and social media to provide instructional support, important calendar information, parent involvement activities and resources to parents.</p>	Principal	Campus newsletter Campus website Social Media: Facebook and Twitter Parent surveys
		Funding Sources: Title I Parent Involvement - 100.00
<p>Critical Success Factors CSF 5</p> <p>3) Create instructional blogs and videos for parents to support student and parent understanding of learning outside of school.</p>	Assistant Principal	Online blogs Online videos Parent surveys
<p>Critical Success Factors CSF 5</p> <p>4) Conduct 4 CDMC and Transformation Committee meetings during the year to review campus data, plan parent and community involvement activities and receive stakeholder feedback.</p>	Principal	Sign-in and agendas Parent surveys
		Funding Sources: Title I Parent Involvement - 280.00
<p>Critical Success Factors CSF 5</p> <p>5) Create a parent involvement committee to participate in planning parent involvement activities.</p>	Social Worker Counselor	Sign-in and agendas Parent surveys Roster of parent involvement committee
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>6) Implement a process for students to monitor and track academic progress and present their growth to parents and teachers</p>	Assistant Principal	Sign-in and agendas for student lead conferences; TAPR; Campus and District Assessment Data

Goal 3: Provide a collaborative environment that is welcoming for parents and community members.

Performance Objective 2: Increase number of mentors by 5% from 2016-2017 to 2017-2018.

Evaluation Data Source(s) 2: Campus and District Data, TAPR, Mentor list and sign ins

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize mentors for struggling students to increase reading and mathematical fluency as well as mentors for high achieving students to increase research skills and problem solving.	Social Worker	TAPR, Campus and District Assessments; Sign in sheets for volunteers/mentors
2) Host two mentor meetings to go over guidelines, discuss campus needs and solicit feedback.	Social Worker	TAPR, Campus and District Assessments; Sign in sheets for volunteers/mentors
3) Host 4 adopt-a-school meetings throughout the year to discuss campus needs, campus calendar and community partnerships.	Social Worker	Adopt a school agendas Adopt a school meeting notes Adopt a school sign in sheets

Waco Independent School District
Bell's Hill Elementary
2017-2018 Improvement Plan

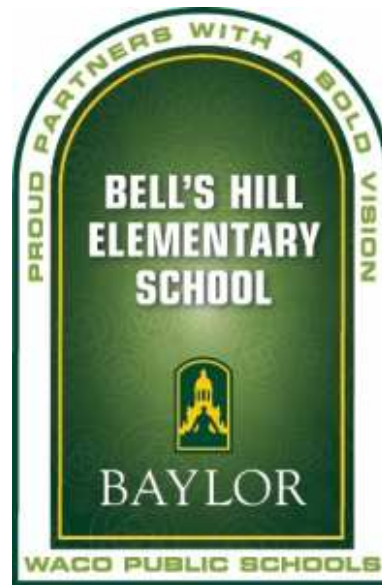


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Goals

Goal 1: Increase passing performance in all STAAR tests

Performance Objective 1: By June 2018, STAAR results will increase by the following:

3rd Grade Reading from 52% to 55% and Math from 62% to 65%

4th Grade Reading from 54% to 57%, Math from 68% to 71%, and Writing from 45% to 48%

5th Grade Reading from 74% to 77%, Math from 84% to 87%, and Science from 75% to 78%

Evaluation Data Source(s) 1: 2018 STAAR Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1</p> <p>1) Purchase materials to provide supplemental instruction.</p>	Instructional Specialists	Both State and District Assessments will increase by at least 3% on all tests.
<p>2) Provide Science Teacher to teach in the Science lab to all grade levels with a focus on at-risk and EL students.</p>	Science Teacher	Science test scores will increase by at least 3% due to students participating in hands-on experiments and technology integration.
	Funding Sources: State Compensatory Education - \$52,887.00	
<p>3) 5th graders will attend Pine Cove Environmental Camp in Tyler, Texas to increase knowledge of science TEKS and to draw from these experiences when taking the STAAR test.</p>	Grade Level Chairperson for 5th Grade	Science test scores will increase 3% due to experiences gained at Pine Cove.
	Funding Sources: Title 1 School Improvement - \$9,000.00	
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Provide students with resources such as visual aids, technology applications, graphic organizers, and anchor charts to compliment the district curriculum program and to increase performance on state and district assessments throughout all grade levels.</p>	Classroom Teachers	Both state and district assessments will increase by at least 3% on all tests.
	Funding Sources: State Compensatory Education - \$9,701.00	
<p>5) Provide Science Camp event after school for 5th graders. Hands-on experiments will be provided. Results of classroom science projects will be displayed for parents when they arrive.</p>	Classroom Teachers	5th graders will show at least a 3% increase in scores on pre and post tests.
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Include any migrant students in interventions and programs to ensure their success. Inform parents of the resources available to them through ESC Region XII.</p>	Instructional Specialists	Review lists of migrant students and their achievements.
	Funding Sources: Local/General - \$0.00	

7) Fund Communities in Schools (CIS) Project Director to provide family support and student mentoring.	Principal	Student achievement for identified CIS students will increase at least 3% from the beginning of the year.
	Funding Sources: State Compensatory Education - \$15,500.00	
8) Utilize campus volunteers and professionals as tutors during school hours to work with struggling students.	Assistant Principals	Increase iStation reading and math by at least 3% for individual students by EOY.
	Funding Sources: Title 1 School Improvement - \$8,514.00	
9) Celebrate and recognize achievement in Accelerated Reader (AR) to motivate students to read.	Classroom Teachers/AR Committee	Increase iStation reading by at least 3% on comprehension and fluency.
10) Implement student-led conferences with parents. Teachers will facilitate the conference while students lead them.	Classroom Teachers	Increase parental and student involvement in conferences.
	Funding Sources: Title I Parent Involvement - \$1,000.00	
11) Implement the use of a campus-based math fact fluency program.	Classroom Teachers	50% of students will attain mastery of math facts.
12) Implement the use of district-based writing program for all grade levels.	Instructional Specialists	Increase 4th Grade writing STAAR scores to 48%.
	System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	

Goal 1: Increase passing performance in all STAAR tests

Performance Objective 2: Maintain discipline referrals of 77 incidents in the 2017-2018 school year.

Evaluation Data Source(s) 2: TEAMS report will show a consistent number of referrals, suspensions, and DAEP placements.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue implementation of campus-wide Conscious Discipline.	Assistant Principals	Number of students sent out of classrooms for behavior issues will decline by 10%.
2) Enforce the District policy to address any threats of bullying.	Assistant Principals/Counselors	The number of bullying incidents reported to Student Management will remain the same: less than 5 for the year.
3) Utilize PASS model in the RESET classroom.	Assistant Principals/RESET Teacher	RESET and classroom documentation will reflect an overall improvement in student behavior.

Goal 2: Maintain and increase the average daily attendance rate to 97% or better.

Performance Objective 1: By the end of the 2018 school year, average daily attendance for the student population will increase from 96.85% to 97% or higher.

Evaluation Data Source(s) 1: ADA reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Students with perfect attendance will be recognized at the end of each six weeks.	Principal/Teachers	Student attendance will exceed 97% each six weeks.
2) Utilize district PCL and CIS Project Director to make home visits to students who have 3 or more unexcused absences.	PCL/PEIMS Clerk	Student average daily attendance will exceed 97%.
3) Conduct family or parent involvement activities to include parents in their child's education that will result in higher academic achievement for the child. Include: Title I Parent Compact Review, Title I Parent Involvement Policy/Plan, Thanksgiving lunch, parent conferences, student-led conferences, grade level programs, Health Fair, and end of year celebrations. Purchase supplies for notes/fliers announcing and inviting parents to parent meetings and student achievement celebrations, for printing monthly campus newsletters, and for refreshments for parents attending.	Principal Parent Involvement Committee	Individual students will have increased academic success and attendance at 97% and above.
	Funding Sources: Title I Parent Involvement - \$2,601.00	
4) Provide career education to assist students in developing knowledge and skills necessary for a broad range of career opportunities.	Counselors	After attending Career Day activities, students will have more knowledge about opportunities for their careers.
5) Provide appropriate information to students about suicide prevention, conflict resolution, bullying, drug, and violence prevention through speakers and activities.	Counselors	90% of students will be able to discuss what they learned at presentations.
6) Bell's Hill will host a Health Fair in January 2018 for students and their families.	School Nurse/Parent Involvement Committee Chair	Sign-in sheets from Health Fair will show at least a 2% increase in participation from 2017 to 2018.
7) Celebrate with a weekly drawing of those students with perfect attendance to emphasize the importance of staying in school and not dropping out.	Office Clerks Attendance Committee	Presentation of small rewards during announcements that does not distract from instruction.
8) Schedule visits in May for incoming PreK and Kinder students to visit classrooms during Roundup.	Principal	Photos from the visit will be displayed on the website.
9) Schedule representatives from Cesar Chavez Middle School and Atlas Academy to present information about their schools to help 5th graders as they make the transition to middle school.	School Counselors	Students will receive necessary information for making elective choices for the coming year.
10) Provide a translator at parent involvement activities so Spanish speaking parents are able to understand the involvement activity.		Spanish speaking parents will feel more comfortable coming to activities.

Goal 3: Retain 90% of staff members by developing and providing support for instruction.

Performance Objective 1: At the end of the 2018 school year, 90% of current staff will remain with Bell's Hill for the 2018-2019 school year.

Evaluation Data Source(s) 1: Bell's Hill campus roster

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) First-year teachers will be assigned a mentor through Waco ISD mentor program.</p>	Principal	First-year teachers will continue to teach at Bell's Hill Elementary.
<p>2) Teachers new to the campus will be assigned a buddy to help familiarize them with campus procedures.</p>	Principal	New teachers will have a successful year and will remain at Bell's Hill Elementary.
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Use Observation Room for teachers to observe effective instructional strategies for all content areas being used by other teachers with a focus on technology integration.</p>	Instructional Specialists	Observing teachers will incorporate strategies observed in their own classrooms.
<p>Critical Success Factors CSF 1</p> <p>4) Coordinate with Baylor Faculty to provide STEM trainings that include the demonstration of math and science lessons to improve instruction.</p>	PDS Site Coordinator	Increase documented usage of STEM activities in lesson plans.
<p>5) Attend Waco ISD Job Fair in March 2018 to recruit teachers (especially ESL) and to develop a pool of teachers to choose from in the event a teacher has to vacate a position.</p>	Campus Administrators	Administrators will be able to refer to the Google sign-in sheet completed by prospective employees at job fair to schedule job interviews.
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Provide time during PLCs for teachers to work with Instructional Specialists to analyze data and give teachers time for decision-making concerning assessments.</p>	Instructional Specialists	Teacher input and grade level minutes are used to drive instruction.
<p>7) Attend NAPDS (National Association for Professional Development Schools) annual conference to facilitate new relationships and to learn more about components needed to enhance the focus on science, technology, and mathematics.</p>	Principal	Maintain or increase the number of teachers willing to have interns and teaching associates in their classrooms. Teachers will also help teaching associates and interns learn and apply new 21st century skills.

Goal 4: Students in special programs will make growth based on IEP goals, state standards, and grade-level expectations.

Performance Objective 1: By June 2018, 75% of students identified as Gifted and Talent in Grades 3-5 will achieve "masters grade level" on STAAR for all tests taken.

Evaluation Data Source(s) 1: STAAR reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Extend and enhance lessons for identified GT and high-achieving students by grouping them in cluster classrooms. Non-identified students who qualify later in the year will be provided time within the day to work with other identified students.	GT Pull Out Teacher Cluster Teachers	75% of GT identified students will score "masters grade level" on the STAAR assessments.
2) Identified GT students will participate in the campus project fair.	GT Pull Out Teacher Cluster Teachers	100% of GT students from each grade level will participate at the campus project fair. The top three winners of each grade level will represent Bell's Hill at the district fair in May.
Funding Sources: Local/General - \$0.00		

Goal 4: Students in special programs will make growth based on IEP goals, state standards, and grade-level expectations.

Performance Objective 2: By June 2018, students receiving special education services will meet 50% of their IEP goals.

Evaluation Data Source(s) 2: STAAR reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 CSF 2 1) Include more special education students in regular instruction in classroom with support from inclusion teacher and paraprofessional.	Special Ed Inclusion Teacher	Increase STAAR scores of special education students by at least 3%.

Goal 4: Students in special programs will make growth based on IEP goals, state standards, and grade-level expectations.

Performance Objective 3: By June 2018, 60% of ELL students will make one year of growth compared to academic levels at the beginning of the school year.

Evaluation Data Source(s) 3: STAAR reports, TELPAS

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>1) Utilize small group pull-out to regroup EL and at-risk students needing more assistance with vocabulary and learning of concepts in areas of reading/language arts, math, and science.</p>	<p>Assistant Principals Instructional Specialists</p>	<p>Increase reading, math, science, and writing scores of ELs by at least 3%.</p>
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Maintain 100% ESL certification for teachers in English classrooms.</p>	<p>Principal</p>	<p>Increase reading, math, science, and writing scores of ELs by at least 3%.</p>

Goal 4: Students in special programs will make growth based on IEP goals, state standards, and grade-level expectations.

Performance Objective 4: By June 2018, 60% students identified as at-risk will make one year of growth compared to academic levels at the beginning of the school year.

Evaluation Data Source(s) 4: STAAR reports, district assessments

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide two certified Student Intervention Teachers (SIT) to assist with reading/language arts and math instruction.</p>	<p>Principal</p> <hr/> <p>Funding Sources: Title 1 School Improvement - \$44,684.00, State Compensatory Education - \$84,172.00</p>	<p>At-risk students will show at least 3% improvement in reading scores from first checkpoint to end of year checkpoint.</p>
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Provide Instructional Specialists to identify and help meet the needs of at-risk students in all subject areas and integrating technology as appropriate.</p>	<p>Principal</p> <hr/> <p>Funding Sources: Title 1 School Improvement - \$191,732.00</p>	<p>Students identified as at-risk will show academic progress.</p>
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) Conduct grade level data meetings each week.</p>	<p>Instructional Specialists</p>	<p>Students will show at least a 3% increase in reading, math, science, and writing scores.</p>
<p>4) Provide Flash Back Intervention (FBI) to all students.</p>	<p>Instructional Specialists Classroom Teachers</p>	<p>Students will show at least a 3% increase in reading, math, science, and writing scores.</p>

Waco Independent School District
Brook Avenue Elementary School
2017-2018 Improvement Plan



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Goals

Goal 1: Brook Avenue Elementary will provide educational opportunities to assist students in preparing for the 21st century, including increasing STAAR scores to meet state standards.

Performance Objective 1: The campus will show a 15% increase in all tested subject areas from 2016-2017, as indicated by the TAPR report and district based assessments.

Evaluation Data Source(s) 1: Texas Assessment Performance Report (TAPR), STAAR data, Eduphoria reports, district based assessments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy PBMAS</p> <p>1) Provide intervention, utilizing highly qualified tutors, for WIN in all grade levels.</p>	Principal Assistant Principal Instructional Specialist	Lesson plans Walk through data PLC updates
Funding Sources: State Compensatory Education - \$10,000.00		
<p>System Safeguard Strategy PBMAS</p> <p>2) Purchase materials for intervention use, such as STAAR intervention curriculum (Measuring Up, Kamico, Mentoring Minds), Lonestar Learning Targets, and reading intervention (Rigor and LLI kits).</p>	Principal Assistant Principal Instructional Specialist	Lesson plans Walk through data PLC updates
Funding Sources: Title 1 School Improvement - \$8,000.00		
<p>System Safeguard Strategy PBMAS</p> <p>3) Provide after school tutorials, by teachers or tutors, for students not performing on grade level as identified using STAAR data, progress monitoring, and classroom assessments.</p>	Principal Assistant Principal Instructional Specialist	RTI data Tutorial attendance sheets Tutorial lesson plans PLC Updates
Funding Sources: State Compensatory Education - \$10,000.00		
<p>System Safeguard Strategy PBMAS</p> <p>4) Implement a 90 minute weekly grade level PLC meetings to aggregate data, develop intervention plans, monitor student progress, plan for instruction and align instructional practices.</p>	Principal Assistant Principal Instructional Specialist	PLC agendas Lesson plans Rti monitoring forms
<p>System Safeguard Strategy PBMAS</p> <p>5) Hire and utilize an instructional specialist to coach teachers, provide interventions, lead PLCs, aggregate data, provide instruction, and model teach.</p>	Principal Assistant Principal	Increased teacher performance as observed in walk throughs
Funding Sources: Title 1 School Improvement - \$59,864.00		

<p align="center">System Safeguard Strategy PBMAS</p> <p>6) Supplement classroom instruction with study trips to provide enhanced learning experiences and real world learning opportunities.</p> <p>Funded by TTIPS</p>	Principal Assistant Principal Instructional Specialist	Lesson Plans Increased performance on assessments
<p align="center">System Safeguard Strategy PBMAS</p> <p>7) Provide professional development opportunities for the leadership team.</p> <p>Funded by TTIPS</p>	Principal	Conference registration PLC agendas
<p align="center">System Safeguard Strategy PBMAS</p> <p>8) Support teachers and students with a 49% Supplemental Instruction Teacher to increase student achievement.</p>	Principal	Intervention documentation logs Intervention results Increased assessment scores
Funding Sources: Title 1 School Improvement - \$33,053.00		
<p align="center">System Safeguard Strategy PBMAS</p> <p>9) Update hardware, Ipads, and any peripheral accessories (including headphones, projector mounts, and jump drives) to expand the use of technology integration in the classroom to develop tiered, rigorous instruction and problem solving strategies.</p> <p>TTIPS Funded</p>	Principal Assistant Principal Instructional Specialist	Classroom walk throughs PLC updates Integrated technology within lesson plans
<p align="center">System Safeguard Strategy PBMAS</p> <p>10) Support teachers and students with a full time instructional aide to increase student performance.</p>	Principal Assistant Principal	Desired behavior increases while academic performance increases Behavior logs Discipline data PLC updates
Funding Sources: State Compensatory Education - \$24,661.00		
<p align="center">System Safeguard Strategy PBMAS</p> <p>11) Leadership Team or contracted services will provide continued, differentiated staff development, coaching, and modeling instruction. These activities will focus on academic content and rigor, 21st century learning, effective instructional practices, and lesson design strategies to meet the depth and complexity of student expectations.</p> <p>TTIPS Funded</p>	Principal	Classroom walk throughs PLC updates Integrated PD with lesson plans
Funding Sources: State Compensatory Education - \$3,807.00, Title 1 School Improvement - \$2,500.00		

<p align="center">System Safeguard Strategy PBMAS</p> <p>12) Purchase and provide high interest visuals, anchor charts, manipulatives, reinforcing games, product plans, and supplemental resources to build skills for at-risk learners.</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Classroom walk throughs PLC updates Activities integrated within the lesson plans</p>
<p>13) Provide teachers with the opportunity to plan with their grade level every 6 weeks.</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Lesson Plans aligned to curriculum Differentiated strategies and activities implemented Data reviewed PLC updates</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>14) Purchase supplies and materials for the campus Media Center and Maker Space which will enable students become critical thinkers and readers with purpose.</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Increased usage of the Media Center by students and teachers Lesson Plans</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>15) Plan and conduct a College and Career Day, informing students of all the career and college options that are available to students upon completion of high school.</p>	<p>Counselor</p>	<p>Career Day Reflection Sheets</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>16) Support English Language Learners by providing teachers professional development utilizing researched based strategies and activities through a Bilingual/ELL interventionist.</p> <p>TTIPS Funded</p>	<p>Principal Instructional Specialist</p>	<p>Increased assessment scores for ELL students Activities and strategies documented in lesson plans</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>17) Support Gifted and Talented (High Achieving) students by providing teachers professional development utilizing researched based strategies and activities through a GT Interventionist.</p> <p>TTIPS Funded</p>	<p>Principal Instructional Specialist</p>	<p>Increased assessment scores for GT students at Mastery Level Activities and strategies documented in lesson plans</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>18) Update science equipment and materials (to include an Outdoor Classroom) in order to provide hands-on, inquiry based learning.</p> <p>TTIPS Funded</p>	<p>Instructional Specialist</p>	<p>Increased scores on assessment data</p>

<p align="center">System Safeguard Strategy</p>	<p align="center">Principal</p>	<p align="center">RtI data</p>
<p align="center">PBMAS</p> <p>19) Develop RtI plans for Tier 2 and Tier 3 students, provide interventions and supports, and update data with an RtI Coordinator.</p> <p>TTIPS Funded</p>		

Goal 1: Brook Avenue Elementary will provide educational opportunities to assist students in preparing for the 21st century, including increasing STAAR scores to meet state standards.

Performance Objective 2: Increase achievement of advanced and gifted students by 50% from 2016-2017 as indicated by the TAPR report.

Evaluation Data Source(s) 2: TAPR, STAAR Data, and Eduphoria Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Provide enrichment, utilizing highly qualified tutors, during WIN time in all grade levels.</p>	<p>Principal GT Interventionist</p>	<p>WIN time documented in Lesson Plans Walk through data PLC Updates</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Participate in UIL and Destination Imagination, increasing problem solving skills.</p>	<p>Principal Advanced Academics Coordinator GT Interventionist</p>	<p>PLC Updates Participation in UIL and Destination Imagination</p>

Goal 1: Brook Avenue Elementary will provide educational opportunities to assist students in preparing for the 21st century, including increasing STAAR scores to meet state standards.

Performance Objective 3: The campus will show a 10% increase student achievement in Reading and Math in grades PreK-2nd.

Evaluation Data Source(s) 3: IStation EOY Reports, CLI Engage EOY Reports, Lexia EOY Reports.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Provide intervention for WIN in all grade levels, using LLI for reading interventions.</p>	Principal Assistant Principal Instructional Specialist	Lesson plans Walk through data PLC updates
<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Implement 90 minute weekly grade level PLC meetings to aggregate data, develop intervention plans, monitor student progress, plan for instruction and align instructional practices.</p>	Principal Assistant Principal Instructional Specialist	PLC agendas Lesson plans RtI monitoring forms
<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Supplement classroom instruction with study trips to provide enhanced learning experiences and real world learning opportunities.</p> <p>Funded by TTIPS and Education Foundation Grant</p>	Principal Assistant Principal Instructional Specialist	Lesson Plans Increased performance on assessments
<p>4) Update hardware, Ipads, and any peripheral accessories (including headphones, projector mounts, and jump drives) to expand the use of technology integration in the classroom to develop tiered, rigorous instruction and problem solving strategies.</p> <p>TTIPS Funded</p>	Principal Assistant Principal Instructional Specialist	Classroom walk throughs PLC updates Integrated technology within lesson plans
<p align="center">System Safeguard Strategy PBMAS</p> <p>5) Purchase supplies and materials for the campus Media Center which will enable students to become critical thinkers and readers with purpose.</p>	Principal Assistant Principal Instructional Specialist	Increased usage of the Media Center by students and teachers Lesson Plans
<p align="center">System Safeguard Strategy PBMAS</p> <p>6) Provide teachers with the opportunity to plan with their grade level every 6 weeks.</p>	Principal Assistant Principal Instructional Specialist	Lesson Plans aligned to curriculum Differentiated strategies and activities implemented Data reviewed PLC updates

<p align="center">System Safeguard Strategy PBMAS</p> <p>7) Provide differentiated instruction, through small groups using CLI and IStation Data. Purchase learning materials for small group instruction.</p>	<p>Instructional Specialist</p>	<p>Classroom walk throughs PLC updates Activities integrated within the lesson plans</p>
<p>Funding Sources: Title 1 School Improvement - \$373.00</p>		
<p align="center">System Safeguard Strategy PBMAS</p> <p>8) Purchase and provide high interest visuals, anchor charts, manipulatives, reinforcing games, product plans, and supplemental resources to build skills for at-risk learners.</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Classroom walk throughs PLC updates Activities integrated within the lesson plans</p>
<p>Funding Sources: Title 1 School Improvement - \$2,000.00</p>		
<p>9) Support English Language Learners by providing teachers professional development utilizing researched based strategies and activities through a Bilingual/GT interventionist.</p> <p>TTIPS Funded</p>	<p>Principal Instructional Specialist</p>	<p>Increased assessment scores for ELL students Activities and strategies documented in lesson plans</p>
<p>10) Support Gifted and Talented (High Achieving) students by providing teachers professional development utilizing researched based strategies and activities through a GT Interventionist.</p> <p>TTIPS Funded</p>	<p>Principal Instructional Specialist</p>	<p>Increased assessment scores for GT students at Mastery Level Activities and strategies documented in lesson plans</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>11) Update science equipment and materials (to include an Outdoor Classroom) in order to provide hands-on, inquiry based learning.</p> <p>TTIPS Funded</p>	<p>Instructional Specialist</p>	<p>Increased scores on assessment data</p>
<p>12) Develop RtI plans for each Tier 2 and Tier 3 student, provide interventions and supports, and update data with an RtI Coordinator.</p> <p>TTIPS Funded</p>	<p>Principal</p>	<p>RtI data</p>

Goal 2: Brook Avenue Elementary will provide a safe and productive learning environment for all students, with increased parent involvement.

Performance Objective 1: Decrease Discipline Referral of Out of School Suspension rates by 6% from the 2016-2017 school year.

Evaluation Data Source(s) 1: PEIMS reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Hire and utilize a behavior support aide to assist and provide intervention to students in need of behavior support.</p>	<p>Principal Assistant Principal Counselor</p>	<p>Lower Discipline data rate Counselor logs</p>
<p>Funding Sources: State Compensatory Education - \$20,354.00</p>		
<p>2) Continue partnership with Community in Schools, providing social and emotional support to 90 students on the campus.</p>	<p>Principal Assistant Principal Counselor</p>	<p>CIS logs Monthly CIS meetings</p>
<p>Funding Sources: State Compensatory Education - \$15,500.00</p>		
<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Continue to implement Conscious Discipline, providing professional development in monthly faculty meetings for support in conflict resolution, self-regulation, and communication skills for students. Purchase Conscious Discipline supplies for the classroom and teacher work room to properly implement focus areas of Conscious Discipline.</p>	<p>Principal Assistant Principal Counselor</p>	<p>Increase use of Conscious Discipline strategies and techniques Decrease in behavioral referrals</p>
<p>Funding Sources: Title 1 School Improvement - \$2,000.00</p>		
<p align="center">System Safeguard Strategy PBMAS</p> <p>4) Continue partnership with Kids Hope, focusing on one-on-one mentoring throughout the school year.</p>	<p>Principal Adopt a School Partner Campus Coordinator</p>	<p>Decrease in behavioral referrals</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>5) Implement a PBIS model that will be most effective for students and teachers focusing on procedures and transitions throughout the school. The Conscious Discipline Action Team (CDAT) will meet prior to school starting to create standard procedures, review behavior data from previous year, and prepare a plan for the school. During the year, the CDAT team will re-evaluate the plan, making adjustments as needed.</p>	<p>Principal Assistant Principal</p>	<p>Increase use of PBIS strategies and techniques Decrease in behavioral referrals</p>

<p style="text-align: center;">System Safeguard Strategy PBMAS</p> <p>6) Use bullying prevention lessons to educate and support students through small group/individual counseling sessions.</p>	<p>Principal Assistant Principal Counselor</p>	<p>Decrease in bully reports Counseling logs</p>
<p style="text-align: center;">System Safeguard Strategy PBMAS</p> <p>7) Continue partnership with Klaras Center, to provide ongoing therapy and social services to students and families.</p>	<p>Principal Assistant Principal Counselor</p>	<p>Decrease in Behavioral Referrals</p>
<p style="text-align: center;">System Safeguard Strategy PBMAS</p> <p>8) Purchase flexible seating for classrooms, providing options for student movement.</p> <p>TTIPS Funded</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Decrease in Behavioral Referrals</p>

Goal 2: Brook Avenue Elementary will provide a safe and productive learning environment for all students, with increased parent involvement.

Performance Objective 2: Increase parent involvement, through school hosted activities, by 15% from 2016-2017.

Evaluation Data Source(s) 2: Parent Involvement Sign in Sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>1) Conduct family or parent involvement activities to include parents in their child's education, resulting in higher academic achievement for the child. Activities to include: Title I Parent Compact Review, Title I Parent Involvement Policy/Plan, Thanksgiving Lunch, parent/teacher conferences, Coffee and Conversations, Desserts and Discussions, Pre-K Roundup activities, grade level programs, and end of year celebrations. Purchase a printer and supplies for printing the Bronco Bulletin and other printing related needs for parent involvement.</p>	<p>Principal Parent Involvement Coordinator</p>	<p>Increase in assessment scores Increase in Family Engagement House Bill 5 binder Sign-in sheets Agendas Minutes Translators</p>
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>2) Hire a Family Engagement Specialist to design, coordinate, oversee, and direct the programs that encourage family and parental involvement in the school & provide ongoing educational programs to immediate family members and parents/legal guardians of students served by the TTIPS Grant.</p>	<p>Principal</p>	<p>Increase in Parent Involvement House Bill 5 Binder</p>
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>3) Establish a Family Resource Center highlighting community resources and events.</p> <p>TTIPS Funded</p>	<p>Parent Engagement Specialist</p>	<p>Parent Logs</p>

Goal 2: Brook Avenue Elementary will provide a safe and productive learning environment for all students, with increased parent involvement.

Performance Objective 3: Increase student attendance .5% from the 2016-2017 attendance rate.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>1) Recognize a Student of the Week from each classroom, promoting attendance, academic success, and positive behavior. Each student will receive a certificate to recognize his or her achievement.</p>	Counselor	Increased academic achievement
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>2) Recognize students with perfect attendance each 6 weeks with an attendance celebration. Recognize students with perfect attendance for the whole school year by entering them into a drawing for prizes.</p>	Counselor	Improved student attendance
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>3) Utilize district Parent Campus Liaison (PCL) to make home visits to students who have 3 or more unexcused absences.</p>	Principal	Improved student attendance
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>4) Recognize and celebrate classrooms with 100% attendance each week by announcing the classes over the intercom and presenting a flag to display in the classes with 100% Daily Attendance.</p>	Principal	Improved student attendance

Goal 3: Brook Avenue will retain teachers and staff members by developing and providing support for instruction and classroom management.

Performance Objective 1: Build Teacher/Staff leadership capacity by directly scoring accomplished or higher as evidenced by TTESS Domain 4.3.

Evaluation Data Source(s) 1: TTESS Data, Domain 4.3

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>1) Pair each first year teacher with a mentor teacher. Together they will complete the WISD mentor program.</p>	<p>Principal Mentor Teachers</p>	<p>Completion of WISD Mentor Program</p>
<p>2) Provide opportunities for teachers to participate in book studies on various topics, as needed.</p>	<p>Principal, Assistant Principal, Instructional Specialist</p>	<p>Increased scores in assessment data Lesson plans reflect learned strategies</p>
	<p>Funding Sources: Title 1 School Improvement - \$300.00</p>	
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>3) Develop teachers to lead colleagues collaboratively on campus to identify and support professional learning needs.</p>	<p>Principal, Assistant Principal, Instructional Specialist</p>	<p>TTESS Summative Evaluations</p>

Goal 3: Brook Avenue will retain teachers and staff members by developing and providing support for instruction and classroom management.

Performance Objective 2: Develop and implement a professional development system focusing on growth and reflection with 40% of teachers submitting reflection documentation.

Evaluation Data Source(s) 2: Reflection Documentation

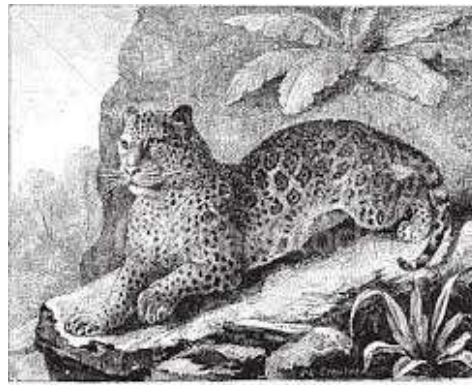
Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Utilize Professional Learning Communities to identify teacher needs, using assessment data and teacher reflection journals, and provide specific, differentiated Professional Development.</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Increased scores in assessment data Lesson Plans reflect learned strategies</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Campus Leadership Team, Teachers, and Staff will attend and implement learning from Professional Learning Conferences to establish a culture of high performance.</p> <p>TTIPS Funded</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Reflection forms Increased scores on assessment data Lesson Plans reflect learned strategies</p>

Waco Independent School District

Cedar Ridge Elementary School

2017-2018 Improvement Plan



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Goals

Goal 1: Achieve "Met Standard" on state testing and meet all system safeguards.

Performance Objective 1: Increase the number of students passing each state test by 5%.

Evaluation Data Source(s) 1: STAAR scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
System Safeguard Strategy 1) Provide targeted intervention using research-based materials such as STAAR Ready, Mentoring Minds, Countdown to STAAR, Measuring Up Live Online, and Study Island.	Instructional Team	Use of materials in lesson plans, Increase in DBA scores, checkpoints, and STAAR scores
	Funding Sources: State Compensatory Education - 20190.00, Title 1 School Improvement - 0.00	
System Safeguard Strategy 2) Provide targeted intervention and small group tutoring.	Instructional Team	Tutoring logs, Tutoring schedule, Increase in scores
	Funding Sources: State Compensatory Education - 30000.00	
System Safeguard Strategy 3) Produce classroom manipulatives for students to practice concrete concepts, then send these home to engage parents in the learning.	Instructional Team	Lesson plans, Pictures, Parent feedback
	Funding Sources: Title I Parent Involvement - 200.00	
System Safeguard Strategy 4) Conduct after-school tutorials for students needing additional assistance.	Instructional Team Teachers	Tutorial logs, Tutorial lesson plans, Increase in scores
	Funding Sources: Title 1 School Improvement - 0.00	
System Safeguard Strategy 5) Provide teachers timely data from assessments by utilizing updated scanners.	Instructional Team	Timely data disaggregation of accurate data
	Funding Sources: Local/General - 0.00	
System Safeguard Strategy 6) Conduct grade-level PLC/data meetings weekly.	Instructional Team	PLC notes, sign ins, agendas

Goal 2: Become a certified AVID elementary school.

Performance Objective 1: Increase the number of teachers trained in AVID methodology.

Evaluation Data Source(s) 1: AVID Summer Institute rosters, certificates of attendance, AVID CSS data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Send teachers and members of the instructional team to AVID summer institute.</p>	<p>Instructional Team, AVID coordinator</p>	<p>AVID rosters, Notes from AVID SI, Photos from AVID SI</p>
<p>Funding Sources: State Compensatory Education - 15000.00, Title 1 School Improvement - 11078.00</p>		

Goal 2: Become a certified AVID elementary school.

Performance Objective 2: Implement AVID Schoolwide strategies as evidenced in 75% of walkthroughs.

Evaluation Data Source(s) 2: Walkthrough data, AVID CSS data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Purchase necessary supplies such as binders and planners for students.	Instructional Team, AVID coordinator	Purchase orders, Lesson plans, Copies of planners
	Funding Sources: Title I Parent Involvement - 2089.00	
2) Celebrate a college or university each week, displaying a pennant and sharing facts during announcements. Each class will be responsible for the creation of one college-themed bulletin board throughout the year.	AVID Coordinator, Teachers	Pictures of the bulletin boards, Weekly announcements
3) Design and purchase a CRE AVID shirt for all staff to promote the college-going environment.	Instructional Team	Purchase orders, Pictures of staff in shirts
	Funding Sources: Local/General - 0.00	
4) Celebrate AVID students of the month each month with a yard sign and certificate.	AVID coordinator	Pictures of AVID Students of the Month, List of award recipients
	Funding Sources: Local/General - 0.00	

Goal 3: Decrease the number of students needing Tier 3 Intervention by 5%.

Performance Objective 1: Decrease the number of students needing tier 3 intervention in reading and math by 5%.

Evaluation Data Source(s) 1: IStation scores, data wall

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Utilize tutors, volunteers, and HQ paraprofessionals to provide small group tutoring and intentional instructional support.</p>	<p>Instructional Team</p> <p>Funding Sources: State Compensatory Education - 27960.00</p>	<p>Tutoring logs, sign in sheets, paraprofessional schedules</p>
<p align="center">System Safeguard Strategy</p> <p>2) Participate in a 30 minute AR time.</p>	<p>Teachers, Instructional Team</p>	<p>Schedule showing AR time</p>
<p align="center">System Safeguard Strategy</p> <p>3) Restructure the school day to create a computer lab rotation where students will work on intervention-based programs. By restructuring the day, the teachers will gain the instructional time that they are currently spending with their students in the computer lab.</p>	<p>Instructional Team</p>	<p>Schedule showing allotted time, Program reports showing student growth</p>
<p align="center">System Safeguard Strategy</p> <p>4) Purchase supplemental computers and iPads that are better able to run intervention programs and software.</p>	<p>Instructional Team</p> <p>Funding Sources: State Compensatory Education - 23626.00</p>	<p>Purchase orders, Computer inventory</p>
<p align="center">System Safeguard Strategy</p> <p>5) Utilize MyOn to help struggling readers.</p>	<p>Instructional Team</p> <p>Funding Sources: State Compensatory Education - 6310.00</p>	<p>MyOn reports showing usage and growth</p>

Goal 4: Create a positive, safe, and civil school environment for all stakeholders.

Performance Objective 1: Increase teacher effectiveness as shown by an 5% increase in STAAR scores.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Employ 2.5 instructional specialists to assist teachers with planning and data disaggregation as well as provide coaching.</p>	<p>Principal</p> <hr/> <p>Funding Sources: Title 1 School Improvement - 168344.00</p>	<p>PLC notes and agendas, Time and effort logs</p>
<p>2) Assign first-year teachers a mentor through the WISD mentor program and new to campus teachers a buddy.</p>	<p>Instructional Team</p>	<p>Mentor agreement, mentor/mentee meeting agendas</p>
<p>3) Collaborate with Tarleton University to provide PD to teachers and Tarleton students on research-based best practices.</p>	<p>Instructional Team, Tarleton campus liaison</p>	<p>PD agendas, notes, and sign-ins</p>
<p>4) Purchase technology for teachers to be successful.</p>	<p>Instructional Team</p> <hr/> <p>Funding Sources: Title 1 School Improvement - 10188.00</p>	<p>Purchase orders, technology use in lesson plans,</p>
<p align="center">System Safeguard Strategy</p> <p>5) Conduct grade level PLC/data meetings and staff meetings to provide professional development, coaching, and data disaggregation.</p>	<p>Instructional Team</p>	<p>PLC agendas, sign ins, notes, Grade-level planning agendas, sign ins, notes</p>

Goal 4: Create a positive, safe, and civil school environment for all stakeholders.

Performance Objective 2: Decrease the number of ISS, OSS, and DAEP placements by five percent.

Evaluation Data Source(s) 2: Discipline data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement Conscious Discipline school-wide as a classroom management tool.	Instructional Team, Behavior Staff	Safe places in rooms, PD sign ins and notes
2) Utilize a RESET classroom by employing a teacher and two aides to teach students self-regulation and replacement behaviors.	Instructional Team, RESET Team	PASS tracker data
3) Utilize a Behavior Aide to help students calm down and return to class.	Instructional Team	Reduction in number of ISS/OSS placements
4) Provide anti-bullying curriculum to all students.	Counselor	Anti-bullying lesson plans and calendar of guidance lessons
5) Provide Positive Behavior Implementation and Supports for all students including Jaguar Bucks and the PBIS store.	Counselor, Instructional Team	Jaguar Store calendar, reduction in referrals written

Goal 4: Create a positive, safe, and civil school environment for all stakeholders.

Performance Objective 3: Increase the average daily attendance rate to at least 97%.

Evaluation Data Source(s) 3: ADA rates

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Recognize students with perfect attendance each 6 weeks.	Instructional Team, PEIMS clerk	Pictures, Lists of students with perfect attendance
2) Utilize PCL and CIS to make home visits to students with excessive absences.	Instructional Team, PEIMS clerk	PCL log, Increase in attendance, CIS log
3) Recognize STAR students with monthly lunch and a picture on a bulletin board.	Counselor	Pictures of STAR lunches
4) Provide information to students about suicide prevention, conflict resolution, and drug and violence prevention.	Counselor	Counselor lesson plans and calendar
5) Provide CIS program to support students in need of academic, behavioral, and social/emotional support.	Counselor, Administrative team	CIS support logs, CIS tutoring groups lists
Funding Sources: State Compensatory Education - 15500.00		

Goal 4: Create a positive, safe, and civil school environment for all stakeholders.

Performance Objective 4: Continue parent involvement opportunities monthly and increase the number of parents attending monthly by 25%.

Evaluation Data Source(s) 4: Parent involvement calendar, sign in sheets

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Plan monthly special events such as meet the teacher, open house, Thanksgiving Lunch, holiday music celebrations, STAAR nights, and book fairs.	Instructional Team	Parent Involvement Calendar, Parent involvement surveys, Sign ins from activities Funding Sources: Title I Parent Involvement - 200.00
2) Plan PreK roundup to transition to school.	Instructional Team, PEIMS clerk	Sign In sheets, Number of PreK students registered early Funding Sources: Title I Parent Involvement - 200.00
3) Use School Messenger, the Waco ISD website, Facebook, newsletters, flyers, and Remind to communicate from school to home.	Instructional Team, Teachers	Facebook page, Copies of newsletters, Print out of Remind messages
4) Conduct fall and spring student-led conferences to discuss student progress and success.	Instructional Team, Teachers	Pictures, sign in sheets, documentation from conferences
5) Maintain a parent center to provide information concerning community services, support parent learning, and bridge the school-home gap. Parent Center includes computers and a printer for parents to utilize.	Instructional Team	Parent sign in for using the Parent Center Funding Sources: Title I Parent Involvement - 0.00

Waco Independent School District

Crestview Elementary School

2017-2018 Improvement Plan



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Goals

Goal 1: All students will increase reading scores.

Performance Objective 1: 60% of tested students will pass Reading STAAR.

Evaluation Data Source(s) 1: STAAR 2018 Reading

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>1) Teachers will tutor at-risk students after school at least two times per week.</p>	<p>Principal, assistant principals, instructional specialists, and teacher leaders.</p>	<p>DBAs, report card grades, ISIP data, Rigby, TELPAS, and STAAR results.</p>
<p>Funding Sources: Title 1 School Improvement - \$20,078.00, State Compensatory Education - \$11,000.00</p>		
<p>System Safeguard Strategy</p> <p>2) Teachers will receive professional development that will focus on assisting students with the fundamental skills of reading.</p>	<p>Principal, assistant principals, instructional specialists, campus reading coach, SIT Teacher and teacher leaders.</p>	<p>DBAs, ISIP data, Rigby, TELPAS, and STAAR results.</p>
<p>Funding Sources: Title 1 School Improvement - \$20,078.00, State Compensatory Education - \$21,000.00</p>		
<p>System Safeguard Strategy</p> <p>3) Teachers will implement AVID strategies within their lesson design and practice them daily.</p>	<p>Principal, assistant principals, instructional specialists, campus reading coach, and teacher leaders.</p>	<p>DBAs, ISIP data, Rigby, TELPAS, lesson plans, walk-throughs and STAAR results.</p>
<p>Funding Sources: Title 1 School Improvement - \$20,078.00, State Compensatory Education - \$11,000.00</p>		

Goal 2: All students will increase math scores.

Performance Objective 1: 86% of tested students will pass Math STAAR.

Evaluation Data Source(s) 1: STAAR 2018 Math

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Teachers will tutor at-risk students after school at least two times per week.</p>	<p>Principal, assistant principals, instructional specialists, and teacher leaders.</p>	<p>DBAs, report card grades, ISIP data, and STAAR results.</p> <p>Funding Sources: State Compensatory Education - \$11,000.00, Title 1 School Improvement - \$20,078.00</p>
<p align="center">System Safeguard Strategy</p> <p>2) Teachers will receive professional development that will focus on assisting students with the fundamental skills of math.</p>	<p>Principal, assistant principals, instructional specialists, campus reading coach, SIT teacher and teacher leaders.</p>	<p>DBAs, ISIP data, and STAAR results.</p> <p>Funding Sources: State Compensatory Education - \$21,000.00, Title 1 School Improvement - \$20,078.00</p>
<p align="center">System Safeguard Strategy</p> <p>3) Teachers will implement AVID strategies within their lesson design and practice them daily.</p>	<p>Principal, assistant principals, instructional specialists, campus reading coach, and teacher leaders.</p>	<p>DBAs, ISIP data, lesson plans, walk-throughs and STAAR results.</p> <p>Funding Sources: Title 1 School Improvement - \$20,078.00, State Compensatory Education - \$11,000.00</p>

Goal 3: Increase campus attendance rate.

Performance Objective 1: Increase campus student attendance rate to 96%.

Evaluation Data Source(s) 1: PEIMS data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
System Safeguard Strategy 1) The campus will have the front office personnel make daily parent phone calls beginning at 8:30am for students not in attendance at that time.	Principal, Assistant Principals, teachers, and front office personnel.	Attendance tracking log, increased attendance/communication/Parent involvement.
System Safeguard Strategy 2) The campus will utilize the call-out system to remind parents that school begins at 8:00am.	Principal, Assistant Principals, PEIMS Clerk	Call-out system report
System Safeguard Strategy 3) The campus will provide incentive parties and out-of-dress code passes for the students.	Principal and PEIMS clerk, Assistant Principals, Instructional Specialists, Teachers, Instructional Aides	Attendance tracking log, Increased Attendance.

Goal 4: Increase campus parent involvement.

Performance Objective 1: Provide four campus family involvement activities to include Hispanic heritage, Black history month, math night, and reading night.

Evaluation Data Source(s) 1: Sign-in sheets, handouts, agendas, and minutes.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Hispanic heritage event will take place on campus during the month of September.</p>	<p>Principal, assistant principals, instructional specialist, and teacher leaders.</p>	<p>HB5 notebook pictures, flyers, and the sign-in sheets collected at the end of the event.</p> <p>Funding Sources: Title 1 School Improvement - \$20,078.00, State Compensatory Education - \$11,000.00</p>
<p align="center">System Safeguard Strategy</p> <p>2) Reading night event will take place on campus during the month of November.</p>	<p>Principal, assistant principals, instructional specialist, and teacher leaders.</p>	<p>HB5 notebook pictures, flyers, and the sign-in sheets collected at the end of the event.</p> <p>Funding Sources: Title 1 School Improvement - \$20,078.00, State Compensatory Education - \$11,000.00</p>
<p align="center">System Safeguard Strategy</p> <p>3) Black history month event will take place on campus during the month of February.</p>	<p>Principal, assistant principals, instructional specialist, and teacher leaders.</p>	<p>HB5 notebook pictures, flyers, and the sign-in sheets collected at the end of the event.</p> <p>Funding Sources: Title 1 School Improvement - \$20,078.00, State Compensatory Education - \$11,000.00</p>
<p align="center">System Safeguard Strategy</p> <p>4) Math night event will take place on campus during the month of March.</p>	<p>Principal, assistant principals, instructional specialist, and teacher leaders.</p>	<p>HB5 notebook pictures, flyers, and the sign-in sheets collected at the end of the event.</p> <p>Funding Sources: Title 1 School Improvement - \$20,078.00, State Compensatory Education - \$11,000.00</p>

Waco Independent School District
Dean Highland Elementary School
2017-2018 Improvement Plan



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Goals

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 1: Fall 2018 TAPR data will show an increase in achievement by decreasing performance gaps. Our economically disadvantaged population will increase their test scores to at least 60% . Our African American population's scores will increase to at least 60%.

Evaluation Data Source(s) 1: TAPR, AMOAs, PBMAS, Parental Involvement surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1</p> <p>1) Provide interventions for identified students, during and outside the school day, and compensate teachers with extra duty pay.</p>	Principal, Teacher	At least a 25% decrease in referrals to summer school. Increase in STAAR scores to at least 75%.
	Funding Sources: State Compensatory Education - 21000.00	
<p>Critical Success Factors CSF 1</p> <p>2) Utilize SAT/RTI process to analyze needs of at-risk students and determine appropriate interventions.</p>	Teachers, Counselors	Increase passing rate of STAAR scores to at least 75%
<p>Critical Success Factors CSF 1</p> <p>3) Utilize Envision math curriculum for K-1 students to increase higher level thinking and problem solving skills.</p>	Instructional Specialist, Teachers	Increase in student performance on district and campus based assessments to at least 70%.
<p>Critical Success Factors CSF 1</p> <p>4) Provide ELL Strategies for staff through training and professional development opportunities to support academic achievement of ELL students.</p>	Principals, Teachers	75% of ELL students will pass all portions of the STAAR test.
<p>Critical Success Factors CSF 3</p> <p>5) Utilize three instructional specialists to assist in implementing effective teaching strategies.</p>	Principal, Assistant Principal	Increase in student performance on district and campus based assessments to at least 75%.
	Funding Sources: Title 1 School Improvement - 180000.00	

<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>6) Conduct workshops to provide parents with strategies to assist students with mastery of state curriculum.</p>	<p>Principals, Instructional Specialists, Teachers</p>	<p>Increase passing rate of STAAR scores to at least 75%.</p>
<p>Funding Sources: Title I Parent Involvement - 1500.00</p>		
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>7) Purchase and utilize technology to enhance instruction and increase student motivation.</p>	<p>Principals, Instructional Specialists</p>	<p>Decrease (of at least 25%) in referrals to summer school. Increase in STAAR scores to at least 75%.</p>
<p style="text-align: center;">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>8) Purchase specialized instructional materials for STAAR Prep.</p>	<p>Principals, Instructional Specialists</p>	<p>Decrease of at least 25% in referrals to summer school. Increase in STAAR scores to at least 75%.</p>
<p>Funding Sources: State Compensatory Education - 30000.00</p>		
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4</p> <p>9) Provide training to teachers on implementing accelerated instruction strategies in their intervention time.</p>	<p>Principal, Instructional Specialist</p>	<p>An increase in academic performance by 20% (measured by index 4).</p>
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>10) Teachers will design weekly tests to assess student learning, administer monthly district tests, and a District Based Assessment. Teachers will use data to create intervention groups.</p>	<p>Principal, Instructional Specialist, Teachers</p>	<p>Intervention groups meeting targeted goals.</p>
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>11) Purchase instructional materials for classrooms to increase student achievement.</p>	<p>Principal, Instructional Specialists</p>	<p>Increase in student achievement scores to 75%.</p>
<p>Funding Sources: Title 1 School Improvement - 32200.00</p>		
<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>12) Purchase supplies for teachers to use as supplementary materials during Guided Reading including storage materials.</p>	<p>Principal, Instructional Specialists</p>	<p>Increase reading performance and varied activities during Guided Reading.</p>
<p>Funding Sources: Title 1 School Improvement - 35265.00, State Compensatory Education - 3000.00</p>		
<p style="text-align: center;">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>13) Purchase printers and toner for teachers to print supplemental materials and activities for students.</p>	<p>Principal, Instructional Specialists</p>	<p>Increase STAAR scores to at least 75%.</p>
<p>14) Utilize tutors to provide small group instruction to increase the academic performance of identified students.</p>	<p>Principal, Instructional Specialists</p>	<p>classroom grades, teacher evaluations</p>
<p>Funding Sources: State Compensatory Education - 35000.00</p>		

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 2: Data will show an increase in the number of advanced measure scores on all STAAR tests, specifically of advanced and gifted students in index 4.

Evaluation Data Source(s) 2: STAAR results 2018

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) Extend and enhance lessons for identified Gifted and Talented program students by grouping them in cluster classrooms.	Principal, Instructional Specialists, Advanced Academics Team	Increase of 5% in gifted and talented program participant performance.
Critical Success Factors CSF 1 2) Utilize a tutor for pull out instruction for students who have reached advanced measures in previous STAAR tests and DBAs to provide enrichment instruction in the learning day.	Principal, Instructional Specialists, Counselors	Increase of 15% growth in advanced measures on all STAAR tests.

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 3: Reduce expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations by 25%. The number of referrals for our African American population will decrease by 25%.

Evaluation Data Source(s) 3: PEIMS data will show a 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 6</p>	<p>Principals, Behavioral Specialist, Teachers</p>	<p>A 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations</p>
<p>1) Maintain the Conscious Discipline program to manage conflict resolution within the classroom. Purchase supplies for the Safe Place and other supporting materials.</p>	<p>Funding Sources: Title 1 School Improvement - 5000.00</p>	
<p align="center">Critical Success Factors CSF 6</p> <p>2) Utilize a Behavioral Specialist to assist teachers with discipline strategies in the classroom, and work one-on-one with students to help with skills to be successful in the classroom.</p>	<p>Principal, Assistant Principals, Behavior Specialists, Counselors</p>	<p>A 25% decrease in expulsions, disciplinary alternative education placements (DAEP), out-of-school suspensions, in school suspensions, and citations.</p>

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 4: Increase the number of a students passing all STAAR tests (Reading, Math, Writing, and Science), from 55% to 70%. Increase the number of African American students passing all portions of the STAAR test to 70% and Economically Disadvantaged students to 70%.

Evaluation Data Source(s) 4: Meet state accountability targets in all sub-populations and subject areas.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 4</p> <p>1) Increase the amount of time special education students receive inclusion and intervention with support of special education staff.</p>	Principal, Instructional Specialists, Special Ed. Teachers	Special Education student service logs
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>2) Purchase supplies and utilize science laboratory for hands on experiments and demonstrations.</p>	Principals, Teachers, Instructional Specialists	<p>Increase passing rate of STAAR scores to at least 75%</p> <p>Funding Sources: Title 1 School Improvement - 3000.00</p>
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Utilize a Supplemental Instruction Teacher to develop meaningful, high rigor lesson plans vertically aligned to the TEKS.</p>	Principal, Assistant Principals	<p>lesson plans and formative assessment data</p> <p>Funding Sources: State Compensatory Education - 28077.00</p>
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide after school tutorials to students at risk of failing classes or the STAAR test.</p>	Principal, Instructional Specialists, Teachers	<p>Increase passing rate of STAAR scores to at least 75%. Classroom report card grades and formative assessment data.</p> <p>Funding Sources: State Compensatory Education - 21000.00</p>
<p align="center">Critical Success Factors CSF 1</p> <p>5) Purchase overhead projectors and document cameras for differentiated instruction and hands on learning for students. Projectors will also be used in daily classroom instruction with students.</p>	Principal, Instructional Specialists, Teachers	Increase passing rate of STAAR scores to at least 75%. Increase use of Smartboards in integrated lessons.
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Utilize tutors to work with students in math, reading, writing, and science in STAAR tested grades during the school day.</p>	Principal, Instructional Specialists	<p>Increase passing rate of weekly benchmark tests to 75%.</p> <p>Funding Sources: State Compensatory Education - 63684.00</p>

<p align="center">Critical Success Factors CSF 1 CSF 2</p>	<p>Principal, Instructional Specialists</p>	<p>Completed testing calendar and student achievement data.</p>
<p>7) Host planning sessions for teachers to design common assessments, create a scope and sequence for STAAR tested areas, and review curriculum documents such as pacing and field guides.</p>	<p>Funding Sources: Title 1 School Improvement - 5000.00</p>	

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 5: Provide transitional opportunities for students entering in Pre-Kindergarten for the 2017-2018 school year.

Evaluation Data Source(s) 5: 100% participation by incoming students and parents.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>1) Host a Pre-Kindergarten/Kindergarten Parent Workshop in May during Round-Up to increase awareness of our Pre-Kindergarten/Kindergarten program and provide parent strategies to assist students with mastery of state curriculum.</p>	<p>Principal, Counselors, Instructional Specialists, Teachers</p>	<p>Sign-In Sheets, Parent Survey</p>
<p align="center">Critical Success Factors CSF 5</p> <p>2) Counselors will meet with Pre-Kindergarten parents in May and June to prepare students and parents for the upcoming school year.</p>	<p>Principal, Counselors, Teachers</p>	<p>Sign-In Sheets, Parent Survey</p>

Goal 2: Increase the graduation rates and district wide attendance for WISD.

Performance Objective 1: Increase campus attendance rates to 97%

Evaluation Data Source(s) 1: End of year PEIMS report will indicate increase in attendance.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Award classes with a perfect attendance banner and announce their homeroom teachers over the PA System.</p>	Principals, Attendance Clerk Counselors	Increased attendance
<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2) Recognize teachers with perfect attendance by awarding them with incentives provided by adopt-a-school partners.</p>	Principals, Attendance Clerk	Increased attendance
<p>Critical Success Factors CSF 6</p> <p>3) Recognize individual students with perfect attendance at end of year Perfect Attendance Celebration.</p>	Principals, Attendance Clerk	Increased attendance
<p>Critical Success Factors CSF 6</p> <p>4) Recognize individual students with perfect attendance with a drawing for prizes.</p>	Principals, Attendance Clerk	Increased attendance
<p>Critical Success Factors CSF 1</p> <p>5) Identify homeless students and provide them with counseling services to help with coping, social and academic success strategies.</p>	Counselors	Increase in academic performance by homeless population.
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) Mail out the Dragon Tale to all parents with important dates and information to stay connected to the school.</p>	Principal	Attendance Records
	Funding Sources: Title I Parent Involvement - 1000.00	

Goal 2: Increase the graduation rates and district wide attendance for WISD.

Performance Objective 2: Use effective discipline and classroom management techniques that support differentiated instruction

Evaluation Data Source(s) 2: Grade-level promotion rates will increase to 90%.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p style="text-align: center;">Critical Success Factors CSF 3 CSF 6</p> <p>1) Provide staff development to implement Conscious Discipline. Utilize the campus Conscious Discipline Core Team to help train new teachers.</p> <p>CSF: Improve School Climate</p>	<p>Principals, Conscious Discipline Core Team, Behavioral Specialist</p>	<p>Agendas, sign-in sheets, PEIMS data</p>
<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>2) Utilize two full-time counselors, two full-time assistant principals, and a behavior intervention specialist to support student services.</p>	<p>Principal Leadership Team</p>	<p>Counselor Logs, AP Case Logs Behavior Specialist Logs</p>

Goal 2: Increase the graduation rates and district wide attendance for WISD.

Performance Objective 3: Provide ongoing bullying prevention guidance lessons and support to teachers on identifying bullying in the classroom.

Evaluation Data Source(s) 3: Decrease incidents of bullying.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 6 1) Counselors will teach monthly guidance lessons using the "Bullies are a Pain in the Brain" program.	Counselors	Decrease incidents of bullying on campus.

Goal 2: Increase the graduation rates and district wide attendance for WISD.

Performance Objective 4: Provide dropout prevention for students.

Evaluation Data Source(s) 4: Decreased dropout rates in the secondary level.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) Counselors will present a College Day to increase awareness of Post-Secondary education opportunities.	Principal, Counselors	Student surveys Counselor logs

Goal 3: Recruit, support, and retain quality employees.

Performance Objective 1: The campus staff retention rate will increase by at least 5%

Evaluation Data Source(s) 1: Comprehensive Professional Development Plan

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Provide staff development on T-Tess appraisal system to clarify rating categories of distinguished, accomplished, proficient, developing, and improvement needed.</p>	<p>Principals Leadership Team</p>	<p>5% increase in staff retention. Increase of passing rate of STAAR scores to at least 75%.</p>
<p align="center">Critical Success Factors CSF 7</p> <p>2) Attend WISD Job Fair to hire highly qualified teachers.</p>	<p>Principal Leadership Team</p>	<p>5% increase in staff retention. Increase of passing rate of STAAR scores to at least 75%.</p>

Goal 3: Recruit, support, and retain quality employees.

Performance Objective 2: Increase teacher support through mentoring and coaching.
 Improve teacher performance through professional development.

Evaluation Data Source(s) 2: Summative Evaluation
 Staff retention rates will increase by 5%

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 7</p> <p>1) Assign a mentor to each teacher new to the campus. First and second year teachers will participate in Waco ISD's SUCCEED Teacher mentoring program.</p>	Principals, Instructional Specialist	5% increase in staff retention. Increase passing rate of STAAR scores to at least 75%.
<p align="center">Critical Success Factors CSF 7</p> <p>2) Survey staff about professional development needs. Analyze T-Tess and walk-through data to choose workshops for teachers.</p>	Principals, Instructional Specialist	5% increase in staff retention. Increase passing rate of STAAR scores to at least 75%.
<p align="center">Critical Success Factors CSF 3</p> <p>3) Leadership team will attend conferences for professional development to increase effective leadership.</p>	Principals Leadership Team	5% increase in staff satisfaction on employee survey. Increase passing rate of STAAR scores to at least 75% in index one Funding Sources: Title 1 School Improvement - 5000.00

Goal 4: Expand, enhance, and improve performance in such curricular areas as athletics, fine arts, ROTC, etc.

Performance Objective 1: Increase student participation in extracurricular committees (i.e. fine arts and physical education clubs) by 10%

Evaluation Data Source(s) 1: End of year Fitness Gram and student surveys will indicate increase in fine arts and athletic participation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 6</p> <p>1) Provide extra-curricular opportunities for students through art crew, honor choir, wellness committee and American Sign Language activities.</p>	Principals, Teachers	Increase in student participation by 10%
<p align="center">Critical Success Factors CSF 1</p> <p>2) Provide career education awareness to students through guidance lessons.</p>	Counselors	Counselor Lesson Plans, Career Assessments
<p align="center">Critical Success Factors CSF 6</p> <p>3) Provide a coordinated health program to students through the Wellness Committee.</p>	Physical Education Teachers, Nurse	Lesson Plans

Goal 4: Expand, enhance, and improve performance in such curricular areas as athletics, fine arts, ROTC, etc.

Performance Objective 2: Increase Drug Prevention Awareness with all students.

Evaluation Data Source(s) 2: Discipline reports, student surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Counselors will present Red Ribbon Week in October focusing on drug prevention and education.</p>	Principal, Counselors	Student surveys

Waco Independent School District
Hillcrest PDS Elementary School
2017-2018 Improvement Plan



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Goals

Goal 1: Meet Index 1 or 2 and 3 and 4 as defined by TEA.

Performance Objective 1: Monitor individual student's academic progress at least three times per year.

Evaluation Data Source(s) 1: Rigby, ISIP, data wall, TELPAS scores, district checkpoints

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement method (s) for students to monitor their own academic progress in grades K-5. (Example: Data binder, progress monitoring sheet, etc.)	Instructional Specialist	Timely, more focused interventions; increased accuracy in identification of students at risk, students' specific learning needs
	Funding Sources: Title 1 School Improvement - 3058.00	
2) Consistently monitor, review and analyze the same student data in each content area for each grade level. (For example, Rigby and ISIP)	Instructional Specialist	PLC sign in sheets and agendas and various reports from Eduphoria
	Funding Sources: Title 1 School Improvement - 7570.00	
3) Monitor English Language Performance Standards (ELPS) implementation in lesson plans, walk throughs and teaching strategies.	Campus Administration	Walkthrough reports and lesson plans
	Funding Sources: Title 1 School Improvement - 6056.00	
4) Provide ELL specific training to ELL teachers twice a year.	Assistant Principal	SHAM (Sign in, Handout, Agenda, Minutes) of trainings

Goal 1: Meet Index 1 or 2 and 3 and 4 as defined by TEA.

Performance Objective 2: For grades three, four and five, increase performance on STAAR by 10% for the following student groups: Economically Disadvantaged and At Risk earning "Approaching Grade Level" in each content area: Reading, Writing, Math and Science

Evaluation Data Source(s) 2: STAAR scores

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement vertical planning across all grade levels in the areas for Reading, Writing, Math and Science with the goal being increased consistency of vocabulary, strategies and teacher knowledge including the purchase of needed supplies and materials to implement strategies.	Instructional Specialist	Increased teacher knowledge of what students are expected to know both before and after the grade level they teach; increased peer accountability
	Funding Sources: Title 1 School Improvement - 7556.00	
2) Provide ongoing training in Lead4ward and Eduphoria for all teachers.	Instructional Specialist	PLC sign in, agenda and minutes, training handouts, lesson plans
	Funding Sources: Title 1 School Improvement - 6056.00	
3) Analyze monthly district assessment data with a focus on individual student progress.	Instructional Specialist	PLC sign in, agenda and minutes, training handouts, lesson plans
	Funding Sources: Title 1 School Improvement - 6057.00	
4) Provide in-school and/or after school focus sessions and tutorials in core subject areas utilizing content-specific instructional supplies and materials based on ongoing analysis of academic performance considering variables such as content-specific TEKS and student-group specific STAAR scores.	Campus Administration	Lesson plans, tutorial role sheets, purchase of materials/supplies, payment of tutor(s)
	Funding Sources: Title 1 School Improvement - 3000.00, State Compensatory Education - 1714.00	
5) Continuously identify at-risk students and provide targeted, supplemental instructional services and accelerated instruction to meet their needs. These services may include summer school, flexible grouping, small group instruction, extended learning activities to support differentiated multidisciplinary instruction, instructional software for remediation, supplies and materials designed to meet the specific needs of students and/or additional tutorial services before/after school.	Campus Administration	Summer school data, PLC meeting data, RTI data, data wall and purchase of specific supplies and materials
	Funding Sources: Title 1 School Improvement - 18838.00	
6) Use data-driven decision making to improve instruction and performance of students identified as Economically Disadvantaged and as At Risk in STAAR tested content areas.	Instructional Specialist	PLC sign in, agenda and minutes, training handouts, lesson plans
	Funding Sources: Title 1 School Improvement - 7570.00	

Goal 1: Meet Index 1 or 2 and 3 and 4 as defined by TEA.

Performance Objective 3: Increase the percentage of 3rd grade students reading on grade level as measured by STAAR from 77% to 79%.

Evaluation Data Source(s) 3: STAAR scores

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement method (s) for students to monitor their own academic progress in Reading. (Example: Data binder, progress monitoring sheet, etc.)	Instructional Specialist	Timely, more focused interventions; increased accuracy in identification of students at risk, students' specific learning needs
	Funding Sources: Title 1 School Improvement - 6057.00	
2) Consistently monitor, review and analyze Reading data in each content area for each grade level. (For example, Rigby, ISIP, checkpoints)	Instructional Specialist	PLC sign in sheets and agendas and various reports from Eduphoria
	Funding Sources: Title 1 School Improvement - 7570.00	
3) Provide Tier 3 focused instructional support to students identified through the RtI process in small groups either in class or out of class during the school day.	Instructional Specialist and Counselor	RtI data; logs from Tier 3 intervention groups; assessment data
	Funding Sources: State Compensatory Education - 44744.00, Title 1 School Improvement - 7570.00	

Goal 2: Increase participation of students and families in campus activities.

Performance Objective 1: Increase attendance at campus events/activities.

Evaluation Data Source(s) 1: Campus calendar will reflect at least one scheduled event per month; Evidence will include SHAM (Sign In, Handout, Agenda, Minutes) as appropriate from each event in the Parental Involvement (HB 5) binder data.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize School Messenger, campus website, grade level newsletters, campus newsletter and intermittent mailings to invite parents to campus events; notify parents of calendar changes, and encourage parents to access information via social media.	Campus Principal	Increase in student and family attendance at events, campus calendar, Facebook page, campus website
		Funding Sources: Title I Parent Involvement - 77.00
2) Continue to notify all staff of upcoming events and deadlines in the following week via a weekly email titled "Hillcrest Happenings."	Instructional Specialist	Emails and campus calendar
3) Conduct required and supplemental parental involvement activities to build relationships among parents, students and staff.	Assistant Principal	House Bill 5 binder
		Funding Sources: Title 1 School Improvement - 1000.00
4) Conduct a Career Week and invite guest speakers (parents, families, and community members) from various career paths to speak with students about the importance of education and staying in school.	Counselor	Pictures and schedule of speakers and HB 5 binder
		Funding Sources: Title 1 School Improvement - 250.00
5) Publish monthly campus newsletter and monthly "Home & School Connection" newsletter and distribute to all students.	Campus Administration	Campus Newsletter and Home School Connection and HB 5 binder
		Funding Sources: Title I Parent Involvement - 500.00
6) Maintain campus jobs for students to apply and be "hired" for a pre-determined length. (month, six weeks, etc.)	Counselor	HB 5 binder; job listings
7) Support and encourage student participation in various programs and/or supplemental activities such as GT, academic UIL, campus clubs, History Fair, Talent Showcase and Showtime productions.	Campus Administration	Participants' names, awards, certificates, pictures and publications highlighting participation and/or success (website, Facebook, newsletter, etc.) and HB 5 binder
		Funding Sources: Title 1 School Improvement - 1000.00
8) Create a master calendar of parent events for staff and parents.	Campus Secretary	Master calendar
9) Have one staff member attend the 2017 State Parental Involvement Conference to learn and implement changes from NCLB to ESSA and bring back ideas to increase parental involvement.	Assistant Principal	Conference registration
		Funding Sources: Title I Parent Involvement - 900.00
10) Recognize students with perfect attendance each six weeks, each semester and annually; provide incentives and rewards.	Campus Administration	Maintain attendance rate of 97%
11) Recognize each class with perfect attendance for the previous week on morning announcements and continue to implement the visual systems in place that monitor campus and classroom attendance.	Campus Administration	Maintain attendance rate of 97%

12) Provide campus-wide opportunities for students and family members to participate during the instructional day such the Diabetes Walk, campus mile run competition. luncheon events and career week.	Campus Administration	Increased parental involvement
13) Monitor student attendance in multiple ways; by individual students, by student groups and/or by family. Continue collaboration with Parent Campus Liaison (PCL) to address patterns of absences and enforce truancy laws.	PEIMS Specialist	Maintain or surpass attendance rate of 97%

Goal 3: Recruit, support, and retain quality employees who are collaborative, innovative, and accountable for all learners.

Performance Objective 1: Support and retain quality employees who are collaborative, innovative and accountable for all learners by having a campus staff retention rate of 85% or better (not including staff that retire.)

Evaluation Data Source(s) 1: Retention rate of campus staff provided by HR.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Assign mentor teachers to new teachers on campus.	Campus Administration	Mentor teacher training meetings' attendance data
2) Continue Monthly Staff Appreciation Luncheons in collaboration with PTA as well as Birthday Breakfast to celebrate staff birthdays each month.	Campus Administration	Pictures and social media information
3) Recognize Teacher birthdays on morning announcements and on a "Birthday Bulletin Board."	Campus Administration	Birthday bulletin board
4) Provide professional development (on site and/or access to elsewhere) for teachers based on their needs/interests/TESS goals.	Instructional Specialist Funding Sources: Title 1 School Improvement - 8506.00	SHAM from all professional development events
5) Continue collaboration with Baylor University School of Education for teacher preparation and student achievement.	PDS Coordinator	Three way conferences, PDS instruction and classroom assignments
6) Attend the WISD job fair and Region 12 job fair in the Spring to recruit highly qualified teachers for the campus with a focus on BU/PDS graduates.	Campus Administration	Job Fair documents, pictures and candidate resumes
7) Maintain the implementation of "PODS" for specific areas (EXAMPLE: Leadership, technology, performance) to facilitate discussions 7 recommendations are made regarding campus activities/events. Parents and community members are invited to participate in the PODS.	Campus Administration	POD meeting minutes/activities
8) Encourage and support campus teachers' efforts to provide professional development for their peers. (Example: vertical planning meetings, T-TESS, content-specific, technology, etc.)	Instructional Specialist	PD SHAM documents
9) Continue to provide activities such as Artist Market, Showtime and Talent Showcase which are a part of the campus' legacy as a fine-arts magnet school. These opportunities allow staff to connect with students and staff in unique ways that foster a strong sense of culture and community.	Performance POD	Programs, pictures and social media information
10) Recognize staff with perfect attendance each six weeks.	Campus Administration	Attendance report
11) Update current instructional technology, investigate the purchase of new instructional technology and develop a three to five year replacement cycle for instructional technology.	Technology Pod Funding Sources: State Compensatory Education - 10200.00, Title 1 School Improvement - 1471.00	Inventory and requisitions

12) Utilize technology in instruction for teachers in the identification, use and demonstration of specific applications/tools that will support technology-infused instruction and expand the use of technology in student-produced products.	Technology POD	Lesson plans, student products, walkthrough notes
	Funding Sources: Title 1 School Improvement - 4000.00	
13) Implement morale booster activities for staff with the intention that they occur a least 4 times a year.	Counselor	Pictures, requisitions for supplies

Goal 4: Refine campus-wide behavior management systems.

Performance Objective 1: Decrease the number of days that students are placed in Out of School Suspension (OSS) by 3%.

Evaluation Data Source(s) 1: PEIMS Discipline reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue to implement drug and violence awareness and prevention (EXAMPLE: Red Ribbon week, guest speakers, etc.)	Counselor	Increase in awareness and education regarding the value and importance of being drug free
2) Revise and maintain campus disciplinary procedures that include incident forms and various forms of detention prior to placing students in In School Suspension (ISS), Out of School Suspension (OSS) or recommending DAEP.	Campus Administration	PEIMS discipline data
3) Continue to implement key elements of Conscious Discipline campuswide to support bullying prevention and positive, assertive conflict resolution for students; establish a monthly Conscious Discipline area of focus.	Counselor	Fewer discipline referrals; increased, regular practice of Conscious Discipline
	Funding Sources: Title 1 School Improvement - 1000.00	

Goal 4: Refine campus-wide behavior management systems.

Performance Objective 2: Develop and implement activities for informing, reviewing and educating students and staff about bullying at least once each six weeks.

Evaluation Data Source(s) 2: Pictures, information samples, sign in sheets, agendas and/or curriculum.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Create and maintain an "Anti-bullying" bulletin board.	Counselor	Decrease in bullying incidents/reports
2) Provide professional development to staff regarding bullying that includes reviewing staff handbook, definitions and campus procedures for report and responding to bullying claims and occurrences.	Counselor	Bulletin board, campus handbook and posted definition of bullying

Goal 4: Refine campus-wide behavior management systems.

Performance Objective 3: Recognize students that demonstrate exceptional behavior/character traits.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Maintain campus jobs for students to apply and be "hired" for a pre-determined length. (month, six weeks, etc.)	Counselor	Increased attendance and student involvement on campus
2) Create and maintain student "Shout-out" bulletin board where students are recognized by staff with a positive written note/kudo; students are recognized on announcements each week, parents are contacted and the notes are sent home with the student after they are removed from the bulletin board.	Counselor	Shout out bulletin board, teachers' notes, pictures and social media postings

Waco Independent School District

J.H. Hines Elementary School

2017-2018 Improvement Plan

Accountability Rating: Improvement Required



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Goals

Goal 1: Academic progress for all students in all subpopulations will increase in all academic areas as measured by STAAR.

Performance Objective 1: STAAR scores will increase as follows: 3rd grade Math - from 36% to 46%, Reading 27% to 40%; 4th grade Math from 36% to 46%, Reading from 44% to 52%, Writing from 40% to 50%; 5th grade Math from 58% to 63%, Reading from 50% to 60%; Science from 36% to 46%
60% of K, 1st, and 2nd grade students will show one year's growth on iStation Progress monitoring and be at above grade level on EOY Rigby.

Evaluation Data Source(s) 1: Texas Assessment Performance Report (TAPR), STAAR, Eduphoria reports, iStation reading reports, Rigby reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Utilize STAAR prep and research based materials/strategies to emphasize the essential components of literacy while infusing with other academic areas (Science, Social Studies, Writing).</p>	<p>Principal Assistant Principals Instructional Specialist</p>	<p>Increase in scores on benchmark tests and common assessments.</p> <p>Materials will be noted in teacher lesson plans as independent practice or guided practice after real life lessons have been taught.</p>
	Funding Sources: State Compensatory Education - \$8,000.00, Title 1 School Improvement - \$2,177.00	
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Implement additional Tier 1 and Tier 2 instructional and re-teaching strategies to achieve student mastery in Reading, Writing, Math, and Science grade level TEKS for students during in school tutoring/intervention and small group instruction.</p>	<p>Instructional Specialist Assistant Principal RTI Coordinator</p>	<p>Progress monitoring scores will improve by 10 - 20 % each 3 weeks.</p>
	Funding Sources: State Compensatory Education - \$1,800.00, Title 1 School Improvement - \$17,000.00	
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Utilize Accelerated Reader in classrooms so that students have access to and are reading different genres of literature from the library and classroom. Teachers will conduct read alouds daily. Recognize students who are reaching reading goals each 6 weeks.</p>	<p>Principal Assistant Principal Instructional Specialist Teachers</p>	<p>Library circulation records will increase.</p> <p>Reading scores on all assessments will improve by 10%</p>

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 6</p> <p>4) Continue to purchase computers and licenses/iPad apps to implement real world and intervention strategies needed to enhance instruction for students. Programs (IXL, Think Through Math, etc) will help create consistency in closing skill gaps created by school or teacher moves between years. Apple computers will help enhance student use of iPads to create products. Purchase headphones as needed for students. Repair broken iPads and laptops as needed so that student access to technology is not interrupted.</p> <p>Hold a technology fair at least once per semester to showcase student produced projects.</p>	<p>Assistant Principal (technology)</p> <p>Principal (budget and coding)</p> <p>Instructional Specialist (implementation)</p>	<p>Purchase orders; Walkthroughs of classrooms; displays of student products</p> <p>Progress monitoring will show improvement in Reading and Math and 50% of Tier 3 students will move up to Tier 2. All of Tiered students will show 10% gain.</p>
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) Create and utilize progress charts which students will use to monitor their own progress on a weekly basis using performance measures such as: goal setting, data/writing folders, progress reports, checkpoint assessments, and progress monitoring data (iStation, Rigby, Think Through Math). Students will also share these with parents at parent conferences and progress charts will be posted in classrooms.</p>	<p>Classroom Teachers</p> <p>Instructional Specialist</p> <p>Assistant Principal</p> <p>Principal</p>	<p>Writing folders, Math journals, Reading journals</p> <p>20% growth on all assessments</p>
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>6) Hire one state certified class size reduction teacher to reduce class size (upcoming and early pre-STAAR grade levels) in order to close skill gaps with students prior to 5th grade.</p>	<p>Principal</p>	<p>Students served by teacher will show increase of Rigby and ISIP scores and improvement on STAAR scale scores.</p>
<p align="center">System Safeguard Strategy</p> <p>7) Purchase materials and provide staff development to teachers which will enhance learning for ELL and Tier 3 students in core content areas. Teachers will work to organize materials for different learning levels.</p>	<p>Principal</p> <p>Instructional Specialist</p> <p>LPAC coordinator</p>	<p>Student progress on Rigby, ISIP, and practice data will be monitored and show improvement.</p>
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>8) Initiate a schoolwide writing program where students are writing every day in every subject to improve ELAR skills.</p>	<p>Instructional Specialist</p> <p>Classroom Teachers</p>	<p>Student progress on checkpoints and district tests will be increased.</p>
		<p>Funding Sources: Title 1 School Improvement - \$5,000.00</p>
		<p>Funding Sources: State Compensatory Education - \$11,000.00</p>
		<p>Funding Sources: State Compensatory Education - \$117.00</p>
		<p>Funding Sources: Title II, Part A (TPTR) - \$64,000.00</p>
		<p>Funding Sources: Title 1 School Improvement - \$6,000.00</p>

Goal 1: Academic progress for all students in all subpopulations will increase in all academic areas as measured by STAAR.

Performance Objective 2: Increase achievement of advanced and gifted students scoring Masters level as follows on STAAR:

Reading - from 6% to 12%

Math - from 8% to 16%

Writing - from 2% to 12%

Science - from 5% to 15%

Evaluation Data Source(s) 2: Texas Assessment Performance Report (TAPR), STAAR, Eduphoria reports, iStation reading reports, Rigby reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Seek to identify more Gifted and Talented students on campus(fall). Once identified, cluster higher performing and GT students in groups of 2-3 into identified teacher's classroom to foster collaboration and independence in learning. Serve identified students with a district provided pull out GT teacher on Fridays. Serve higher students one hour per week with UP time to extend their learning.</p>	<p>Principal Identified GT Cluster teachers</p>	<p>Class rosters will reflect correct grouping.</p> <p>50% of all identified GT students in grades 3 - 5 will achieve advanced level on STAAR on at least one test taken.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) 100% of all identified GT students will participate in campus and/or district GT Product Fair.</p>	<p>Instructional Specialist GT Cluster teacher</p>	<p>Photos from event; scoring sheets from judging of projects/products.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) During restructured day, higher learners will be grouped together across grade level to work on student centered projects which accelerate their learning of common core. During this time higher learners will also be working on fine tuning their skills in order to score at advanced level on STAAR.</p>	<p>Principal Assistant Principals Instructional Specialist GT Cluster teacher Classroom teachers</p>	<p>Percentage of students scoring Advanced level on STAAR will increase in all areas(Writing, Reading, Math, and Science).</p>

Goal 1: Academic progress for all students in all subpopulations will increase in all academic areas as measured by STAAR.

Performance Objective 3: Lower performing sub populations will show increases on meeting approaches level on STAAR as follows:

Reading: African American from 35 to 45; Hispanic from 59 to 64; Economically Disadvantaged from 43 to 53

Math: African American from 44 to 54; Hispanic from 68 to 73; Economically Disadvantaged from 51 to 56

Science: African American from 38 to 48; Hispanic from 64 to 69; Economically Disadvantaged from 43 to 50

Writing: African American from 36 to 46; Hispanic from 67 to 72; Economically Disadvantaged from 43 to 50

Evaluation Data Source(s) 3: STAAR reports, checkpoint and DBA assessments, Rigby scores

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide after school tutorials for grades 1 - 5 to students who are not performing on grade level according to STAAR, classroom/district assessments, and iStation progress monitoring.</p>	<p>Principals Instructional Specialist Teachers</p> <p>Funding Sources: State Compensatory Education - \$26,000.00, Title 1 School Improvement - \$3,000.00</p>	<p>Tutorial attendance sign in sheets; lesson plans for tutorials, one year's growth on progress monitoring throughout and at the end of the year.</p>
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Using WISD scope and sequence, develop and implement strong student centered and targeted intervention lessons at all grade levels for all subjects. A select group of teachers will meet in the summer to evaluate vertical plans and begin planning for upcoming year based on data from STAAR results and end of year Rigby results.</p>	<p>Instructional Specialist Assistant Principals Principal</p> <p>Funding Sources: Title 1 School Improvement - \$25,000.00</p>	<p>Completed thorough lesson plans, walkthroughs of classroom instruction, planning meeting and PLC agendas, data forms by grade level</p>

Goal 2: Maintain and/or develop high performing, student focused teachers.

Performance Objective 1: Improve teacher performance through evidence of improved student performance.

Evaluation Data Source(s) 1: Teacher PLC agendas, Teacher retention rates, Eduphoria Aware reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Hold PLC data meetings with teachers and Instructional Specialist every Tuesday and Friday to ensure lessons are being taught in line with scope and sequence and that proper materials are being used to teach the skills students need and that students are being monitored with RTI process. Utilize Lead 4ward heat maps and data to determine focus TEKS for each six weeks to be tested.</p>	<p>Instructional Specialist Assistant Principal Principal RTI Coordinator</p>	<p>PLC agendas and sign ins Teacher scores for each subject on district assessments</p>
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Implement teacher led professional development with Apple technology so that all teachers continue to improve rigor in reading, science, and writing lessons through the use of technology(students creating projects)</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Lesson plans include use of technology at high levels. Students share with each other what they have learned with other classes .</p>

Goal 3: Focus parental and community involvement on student learning and academics

Performance Objective 1: Provide opportunities where parents can participate in student learning/activities in and outside of school day

Evaluation Data Source(s) 1: Sign in sheets/Parent conference logs will reflect 40% of parents participated.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Hold required parent conferences in the fall so that parents can be informed of child's progress and students can share progress charts with parents. In addition, Home/School Compact will be reviewed and signed.</p>	Principal Classroom teachers	Signed parent conference sheets and Home/School compacts
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Purchase and utilize take home and homework folders for all students to be used to improve communication between home and school.</p> <p>Assign homework to students from PreK to 5th grade every night Monday through Thursday.</p>	Principal Parent Community Liaison	Purchase order for folders. Folders sent home weekly. Funding Sources: Title I Parent Involvement - \$1,123.00
<p>System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>3) Hire a Parent Involvement Specialist to assist in planning and providing a minimum of five opportunities throughout the year which provide parents with learning opportunities and an opportunity to be involved in their child's education so that capacity can be built with parents which will then strengthen capacity with students and learning.</p>	Parent Community Liaison Counselor Specials Teachers	50% of parents will participate in at least two activities during the school year. Funding Sources: Title 1 School Improvement - \$57,971.00, Title I Parent Involvement - \$600.00
<p>Critical Success Factors CSF 5</p> <p>4) Mail important information home to parents as needed to inform them of school events.</p>	Principal	Mail log and returned mail Funding Sources: Title I Parent Involvement - \$200.00

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>5) Send parent notes home on bright colored paper to let them know quick tips on how to help their child at home to prepare for STAAR test ,for registration in the summer, and for intervention conferences.</p>	Principal	Parents will come for parent meetings and will reinforce skills from school at home.
	Parent coordinator	
	Funding Sources: Title I Parent Involvement - \$500.00	
<p align="center">System Safeguard Strategy</p> <p>6) Use paraprofessional staff to assist parents with registration on a Saturday in between and after Family Fest and other East Waco events.</p>	Principal	Additional parents will register in the neighborhood when they attend neighborhood events on August 12.
		Funding Sources: Title I Parent Involvement - \$0.00

Goal 3: Focus parental and community involvement on student learning and academics

Performance Objective 2: Schedule community volunteers to assist at times during day which will not interrupt instruction and provide training so that their volunteer time enhances and supports classroom learning.

Evaluation Data Source(s) 2: Volunteer Training logs, Sign In sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 4 CSF 5</p> <p>1) Utilize community volunteers to serve as mentors, reading tutors, and math tutors.</p>	<p>Parent Community Liaison Social /Emotional Coaches</p>	<p>Sign in sheets from School Check in system Decrease in discipline referrals and increase in student attendance of those being mentored</p>

Goal 3: Focus parental and community involvement on student learning and academics

Performance Objective 3: Provide at least two opportunities for students to experience transitional grades, post secondary options, and real world careers

Evaluation Data Source(s) 3: Field trips to places within Waco, Fifth grade field trip to Middle and High schools, Student products (writing)about experiences, Incoming pre-k students

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Host field trips for students at varied grade levels to participate in field trips into the Waco community.</p>	<p>Classroom Teachers Instructional Specialist Principal</p>	<p>Students produce products on iPads or in a writing essay about their trip. Field Trip forms</p>
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Host field trips within campus for students to visit their next year's grades and for fifth grade to visit the feeder middle school and high school. Arrange a college trip for 5th graders who have improved behavior/attendance/and performance. Host a performance during May so that incoming Pre-K students can tour classrooms.</p>	<p>Counselor Parent Community Liaison Principal 5th grade teachers</p>	<p>Photos from in school and out of school transitional field trips</p>

Goal 4: Increase campus attendance rate and prepare students for graduation.

Performance Objective 1: Student attendance will increase from 96% to 96.5%.

Evaluation Data Source(s) 1: Weekly and Six Weeks attendance reports; End of Year PEIMS Attendance report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Acknowledge classes who have perfect attendance for each week and students who have perfect attendance for each six weeks.</p>	<p>Principals PEIMS Clerk Office Clerk Secretary</p>	<p>Increase in classes who have perfect attendance will increase; discipline referrals will decline; Weekly attendance rates will be at 96%.</p>
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 3</p> <p>2) Establish groups of student leaders in grades 3,4,5- - choir, greeters, little kid helpers, art club, fitness club - who can assist with campus initiatives.</p>	<p>Principal Art Teacher Music Teacher PE Teacher Counselor</p>	<p>Students can be selected to be part of club if grades/conduct are satisfactory. Improved academic performance and attendance of students involved.</p>

Goal 4: Increase campus attendance rate and prepare students for graduation.

Performance Objective 2: Reduce discipline referrals/incidents, disciplinary alternative education placements (DAEP), out-of-school suspensions, and citations for all students from 405 incident referrals in 2016-17 to less than 350 for 2017-18

Evaluation Data Source(s) 2: TEAMS Discipline report will reflect a decrease in referrals, suspensions, and DAEP referrals for each six weeks and end of year

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Continue to employ a Behavioral Interventionist to implement research based strategies who will establish and implement behavior plans for Tier 3 behavior students. Behavioral Interventionist will work with and train behavior aides in effective Conscious Discipline techniques.</p>	<p>Assistant Principals</p> <p>Funding Sources: State Compensatory Education - \$63,207.00</p>	<p>Reduction of classroom discipline referrals; Tier 3 behavior students will have behavior plans monitored by Behavior Interventionist.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Employ RESET Teacher and establish a class to instruct students who have chronic misbehavior.</p>	<p>Assistant Principals Behavior Interventionist</p>	<p>Reduction in classroom discipline referrals; Increase in student attendance</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) Form Conscious Discipline Action Team (CDAT) to support implementation of campus-wide Conscious Discipline.</p>	<p>Assistant Principals Behavior Interventionist</p>	<p>Conscious Discipline non-negotiables are evident in each classroom; CDAT team members provide training for teachers at PLC/ faculty meetings</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Counselor and Behavior Interventionist provide classroom lessons on bullying and drug/violence prevention.</p>	<p>Principal Assistant Principals</p>	<p>Lesson plans and schedules; reduction in district bullying investigation forms; reduction in discipline referrals in class and on bus for bullying</p>
<p>System Safeguard Strategy Critical Success Factors CSF 4 CSF 6</p> <p>5) Provide supplies to students who need them so that no student comes to school without needing proper supplies.</p>	<p>Social/Emotional Coaches Counselor Parent Community Liaison</p> <p>Funding Sources: Title 1 School Improvement - \$5,000.00</p>	<p>Supply orders are received, documented, and distributed to students as needed.</p>

Waco Independent School District

Kendrick Elementary School

2017-2018 Improvement Plan



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Goals

Goal 1: Implement instruction that will increase student achievement, participation, and performance.

Performance Objective 1: STAAR Scores for students will increase as follows: Math: 72% of all 3rd, 4th, and 5th graders will meet standard on STAAR Math.

Reading: 3rd grade from 69% passing to 75% passing; 4th grade from 69% passing (as 3rd graders) to 75% passing(as 4th graders); 5th grade from 67% passing (as 4th graders) to 76% passing (as now 5th graders for 16-17).

Writing: 4th grade (new) Improve from 70% passing to 75% passing.

Science: 5th grade from 69% passing to 75% passing.

Special Ed and LEP students will improve to 55% passing all tests. 80% of K, 1, 2nd will show one year's growth on iStation Progress monitoring and EOY Rigby.

Evaluation Data Source(s) 1: TAPR report; iStation Summary reports, Rigby reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Identify and provide intervention to at-risk students during the school day by utilizing instructional specialist, tutors, Supplemental Instruction Teacher (SIT), Special Education Teacher, aides to assist classroom teachers with identifying and serving students with greatest need based on longitudinal performance data. Reading Materials and STAAR prep materials will need to be purchased to assist all staff in better preparing students to move from hands on learning to seeing format of actual STAAR questions at all grade levels.</p>	<p>Principals</p> <p>Instructional Specialist</p> <p>SIT Teacher</p>	<p>Data from common assessments, Lesson plans from tutorials, Progress monitoring data from iStation.</p> <p>STAAR results (improved results from Tier 3 and Special Education Students).</p> <p>Progress monitoring will show improvement and 50% of students will show improvement up from Tiers 2 and 3.</p> <p>Materials will be noted in teacher lessons plans as independent practice or guided practice after real life lessons have been taught.</p>
<p>Funding Sources: State Compensatory Education - 103102.00, Title 1 School Improvement - 87275.00</p>		

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) SIT teacher and instructional aides will provide small group interventions of students who have failed STAAR, been retained at least once, or are failing in classroom academic work especially in the areas of reading, language arts, and math.</p> <p>Restructure in school tutoring time twice during the year so that ELL and/or Migrant students and all students needing more assistance with vocabulary, decoding, and specific skill development can be grouped with a different teacher and/or tutor.</p>	<p>Principal Assistant Principal Instructional Specialist SIT Teacher Classroom Teachers Instructional Aides</p>	<p>Lesson Plans, Schedules, iStation progress data, STAAR end results, RTI documentation, Tutor sign in/out student logs. Schedules will be ever changing to address student needs. In school tutoring will occur on assigned days to maintain consistency.</p> <p>Progress monitoring will show improvement in Reading and Math and 50% of Tier 2 and 3 students will show improvement. Reading scores of all students in Tier 2 and 3 will show improvement on iStation, STAAR Reading, and TELPAS Reading scores for ELL learners.</p>
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Continue to purchase iPads and computers and licenses /iPad Apps to implement real world and intervention strategies needed to enhance instruction for students who are at risk due to being homeless, or a repeated mover who fails year after year (or moves multiple times during year) and then moves again.</p> <p>Continue implementation of a school-wide technology fair; once in the Fall semester and once in the Spring semester.</p>	<p>Assistant Principal Instructional Specialist Principal</p>	<p>Purchase orders, Technology Inventory, Lesson Plans, Student products, Walkthroughs of classrooms.</p> <p>Think Through Math , IXL Math, iStation reports will show students increased time and then skills learned through programs.</p> <p>Programs will help maintain consistency in closing skill gaps when students move school to school due to homeless status.</p> <p>Dates set by Principal and Assistant Principal will coordinate and facilitate event so that all projects are shared with all grade levels and teachers.</p> <p>Parent sign in sheets will indicate that parents attended event and participated with students.</p>
<p>Funding Sources: State Compensatory Education - 13000.00</p>		
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Using WISD scope and sequence, develop and implement strong student centered targeted intervention lessons at all grade levels. Teachers will meet once/twice a month after school or on Saturday once a six weeks to plan vertically for upcoming instruction. A select group of teachers will meet in the summer to evaluate interventions and plan additional ones that address student needs.</p> <p>Conduct scheduled data meetings with principal and assistant principal once each six weeks and plan as a team with Instructional Specialist weekly on scheduled days.</p>	<p>Principals Instructional Specialist</p>	<p>Lesson plans, Walkthroughs of classroom instruction, planning meeting agendas. Data forms by grade level; RTI interventions incorporated into lesson plans.</p> <p>Vertical aligned intervention lesson plans are available for all teachers prior to start of year so that teachers can assess and adjust as needed for student ability/needs. Reduction of number of students requiring Student Assistance Team monitoring. Increase of student performance on progress monitoring as evident on six week data charts by teacher.</p>
<p>Funding Sources: Title 1 School Improvement - 0.00</p>		

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>5) Provide after school tutorials by certified teachers to students who are not performing on grade level according to STAAR, classroom/ district assessments, and iStation progress monitoring.</p>	<p>Principals</p> <p>Instructional Specialist</p>	<p>Tutorial attendance sign in sheets, lesson plans for tutorials.</p> <p>Students participating in tutorials will show growth in progress monitoring and ultimately one year's growth on STAAR.</p>
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>6) To build vocabulary, announce a "word " of the day on morning announcements each morning. Words, with pictures, will be posted in the hallway and will be cross-curricular.</p>	<p>Principal</p> <p>Counselor</p> <p>Instructional Specialist</p> <p>Classroom Teachers</p>	<p>Teachers will focus on word of the day in daily lessons.</p> <p>Comprehension scores for all students will increase.</p>
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>7) Invite qualifying ELLs to Language Acquisition summer sessions to strengthen and reinforce students' English Language Proficiency.</p>	<p>Principal</p> <p>Assistant Principal</p>	<p>Completed student registration forms.</p> <p>Increase in number of ELL students advancing in English language proficiency as measured by the TELPAS.</p> <p>Increase in number of ELL students meeting performance and participation targets in ELAR and mathematics on STAAR.</p>

Goal 1: Implement instruction that will increase student achievement, participation, and performance.

Performance Objective 2: Increase achievement of advanced and gifted students as follows on STAAR:

Reading- from 41% scoring advanced to 50% scoring advanced

Math - to 50% scoring advanced

Writing - from 14% scoring advanced to 20% scoring advanced

Science - from 40% scoring advanced to 45% scoring advanced

Evaluation Data Source(s) 2: 70% of all GT students will achieve Advanced Performance on one or more STAAR tests taken per STAAR Summary reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Cluster GT students together in GT identified teachers' classrooms to foster collaboration and independence in higher learning.</p>	<p>Principal GT identified cluster teachers</p>	<p>Class rosters will reflect correct student grouping. Non-identified students who qualify later in year will be regrouped into identified classroom or be provided time within the day to work with other identified GT students.</p> <p>90% of all identified students in grades 3 - 5 will achieve commended performance on STAAR.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) 100% of GT students will participate in the GT Product Fair at campus level to be held in January 2018.</p>	<p>Instructional Specialist GT Cluster Teachers</p>	<p>100% of all students will participate; photos from event; judging sheets.</p> <p>Winners of campus fair will represent Kendrick at district fair in May 2018.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) During the day, higher learners will participate in the district GT pullout program to work on student centered projects which accelerate their learning of common core. Students will share and present their projects with other grades levels.</p>	<p>Principal GT Cluster Teachers Instructional Specialist</p>	<p>Percentage of students scoring Advanced level on STAAR will increase in all areas (Writing, Reading, Science, and Math).</p>

Goal 1: Implement instruction that will increase student achievement, participation, and performance.

Performance Objective 3: Decrease discipline referrals to ISS by 10% (97 to 87), referrals to OSS by 10% (33 to 30).

Evaluation Data Source(s) 3: TEAMS discipline report will reflect a decrease in referrals and suspensions.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 6</p> <p>1) Continue implementation of Conflict Resolution Strategies (Conscious Discipline) at all grade levels PK - 5 and include tips on discipline for parents in the resource section of the library.</p>	<p>Assistant Principal Discipline Committee Counselor</p>	<p>Number of students sent out of classroom for behavior issues and reports of taunting of students by students (precursor to bullying) will decline by 10%.</p> <p>Teachers will equip students with tools to positively address behavior problems and solve conflicts in class and on playground. Parents will learn tips to try at home.</p>
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Establish discipline committee which will continue to work on identifying problems and solutions in common areas. Teachers will establish and teach CHAMPS expectations in the classroom. TBIS (PBIS/CHAMPS) strategies will be utilized.</p>	<p>Assistant Principal Counselor Discipline Committee Reset Teacher</p>	<p>Sign in Sheets and agendas from meetings.</p> <p>Expectations/Procedures for common areas will be established and posted in school (restroom, hallway, cafeteria, playground).</p> <p>Reduced referrals and visits to nurse.</p>
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Counselor will conduct lessons on bullying and sexual harassment within the first six weeks of the school year for grades K - 5.</p> <p>Conduct teacher training on bullying during faculty meeting or on a staff development day.</p>	<p>Assistant Principal Counselor</p>	<p>Reduced number of reports from students and parents of potential bullying that occurs on and off of school campus.</p> <p>Sign-in Sheets</p>
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) The Behavior Committee will create a monthly schedule to highlight different skills or activities in the classroom.</p>	<p>Behavior Committee Counselor</p>	<p>Monthly Schedules</p> <p>Observations</p>

Goal 2: Increase the graduation rates and district wide attendance for WISD.

Performance Objective 1: Student attendance will increase from 96.8% to 98%

Evaluation Data Source(s) 1: Daily and weekly attendance totals, Six weeks attendance reports, End of Year PEIMS attendance report.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Acknowledge students with perfect attendance every three weeks and with trophies for perfect attendance at the end of year.</p> <p>Classroom teachers will track student attendance on a calendar posted on the wall. Once students receive 25 days of perfect attendance, the students will be recognized and receive a celebration.</p>	<p>Principals PEIMS Clerk Office Clerk</p>	<p>Student attendance exceeds 97.3% each six weeks.</p> <p>80% or more of student population will have perfect attendance each six weeks.</p> <p>The classes that reach 25 days of perfect attendance will be recognized over the announcements.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 4 CSF 6</p> <p>2) Recognize kindness kids and student birthdays over morning announcements and highlight star students of the month in main hallway.</p>	<p>Principal Secretary Counselor</p>	<p>Students will be called to office on the announcements for kindness kids and birthdays for acknowledgement.</p> <p>All kindness kids will be displayed on our Kendrick Kindness board.</p> <p>Students of the month will be showcased in main hallway .</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Provide lessons and outside speakers on drug and violence prevention and bullying throughout the school year.</p>	<p>Counselor</p>	<p>Reduced number of bullying incident reports; Reduced discipline referrals.</p> <p>Red Ribbon Week Activities</p>

Goal 2: Increase the graduation rates and district wide attendance for WISD.

Performance Objective 2: Celebrate when student centered goals are achieved each week and a minimum of 3 big celebrations per year.

Evaluation Data Source(s) 2: Accelerated Reader reports, iStation progress monitoring reports, STAAR and TELPAS results, Think Through Math reports, iXL Math reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Celebrate student achievement in meeting reading goals every other six weeks and at the end of year. Acknowledge students that reach Accelerated Reader goals at the end of the school with a mystery field trip.</p>	<p>Teachers Instructional Specialist</p>	<p>Photos from schoolwide celebrations, Accelerated Reader reports, Reading logs. 95% of students will meet reading goals each six weeks.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Post progress charts in classrooms for students to track their progress towards meeting goals (K-2 sight words, 3-5 district and state assessments, K-5 iStation).</p>	<p>Instructional Specialist Classroom Teachers</p>	<p>Charts posted in classrooms.</p>

Goal 2: Increase the graduation rates and district wide attendance for WISD.

Performance Objective 3: Provide at least two opportunities for students to experience real world careers and post secondary education.

Evaluation Data Source(s) 3: Field trips to Adopt-A-School businesses, Fifth grade field trips to the middle and high schools, Tour of Kendrick for incoming Pre-K from EOAC, UHS Ready Set Teach student helpers, Student Essays about experiences.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>1) Schedule at least one field trip for 5th grade students to visit Cesar Chavez Middle School or Atlas; University High school or GWAMA/GHAHCA. Plus one 5th grade trip to a college.</p>	<p>Principal Counselor</p>	<p>Photos from events, Student essays describing learning experiences from college trip.</p> <p>Principal will work with UHS and CCMS staff to plan trips. Counselor will set up college trip for 5th graders.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Partner with UHS to provide high school volunteers and mentors for students during the school day and at after school events.</p>	<p>Principal PE teacher</p>	<p>Volunteers will assist at schoolwide events such as Cinco de Mayo, final AR celebration, Saturday Soccer buddies, in classrooms throughout the year, etc.</p> <p>Ready Set Teach students will come in the Fall and Spring and assist with helping students with sight words. Photos from events and sign in sheets will verify as evidence.</p> <p>As a result, students will have hope to attend school and achieve at high levels instead of dropping out.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>3) Schedule time in May for incoming Pre-K and Kindergarten students to visit next year's classes and for incoming EOAC students to visit campus.</p>	<p>Principals Pre-K and Kindergarten Teachers</p>	<p>EOAC will schedule field trip to campus to visit Kindergarten and Pre-K classes. Principal and teachers will set date for Pre-K students to visit Kindergarten.</p> <p>Photos from learning activities and class/school tour.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>4) Partner with Adopt a School partner to plan at least one trip for select students to visit businesses to see different workplaces and careers.</p>	<p>Principal Adopt A School Committee</p>	<p>Photos from AIL, HEB, Incommon Bank.</p>

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Plan field trips at each grade level PK - 5 which will expose students to new opportunities within the community and expand academic vocabulary.</p>	Principal Classroom Teachers	Students will use iPads to create Keynote and/or Show Me presentations about their trip using vocabulary learned.
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>6) Plan field trip to University High School for second grade students to participate in STEAM Day in order to experience science careers in the real world.</p>	Principal Second Grade Teachers	Students will use iPads to create Keynote and/or Show Me presentations about their trip using photos from the event.
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Utilize after-school tutoring teachers to teach upcoming grade students (4th grade teachers teach 3rd graders in SS, etc.) to better transition struggling learners.</p>	Principal Assistant Principal	Students entering new grade will already have relationship built with teacher so academic learning can begin immediately.

Goal 3: Maintain and develop high performing, student focused teachers.

Performance Objective 1: Recruit, develop and retain quality teachers and support staff (literacy aides). Improve teacher retention rate by 10%, from 21% resigning to 11%.

Evaluation Data Source(s) 1: Sign-in sheets from Waco ISD Job Fair and college job fairs; Staff resignation/transfer data; Staff attendance rate, substitute budget

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 7</p> <p>1) Assign trained mentors to first year and new teachers to Kendrick. Allow time for first and second year teachers to observe in other classrooms.</p>	<p>Principal Trained Mentors First/Second year teachers</p>	<p>Each new teacher to Kendrick will be assigned a mentor before school starts and will meet minimum of once monthly throughout year. Observation Form</p>
<p align="center">Critical Success Factors CSF 6</p> <p>2) Celebrate/ Recognize Staff including: Birthdays, Monthly Birthday Celebrations, Identified Spirit Days, Super Bowl STAAR kickoff, End of Year celebrations, etc. Every Wednesday have M & M Wednesday for staff in the teacher's lounge.</p>	<p>Principals Secretary Counselor</p>	<p>Pictures from events. Lunch sign-up sheets. Higher teacher retention and improved teacher attendance.</p>
<p align="center">Critical Success Factors CSF 7</p> <p>3) Attend the Waco ISD Job Fair in Spring of 2018 to recruit certified teachers and develop a pool of certified teacher names that we can pull from in the event a certified teacher has to vacate a position early and we need a Sub.</p>	<p>Principal Assistant Principal</p>	<p>Documentation from attending job fair. Interview sheets.</p>

Goal 3: Maintain and develop high performing, student focused teachers.

Performance Objective 2: Improve teacher performance through evidence of improved student performance (from 74% total passing to 78% total passing).

Evaluation Data Source(s) 2: Waco ISD Walkthrough reports, lesson plans, TAPR Report, iStation progress monitoring

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Maintain Apple Connect Ed Grant and continue with professional development guidelines within grant, along with other technology professional development activities.</p>	Principal Assistant Principal Instructional Specialist CDMC	Teachers will share their professional development experiences with each other. Sign-in sheets from professional development sessions.
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Provide staff development for teachers individually, as a group, or through PLCs in working with students from poverty, Math in Focus, RTI Intervention strategies, Conscious Discipline, and Technology Integration in classroom. Staff development sessions may be used to analyze curriculum heat maps (STAAR 4ward), student progress measuring data, and teacher data/input.</p>	Principals Instructional Specialist CDMC	Sign in sheets, lesson plans, data reports, PLC minutes, substitute log. Travel forms from outside professional development attended. Staff surveys at end of year will yield positive feedback about staff development and its effectiveness.
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Provide opportunities for vertical planning and opportunities for teachers to observe other classrooms during instruction.</p>	Principals Instructional Specialist	Completed observation forms. Sign-in sheets.

<p style="text-align: center;">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Administration will attend professional development and conferences dedicated to improving the quality of instruction and implementation of effective leadership. in order to build capacity, administrators will attend conferences and training that incorporate: innovative practices, effective strategies for ELL and special populations, formative assessment practices, STAAR, and T-Tess.</p>	<p>Principal Assistant Principal</p>	<p>Administrators will share researched based practices that will assist teachers in teaching students.</p>
<p>5) Provide professional learning opportunities for staff in the area of instructional depth and rigor. Substitutes (paid for with local funds) will be needed to ensure professional learning networks are planned for every 4-5 weeks.</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Lesson Plans Benchmark Assessments STAAR data iStation Results</p>
	<p>Funding Sources: Title 1 School Improvement - 0.00</p>	

Goal 4: Expand, enhance, and improve performance in such curricular areas as athletics, fine arts, ROTC, etc.

Performance Objective 1: Develop and institute at least three high quality learning activities where students can participate during and after school day

Evaluation Data Source(s) 1: Rosters of extra curricular groups, photos from events

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Establish extracurricular groups on campus for students to participate: Kendrick Kickers jump rope, Honor Choir, Art Club, Choral Festival, and Soccer Buddies.</p>	<p>PE teacher Art teacher Music teacher</p>	<p>Rosters/Photos from students participating in extracurricular groups/ events.</p> <p>Student surveys at end of year will indicate high levels of positive attitudes towards school and learning.</p>
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Establish a group of student leaders on campus in grades 3 - 5 who can be available as greeters, to develop surveys, address school issues, etc.</p>	<p>Counselor</p>	<p>Students who are not part of a club can be selected to participate if grades/ conduct are satisfactory.</p> <p>Guidelines/tasks will be established as year progresses.</p>

Goal 4: Expand, enhance, and improve performance in such curricular areas as athletics, fine arts, ROTC, etc.

Performance Objective 2: Provide opportunities where parents can participate in student learning/activities in and outside of school day.

Evaluation Data Source(s) 2: Parent Involvement Activity logs/sign-ins, photos from events.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide opportunities throughout the year (with interpreters) which provide parents with both education and an opportunity to be involved in their child's education so that capacity can be built with parents which will then strengthen capacity with students. Notes to promote events will be translated into Spanish by staff member.</p>	<p>Principals Counselor Teachers Parent Involvement Specialist</p>	<p>90% of all parents will participate in at least two activities during the school year as indicated by sign in sheets/Volunteer logs, and photos from events.</p> <p>-CDMC Meetings Aug - Meet the Teacher Sept- Open House; Parent Involvement/ policy meeting, Grandparent's Day Oct. - Parent conferences with all parents Home/School compact Nov. - Thanksgiving lunch Dec. - Christmas Family event January - GT Product Fair Feb - Parent Night Test Prep April- Parent Conferences with students at Risk of Failing May - Cinco de Mayo, Accelerated Reader Celebration, Technology Fair. June - Awards Day, Registration</p> <p>Funding Sources: Title I Parent Involvement - 27000.00</p>
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>2) Purchase and utilize take home and homework folders for all students to be used to improve communication between home and school. Provide parents with announcements and/or reminders of school events on half-page notes sent home with students.</p>	<p>Principal Counselor</p>	<p>Take home folders will be sent home: Daily - homework folders Thursdays - Thursday folders.</p> <p>All communication will be sent via Thursday folders. Homework goes home in folders Monday - Thursdays every week.</p> <p>Funding Sources: Title I Parent Involvement - 0.00</p>
<p>System Safeguard Strategy Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>3) Provide Home-to-school Newsletters from Region 16 in English and Spanish which have activities parents can do with their children at home that reinforce skills needed to be successful at school (Math, Science, Healthy Habits, Reading)</p>	<p>Principal</p> <p>Funding Sources: Title I Parent Involvement - 0.00</p>	<p>Parents will have monthly access to activities to do with students at home which will reinforce skills needed to be successful in classroom for areas of Math, Science, Reading and behavior.</p>

Critical Success Factors CSF 5	Principal	Information will most likely be received when mailed to home.
	Funding Sources: Title I Parent Involvement - 0.00	
4) Mail important information home to parents regarding student academic progress at mid-term.		

Waco Independent School District
Lake Air Montessori Elementary School
2017-2018 Improvement Plan



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Goals

Goal 1: Create and foster a Montessori learning environment that will increase student achievement, participation, and performance in all core areas, while concentrating on the number of students who will meet and/or exceed passing standards in Reading and Math on STAAR.

Performance Objective 1: In grades 3-8, STAAR "met standard" will increase by 5%. Increase of 5% of students meeting their Rigby goal for independent reading. Increase parent involvement and awareness by 5%. Fall 2017 TAPR data will show 5% decrease in achievement gaps of special sub-populations. (i.e. AA, SPED, and ELL, At-Risk, Hispanic, and ED.)

Evaluation Data Source(s) 1: STAAR Scores

Intervention Data

Monday Memo/Facebook

Opportunities for parents to provide feedback and be involved directly with campus.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Utilize one full time SIT teacher to provide math and science interventions to small groups of Tier II and III students. Utilize two reading intervention tutors for grades 3-7, and Tarleton State University student tutors for interventions in various tested areas, based on data.</p>	<p>Instructional Coaches</p> <p>Principals</p> <p>Interventionists</p>	<p>*STAAR Summary</p> <p>*TAPR</p> <p>*Report Card Grades</p> <p>*Checkpoints/DBAs</p> <p>*Students moved out of Tier II and III</p>
<p>Funding Sources: Title 1 School Improvement - 54841.00</p>		
<p>2) Utilize full time paraprofessionals as an instructional aide to work in small group and whole group settings with students. This includes ELL students to support learning, technology use, and enriched learning.</p>	<p>Instructional Coaches</p> <p>Lead Teachers</p> <p>Principals</p>	<p>*STAAR Summary</p> <p>*TAPR</p> <p>*Report Card Grades</p> <p>*Checkpoints/DBAs</p> <p>*Work Plan evaluations</p>
<p>Funding Sources: Title 1 School Improvement - 87494.00</p>		

<p>3) Initiate computer interventions at the beginning of school for students targeted on a universal screener (iStation) and Safeguards and monitor progress. Provide a full time, supplemental instruction teacher to provide science and math interventions.</p>	<p>Instructional Coaches SIT Math Teacher Principals</p>	<p>*STAAR Summary *TAPR *Report Card Grades *Software Usage Reports *Data from Checkpoints/DBAs *Monthly growth shown in iStation and Think Through Math reports. Lead4Ward data meetings.</p>
<p>Funding Sources: State Compensatory Education - 10000.00</p>		
<p>System Safeguard Strategy 4) Increase use of technology, software, and maker spaces to support instruction, intervention, and creativity. Support all students through research, hardware and software for the library. Provide parent and teacher technology training, and regularly encourage use.</p>	<p>Instructional Coaches Library Aide Principals</p>	<p>*STAAR Summary *TAPR *Report Card Grades *Software Usage Reports *Checkpoints/DBAs *Evidence of various research projects</p>
<p>5) Implement and continue growth of PDS partnership with Tarleton State University.</p>	<p>PDS Coordinator Principals Instructional Coaches</p>	<p>Increase of clinical teachers, and tutor availability provided by TSU.</p>
<p>6) Conduct Parent/Student Learning nights on a six weeks basis. Involve our clinical teachers in parent nights to inform parents about our PDS partnership and offer information on opportunities for parents and family members to further their education through MCC/Tarleton locally.</p>	<p>Principals Instructional Coaches Interventionists TSU/PDS Faculty and Staff</p>	<p>*Common Assessments *Parent Survey *Sign-In Sheets</p>
<p>Funding Sources: Title I Parent Involvement - 400.00</p>		
<p>7) Extend the Montessori lessons from concrete to abstract in STAAR format by purchasing instructional resources to aid in Tier II and III instruction.</p>	<p>Instructional Coaches Interventionists</p>	<p>*Common Assessments *Lesson Plans *Walk-Throughs *DBA Data *STAAR Data</p>
<p>Funding Sources: State Compensatory Education - 15000.00</p>		
<p>8) Plan and conduct campus Science and History Fairs.</p>	<p>Instructional Coaches Supplemental Instruction Teachers</p>	<p>*Overall Participation *Participation in the Regional Science Fair</p>

9) Technology will continue to be increased in order to be uniform across all grade levels. Continue to update and integrate technology in the classroom to improve performance. Upgrades on campus level for technology throughout the campus will support the instructional needs of the students and staff members.	Principals	*Technology Invoices
	Instructional Coaches Interventionists	
Funding Sources: Title 1 School Improvement - 14800.00, State Compensatory Education - 9000.00		
10) Engage students in study trips that are integrated throughout the curriculum. Organize student field trips to gain real-world experiences in all curricular areas.	Principals	*Common Assessments
	Instructional Coaches	*Parent Survey *Lesson Plans *Walk-throughs
	Interventionists	
11) Continue to extend science instruction into all science labs and outdoor spaces. Involve Tarleton State University clinical teachers and staff in developing on site field trips and experiences in the classroom.	Supplemental Instructional Teacher	*Lesson Plans *Walk-throughs *Increase of Indoor/Outdoor Learning Spaces
	Funding Sources: Title 1 School Improvement - 0.00	
12) Involve parents in the development of our Parent Involvement Policy, Home-School Compact, educational manipulatives, communication tools such as daily planners, take-home folders, Monday Memo on Facebook, to ensure daily communication is taking place. Coordination by PI Coordinator and teachers to implement PI opportunities throughout the school year.	Principals	*Parent Involvement Policy
	Instructional Coaches	*Home-School Compact *Parent Participation Log of Educational Manipulatives/Resources
	Interventionists	*Calendar of PI events *Daily Planners and Take-Home Folder Data
	Parent Involvement Coordinator	*Participation Logs
	Campus Counselors	
Funding Sources: Title I Parent Involvement - 2000.00		
13) Continue to hold and grow our career fair in effort to decrease the drop out rate, and increase higher education interests. Offer safety counseling education to include bullying, drug prevention, abuse, and conflict resolution. Identify and assist with the basic needs of homeless students. Provide a behavior specialist team to help teachers with behavioral strategies in the classroom.	Counselors	*Sign-In Sheets *Referral/ISS/OSS Rates
	Behavior Interventionist	*Counseling Logs
	Behavior Interventionist Aide	

Goal 1: Create and foster a Montessori learning environment that will increase student achievement, participation, and performance in all core areas, while concentrating on the number of students who will meet and/or exceed passing standards in Reading and Math on STAAR.

Performance Objective 2: Increase achievement of advanced and gifted students by 5%.

Evaluation Data Source(s) 2: Progress Measure on STAAR, Advanced Level Data on STAAR and DBAs.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Organize second semester fair for Texas Performance Standards Project for grades one through eight for students identified as Gifted and Talented.	Supplemental Instruction Teacher Instructional Coaches	*Increase the level of performance on the project rubric by 10% *Increased overall student participation.
2) Assign campus advisers to GT students for project input, advice, and feedback.	Teacher	*Advancing beyond the campus level in various competitions, adviser logs.
3) Implement before and after school tutorials related to TPSP.	Principals Instructional Coaches	*Increase level of performance projects *Attendance logs

Goal 2: Recruit, support, and retain high quality employees.

Performance Objective 1: Decrease the turnover rate from 13% to 8% while improving performance and leadership by offering ongoing professional development and updated technology throughout the 2017-2018 school year to help build teacher capacity in classroom management and instruction through PLCs, Content Specialists, and Region 12.

Evaluation Data Source(s) 1: IStation scores, DBA scores, STAAR scores, Data evaluation in PLCs, Comprehensive Professional Development Plan.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide coaching to all new teachers, and those with 3 or less years of Montessori experience in the Montessori Method and Curriculum. Support new teachers through induction and mentoring activities. Revise and remodel the mentoring program to include better assignment of campus mentors and the addition of district level teacher coach positions to specifically support 0- 3 year teachers.	Principals Instructional Coaches	*Teachers with 0-3 years experience will receive Montessori training. *Sign-in Sheets *PD completion
2) Equip all teachers and staff with current Montessori updates and training as required.	Principals Instructional Coaches	*Montessori Certification *Sign-In Sheets *Walk-Throughs
3) Initiate computer-based Eduphoria/Google+Classroom Training to create weekly lesson plans for all grade levels and monitor student progress through the Montessori curriculum.	Principals Instructional Coaches	*Lesson Plans *PLC Minutes
4) Attend Montessori and Curriculum conferences, disseminating information as needed to faculty.	Principals Instructional Coaches	*Walk-Throughs *Observations of Teacher *Lesson Plans
Funding Sources: Title 1 School Improvement - 5000.00		

Goal 3: Expand, enhance, and improve performance in such curricular areas such as fine arts, UIL, and recreational sports.

Performance Objective 1: Increase the mediums used in art, band, and UIL by 10%.

Evaluation Data Source(s) 1: Student portfolios, Sign-In Sheets, Data from UIL competitions.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Students will be introduced to, create, and participate in at least two projects during the school year using non-paper mediums.	Fine Arts Teachers GT Teacher Instructional Coaches	*Portfolios *Displays Throughout Campus *UIL Data
2) Designate special community and parent involvement nights that feature student creations using non-paper mediums. (i.e, "Wall to Wall Art Night".)	Instructional Coaches PI Coordinator Teachers	*Parent Sign-In Sheets *Displays

Goal 3: Expand, enhance, and improve performance in such curricular areas such as fine arts, UIL, and recreational sports.

Performance Objective 2: Place in UIL in at least two areas.

Evaluation Data Source(s) 2: UIL awards, One Act Play Results, Participation in new Archery Club.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue to offer band to all students in grades four through eight.	Band Directors Principals Counselors	*Course Requests *Master Schedule *Data of Participation in Concerts and Band UIL
2) Increase academic UIL and One Act Play participation by 15%.	Classroom Teachers UIL Coaches Instructional Coaches	*Data from Participation *Results of Competition

Waco Independent School District

Mountainview Elementary School

2017-2018 Improvement Plan



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Goals

Goal 1: Create and foster a learning environment that will increase student achievement, participation, and performance.

Performance Objective 1: In grades 3-5, STAAR scores will increase to 75% of students meeting or exceeding STAAR passing standards in reading and math. STAAR scores will increase to 70% of students meeting or exceeding the STAAR passing standard in writing and science. 85% of students in grades K-5 will meet their grade level Rigby goal for independent reading. K-5th grade students will increase their instructional tier movement from 65% currently to 75% on the May Math ISIP and from 56% to 70% on the May Reading ISIP.

Evaluation Data Source(s) 1: STAAR reports, TAPR, Rigby Running records and ISIP reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize two part time Student Intervention Teachers (SIT) to provide reading instruction to small groups of Tier III students including ESL students based on data.	Principals	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS
	Funding Sources: Title 1 School Improvement - \$60,755.00	
2) Utilize retired teachers/highly qualified personnel to tutor and provide math instruction to small groups of Tier III students including ESL students based on data.	Principals	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS
	Funding Sources: State Compensatory Education - \$20,000.00	
3) Utilize a full time paraprofessional as an instructional aide to work in small group and whole group settings with identified students including ELL students to support learning, technology, and research in the classrooms.	Principals	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS
	Funding Sources: State Compensatory Education - \$20,506.00	

4) Utilize small group balanced literacy instruction and materials such as LLI kits, leveled readers, fluency practice, STAAR preparation materials, Comprehension Took Kits and professional resources to provide targeted instruction to all students especially those identified as Tier II and Tier III students including ELL students.	Principals	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS
	Funding Sources: Title 1 School Improvement - \$8,321.00	
5) Utilize small group/differentiated math instruction and materials such as manipulatives, STAAR preparation materials and professional resources/books to provide targeted instruction to all students especially those identified as Tier II, III including ELL students.	Principals	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS
	Funding Sources: State Compensatory Education - \$3,974.00	
6) Provide accelerated instruction in core content areas to Tier II and Tier III students including ELL students as needed during in school and/or after school/Saturday tutorials.	Principals	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS
	Funding Sources: State Compensatory Education - \$15,000.00	
7) Utilize technology hardware and software to support instruction and intervention strategies for struggling learners.	Principals	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS *Evidence of student research projects
	Funding Sources: State Compensatory Education - \$15,000.00	
8) Utilize the library/multimedia center to support instruction and intervention for all students through the use of a school wide research program, hardware and software for the library and to provide a variety of genres, media and STEM activities to ensure access to information on global issues and diverse perspectives.	Principals/IB Coordinator	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS *Evidence of student research projects
	Funding Sources: State Compensatory Education - \$15,000.00	
9) Utilize the SAT team to coordinate parent, teacher, and student input to intervene, develop Accelerated Instruction Plans (AIPs) for at-risk students, and monitor and plan interventions for struggling students.	Principals/Counselor	*STAAR summary *TAPR *Report Card Grades *Running Records *Software Usage Reports *Checkpoints/DBAS
	Funding Sources: State Compensatory Education - \$15,000.00	

Goal 1: Create and foster a learning environment that will increase student achievement, participation, and performance.

Performance Objective 2: Increase the number of students achieving at the advanced level on the STAAR test in reading from 17% to 20%, math from 12% to 15%, writing from 3% to 10% and science from 6% to 10%.

Evaluation Data Source(s) 2: STAAR reports and TAPR

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide the opportunity for GT and high achieving students to be clustered together at each grade level with a highly effective teacher in order to differentiate the curriculum using a variety of sources.	Principals IB Coordinator Advanced Academics	*Class Rosters *Lesson Plans *Walk throughs/observations
2) The school utilizes the resources and expertise of the community to enhance learning within the IB program. (i.e., field trips, guest speakers and special programs.)	Principals, IB Coordinator	*Student Reflections *Planner Reflections *STAAR report *TAPR
3) Provide the opportunity for all GT/ higher achieving students to participate in various research opportunities and the Advanced Projects and Performance Fair at the campus level.	Principals, IB Coordinator and Advanced Academics	*Parent Sign In Logs *Campus Showcases *Student Anchor Logs *Campus Project Fair
4) Expand opportunities for all students in grades K-5 enrolled in Mountainview to participate in extracurricular and/or enrichment activities.	Principals	*Participation Rosters *Schedule *Awards

Goal 1: Create and foster a learning environment that will increase student achievement, participation, and performance.

Performance Objective 3: Reduce missed instruction time due to disciplinary removals from the classroom. Less than 1% of the student population will receive a DAEP referral. 10% or less of the student population will receive an ISS/OSS referral.

Evaluation Data Source(s) 3: PEIMS reports, ISS logs, RESET data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize campus wide expectations/essential agreements developed by the entire staff/students to foster a consistent environment of learning.	Principals	*Common Essential Agreements are written and posted campus wide *Consistent language utilized by all faculty and staff
2) Implement strategies and initiatives to promote the social, emotional, and academic development of all students.	Principals	*Walkthroughs/Observations *Climate Surveys *Report Card Behavior Skills *Learner Profile Reflections *Discipline Data Funding Sources: Title 1 School Improvement - \$500.00
3) Implement the PASS behavior program with the faculty and staff to serve Tier III behavior students.	Principals	*Anecdotal notes and behavior plans for Tier III students *Training Logs/Certificates *RESET Progress Monitoring Data
4) Train and refresh key personnel on the Crisis Intervention Team in the CPI method to maintain an orderly campus where the safety of the students and staff is foremost.	Principals	CPI Training Logs
5) Utilize a RESET classroom for Tier III behavior students to teach appropriate pro-social/behavioral strategies.	Principals	*RESET Logs *Individual Behavior Plans *SAT Committee Minutes *RESET Progress Monitoring Data
6) Utilize the campus SAT team to meet and develop behavior plans on students needing Tier II and Tier III Intervention.	Principals	*SAT Meeting Minutes *Behavior Intervention Plans *Behavior progress monitoring

Goal 1: Create and foster a learning environment that will increase student achievement, participation, and performance.

Performance Objective 4: Increase campus student attendance from 96.8% to 97%.

Evaluation Data Source(s) 4: TAPR, PEIMS reports

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize School Messenger to call students that were absent from school.	Principal PEIMS Clerk Counselor	Call logs
2) Provide weekly/six week recognition and/or incentives to the classrooms and students with perfect attendance.	PEIMS Clerk Counselor	List of Perfect Attendance classrooms
3) Perfect Attendance Luncheon for all students achieving perfect attendance first semester.	PEIMS clerk Principal	Attendance lists
4) Announce student birthdays during the morning announcements to encourage attendance.	PEIMS clerk Secretary Counselor	Student birthday list
5) Log all tardies and early leaves. Send notes to parents each six weeks whose students have excessive tardies.	Office Clerk Principal PCL	*Tardy database *Log of letters sent
6) Utilize the campus nurse to coordinate school health activities such as dental screenings, health presentations, school health fair, etc.	Nurse	*List of activities offered *List of student participants *Sign In sheets

Goal 2: Create life long learners utilizing the 21st Century Skills.

Performance Objective 1: To shape a strong IB foundation, all students, staff and parents will develop and flourish through the IB Transdisciplinary Skills/Approaches to Learning.

Evaluation Data Source(s) 1: Title 1 survey, climate surveys, yearly discipline reports, parent sign in logs and reflections.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize a strategic plan for teaching the IB Learner Profile, attitudes and Conscious Discipline strategies to establish an orderly school environment/climate. (Self-Management, Social, Thinking and Communication Skills)	Principals Counselor IB Coordinator	*Student Discipline Summary Reports *Campus Climate Surveys *Learner Profile Assessments *Parent Surveys
2) Participate in required monthly safety drills to ensure student/staff preparedness in the event of an emergency. Teachers will complete annual required online staff development on blood borne pathogens, sexual harassment, bullying, copyright, suicide prevention and reporting child abuse to ensure state/federal compliance and a safe, secure learning environment for all students. (Self-management skills)	Principals Secretary	*Electronic Log of Monthly Drills *Campus Climate Surveys *Certificates of Completion
3) Provide learning experiences (special programs/speakers) for all students that support the mission of IB and academic achievement and also focus on bullying, kindness, conflict resolution and drug and violence prevention. (Social, Thinking, Communication and Self-Management.)	Principal Counselor	*Campus Climate Surveys *Counselor Lesson Plans/Logs *Red Ribbon Week Schedule *Grade Level Planners *Student Reflections
Funding Sources: Title 1 School Improvement - \$2,000.00		
4) Encourage a high level of interest and parental support by holding a minimum of one parent/family involvement and/or learning activity per month throughout the year. This will include PTA meetings, parent conferences, Meet the Teacher, classroom parties, carnival, open houses, conferences, perfect attendance rewards, etc., to foster the development of the whole child. (Social, thinking, communication, research and self-management.)	Principals IB Coordinator Counselor	*Campus Climate Surveys *Title 1 Parent Involvement Surveys *Parent Sign in Sheets *Programs/Brochures from Events *Pictures *Attendance Lists *Parent/Student Reflection sheets
Funding Sources: Title I Parent Involvement - \$0.00		
5) Provide opportunities/activities to facilitate transitions at all grade levels including PK to K and 5th to 6th grade. (Social, Communication and Self-Management)	Principals/Counselors	*Sign In Sheets *Guidance Lessons *Parent Meetings *Agendas *Handouts

6) Provide opportunities for students and parents new to Mountainview to learn about an IB school. (Thinking, Social, Communication)	Principal IB Coordinator	*Lesson Plans that reflect the Learner Profile and Attitude Instruction. *Counseling/Guidance Lessons *Sign in Sheets
7) Provide resources such as counseling, referrals to outside agencies, packs of food, uniforms, backpacks, food baskets and Christmas help for our homeless population to enable them to be successful at school, feel secure and lessen the impact of poverty. (Self-Management, Social and Self-Management)	Principals Counselor	*Counseling Logs *Referrals to Homeless Office *Xmas/Food Basket Lists *Uniform Referrals *Pack of Hope Distribution Forms

Goal 2: Create life long learners utilizing the 21st Century Skills.

Performance Objective 2: Create an awareness of higher education and career options for all students.

Evaluation Data Source(s) 2: Counselor guidance lesson plans, college day shirt schedule, staff biographies, and student reflections.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement career education through guidance lessons by the counselor and integrated into grade level planners where appropriate.	Counselor IB Coordinator	*Student reflection sheets *Counselor guidance lesson plans *Sign in sheets of speakers
2) Highlight an awareness of higher education through activities such as college shirt day, college pennants, staff biographies, etc.	Counselor Principal	Dates of College T-shirt days. Schedule of staff biography announcements Pennants on the outside of each classroom door.
3) Every student in PK through 5th grade will have the opportunity to learn about career options and higher education through guest speakers and or field trips.	Counselor IB Coordinator	Student reflections from field trips and or guest speakers.

Goal 2: Create life long learners utilizing the 21st Century Skills.

Performance Objective 3: Apply literacy, learning and life skills to produce a well-rounded, life-long learner.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Supporting instruction and intervention for all students through the school library, the students will have access to a wide variety of genres, Makerspace and STEM activities to ensure access to information on global issues and diverse perspectives.	Principal IB Coordinator Librarian	Library Schedule Products Circulation Records Sign Up Sheets
2) Utilizing STEM professional development, classroom teachers will provide opportunities for students to be exposed to more science, technology, engineering and math activities to increase their higher level thinking through the engineering design process.	Principal	Lesson Plans Walk throughs DBAS/Checkpoints PD Sign In Sheets.
3) Through the use of more project based learning experiences, students will become more proficient in research skills.	IB Coordinator Principal	Lesson Plans Walk throughs Student Products Student Presentations
4) Develop a school wide ambassadorship program to hone responsibility and leadership skills in students.	Counselor Teachers	Ambassador Contracts Reflections Applications Teacher observations
5) Develop an awareness of student leadership and the governmental process by each classroom electing a classroom representative and alternate.	Counselor	Meeting Attendance Sheets Participation in Extracurricular Activities

Goal 3: Recruit, support, and retain high quality employees.

Performance Objective 1: Recruit, support and retain employees who work collaboratively, are innovative in their teaching styles and are accountable for all students.

Evaluation Data Source(s) 1: Employee/staff attendance rates, staff/faculty roster, less than 15% turnover rate at the end of the year, T-Tess observations and walk throughs.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Ensure that brand new teachers are paired with a highly qualified mentor on campus and enrolled in the district mentor program. Veteran new teachers to the campus will be teamed up with a point of contact person to orient them to the campus.	Principals Professional Development Office	*Sign in Sheets *Rosters of Attendance at Mentor Mentee meetings in Eduphoria *Climate Survey *Increased retention of staff
2) In conjunction with the Baylor PDS partnership, assign Teacher Assistants and Interns with highly qualified mentors and Clinical Instructors to ensure a positive and meaningful learning experience for the candidates and teachers.	Principal PDS Site Coordinator Baylor UL	*TA/Intern Surveys *Walkthroughs/observations *Capacity Reports
3) Recognize and celebrate faculty and staff to foster a healthy school environment/morale.	Principals	*Calendar of celebrations/Happenings of the Week *Teacher/Para of the Month posted to Facebook/Website *Goodie Day Calendar *Hospitality Committee
4) Recruit highly qualified staff for open vacancies by attending the spring WISD job fair and using the online application system to search for qualified applicants.	Principals	100% of staff are highly qualified
5) Support and encourage the development of all faculty and staff.	Principals	*Walk throughs *Observations *Appraisals *Conferences

Goal 3: Recruit, support, and retain high quality employees.

Performance Objective 2: Improved teacher performance through targeted staff development to foster continuing education and lifelong learning.

Evaluation Data Source(s) 2: Eduphoria Portfolios, T-Tess Walkthroughs/Observations, Student Assessment Data and Progress Monitoring

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Every certified teacher/administrator will participate in a Level 1 Primary Years Programme training within the first year of being hired to enable them to understand IB and fully implement the program with fidelity.	Principals IB Coordinator	*Walkthroughs/observations *Training certificates will be posted in Eduphoria.
2) Ensure core content teachers in grades K-5 complete an annual 6 hour GT update and that new hires complete their 30 hours of GT instruction within a year of being hired in order to be able to provide rigorous, inquiry based instruction differentiated to the students' needs.	Principals Advanced Academics	*Training Certificates *Sign in Sheets
3) Increase the number of core content teachers with ESL endorsements to better serve our ELL learners in content based instruction and also utilize the ELPS with other struggling learners.	Principals Bilingual Education Office	*Walkthroughs/Observations *Training certificates posted to Eduphoria *Lesson Plans
4) Provide the opportunity for all certified teachers/administrators to increase their knowledge and implementation of the IB program through additional/supplemental Level II, III and round table training opportunities.	Principals IB Coordinator	*Training Certificates posted to Eduphoria *Walkthroughs/Observations *Elements of the PYP program will be observed in their teaching and classroom environment.
Funding Sources: Title 1 School Improvement - \$5,608.00		
5) Provide the opportunity for the counselor/admin team to attend annual conferences/trainings to update and gain new skills and utilize them in the instructional leadership of the campus.	Principals Counselor	*Training certificates posted to Eduphoria. *Guidance Lesson Plans *Staff/Parent Presentations *Campus Climate *IB Action Plan
Funding Sources: Title 1 School Improvement - \$4,000.00		
6) Provide purposeful collaborative planning opportunities for all core content and support faculty and staff to plan, reflect and revise planners in alignment with the Program of Inquiry.	Principal IB Coordinator	*Scheduled planning dates *Sign in Sheets *Agendas *Revised Planners *Extended PLC Schedule
Funding Sources: Title 1 School Improvement - \$8,800.00		

7) Provide the opportunity for all certified teachers/administrators to increase their knowledge and implementation of content specific TEKS through professional development opportunities such as the curriculum support trainings, summer professional development and conferences.	Principals	<ul style="list-style-type: none"> *Training certificates posted to Eduphoria *Teachers presenting to faculty *Sign in Sheets *Agendas *Walkthroughs/Observations *STAAR reports/TAPR *Rigby Records *DBAS and Checkpoints
Funding Sources: Title 1 School Improvement - \$3,750.00		
8) Through planning time, teachers will provide more research based learning experiences into the Unit of Inquiry.	Principal IB Coordinator	<ul style="list-style-type: none"> Reflected Planners Student Products Student Presentations/Showcases
9) Through professional development such as book studies, teachers will continue to increase their knowledge of concept based learning and inquiry in order to raise the rigor in their classrooms.	IB Coordinator Principal	<ul style="list-style-type: none"> Sign In Sheets Agendas Teacher Products
Funding Sources: Title 1 School Improvement - \$2,000.00		
10) During the school year, teachers will be given the opportunity to participate and share in technology professional development.	Principal	<ul style="list-style-type: none"> Sign In Sheets Handouts Walkthroughs/Observations
11) Focusing on writing as part of the ELAR block, teachers will practice a daily writing component using the writing process and guided writing learning activities.	Principal	<ul style="list-style-type: none"> Lesson Plans Walkthrough/Observations Student products/Journals

Goal 3: Recruit, support, and retain high quality employees.

Performance Objective 3: Increase campus faculty/staff attendance from 96.42% to 97.5% to mirror student goal.

Evaluation Data Source(s) 3: Substitute management system reports and staff time cards.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize perfect attendance incentives for staff and faculty each six weeks to increase perfect attendance rates.	Principal	*TEAMS Substitute Management System
2) Announce staff birthdays during the morning announcements and in the Week's Happenings.	Principal Secretary	*TEAMS Substitute Management System
3) Recognize Teacher of the Month, Para-Professional of the Month and Auxiliary employee of the month.	Principals	*Certificates printed for the honorees posted to the website and Facebook

Waco Independent School District

Parkdale Elementary School

2017-2018 Improvement Plan



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Goals

Goal 1: Improve and support academic student performance and decrease the achievement gap.

Performance Objective 1: By June 2018, student performance will increase to 70% in math, reading and science for grades 3-5.

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>1) Teachers will use research based reading strategies in all grades to emphasize the five essential components of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension.</p>	Principal Assistant Principal IS	Student improvement by 10% on district and campus assessments.
<p>System Safeguard Strategy</p> <p>2) Implement additional instructional and re-teaching strategies to achieve student mastery for the at-risk students during in school tutoring. Tutoring-\$15,000 Supplemental materials-\$16,000.</p>	Instructional Specialist Intervention Team	Improvement on progress monitoring by 10%.
	Funding Sources: State Compensatory Education - 16600.00	
<p>3) Provide intervention with small group instruction, test monitors, hands on opportunities and technology to increase student performance in math and science by using Mentoring Minds, STAAR Master and manipulatives.</p>	Instructional Specialist	3% improved performance on school and district assessments.
	Funding Sources: State Compensatory Education - 2700.00, Title 1 School Improvement - 1000.00	
<p>System Safeguard Strategy</p> <p>4) Administer weekly assessments and evaluation of data in PLC meetings.</p>	Teachers Assistant Principal Principal Instructional Specialist	3% improvement on progress monitoring.
<p>5) Provide accelerated reading instruction in small group setting using tutors for those students in grades who are below level in reading.</p>	Instructional Specialist Tutors SIT teachers	3% improvement on bi-weekly progress monitoring
<p>System Safeguard Strategy</p> <p>6) Provide 30 minutes daily for Drop Everything and Read time using Accelerated Reader guidelines.</p>	Teachers	Monthly increase on Accelerated Reader comprehension test scores
<p>7) Six week celebrations to recognize students who have met their AR goals.</p>	Instructional Specialist	Celebration agenda
<p>System Safeguard Strategy</p> <p>8) Provide professional development on the creation of anchor charts to support student understanding of math, reading and science.</p>	Instructional Specialist Assistant Principal Principal	Sign-in sheets from professional development training

<p style="text-align: center;">System Safeguard Strategy</p> <p>9) Students will monitor their own progress on a weekly basis using performance measures such as: goal setting, data folders, progress reports, checkpoint assessments, and Istation data. Students will lead parent conferences each six weeks to showcase academic and behavior goals.</p>	<p>Classroom Teachers Principal Assistant Principal</p>	<p>Student data folders</p>
<p>10) Supplement technology in computer lab to support instruction for those students struggling in reading, math and/or science.</p>	<p>Classroom teachers</p>	<p>3% growth in Istation reading, math and/or science.</p>
<p>Funding Sources: Title 1 School Improvement - 14000.00</p>		

Goal 1: Improve and support academic student performance and decrease the achievement gap.

Performance Objective 2: Reduce discipline referrals by 10% for the 2017-2018 school year.

Evaluation Data Source(s) 2: TEAMS report showing reduction in referrals.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Form Conscious Discipline Action Team (CDAT) to support implementation of campus-wide Conscious Discipline.	Assistant Principal Principal	Demonstration of Conscious Discipline systems throughout the building.
2) To address any threats of bullying, enforce the district policy.	Assistant Principal	Behavior referrals reduced by 3%.
3) Look for trends related to referrals and ISS assignments.	Assistant Principal PEIMS clerk	Decrease in ISS assignments and office referrals.
4) Each week, students will be chosen to receive Proud Panther Award for demonstrating good citizenship. Students will receive a certificate and have their picture on the web page for that week.	Assistant Principal	Student pictures on Web page

Goal 2: Improve student attendance for the 2017-18 school year.

Performance Objective 1: For the 2017-18 school year, attendance will improve from 95.7% to 96.7%.

Evaluation Data Source(s) 1: ADA reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Each week, students with perfect attendance will be in a drawing for the Proud Panther award. Students will receive a certificate and have their picture on the website for that week.	Counselor PEIMS clerk	Attendance improvement for each six weeks to 96.7%.
2) Each six weeks, students with perfect attendance will receive a gold coin from Adopt A School Partner, Central National Bank.	Adopt a School Partner Coordinator Counselor	Attendance improvement for each six weeks to 96.7%.
3) Each day, during announcements, student and staff birthdays will be celebrated.	Counselor	Improved attendance to 96.7%
System Safeguard Strategy 4) Conduct parent involvement activities throughout the year including: Meet the Teacher, Open House, monthly grade level performances, Title I Parent Compact Review, Title I Parent Involvement Policy/Plan, six week celebrations, Thanksgiving meal, Math, Reading and Science Nights and end of year celebrations.	Principal Assistant Principal Music Teacher PE Teacher Art Teacher Classroom Teachers Parent Involvement	Attendance improvement for each six weeks to 96.7%.
	Funding Sources: Title I Parent Involvement - 2693.00	
5) In May, host Prek and Kindergarten Round-Up with a music program by current Prek and Kindergarten students and allow incoming students and parents to visit the Kindergarten and Prek classrooms.	Prek Teachers Kindergarten Teachers Music Teacher Principal Assistant Principal	Photos taken during the event.
6) Host Career Fair for grade 4 and 5 to introduce students to a broad range of career opportunities within the community.	Counselor	Students will journal about the career opportunities available to them as they graduate.
7) Add additional staff during registration to provide parental and student support.	Principal, Assistant Principal	Student attendance.
	Funding Sources: Title I Parent Involvement - 1200.00	

Goal 3: Students in special programs demonstrate one year's growth in reading and math performance.

Performance Objective 1: Students identified as Gifted and Talented will achieve advanced level on the Math, Reading and Science STAAR test.

Evaluation Data Source(s) 1: STAAR data reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Cluster teachers will provide engaging extension activities for identified GT students.</p>	Classroom Teachers	95% of students identified as Gifted and Talented will achieve Level 3 on the STAAR Math, Reading and Science tests.
<p>2) Students will monitor their own progress on a weekly and monthly basis using performance measures such as: goal setting, data folders, progress reports, checkpoint assessments and Istation data and showcase progress with student led conferences each six weeks.</p>	Classroom Teachers	Data folders

Goal 3: Students in special programs demonstrate one year's growth in reading and math performance.

Performance Objective 2: Students identified as ELL will make one year of growth in areas of math, reading and writing.

Evaluation Data Source(s) 2: Reading Renaissance reports, TELPAS and STAAR reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
System Safeguard Strategy 1) Reading and/or math instruction for students in need will be provided by support services, leveled reading groups, reading/math intervention teachers and/or use of peer tutoring.	Principal Assistant Principal SIT Teachers	5% gain in performance on Reading Renaissance, TELPAS and STAAR reports
2) Increase number of ESL teachers to include two at each grade level.	Principal Assistant Principal	Parkdale roster with certifications

Goal 3: Students in special programs demonstrate one year's growth in reading and math performance.

Performance Objective 3: Students identified as Special Education will make one year of growth in areas of math, reading and writing.

Evaluation Data Source(s) 3: STAAR reports and Reading Renaissance reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
System Safeguard Strategy 1) Reading and/or math instruction for students in need will be provided by support services, leveled reading groups, reading/math intervention teachers, and/or use of peer tutoring.	Classroom Teachers SE Teacher	3% gain in performance on Reading Renaissance, TELPAS and STAAR reports

Goal 4: Recruit, support, and retain highly qualified staff who are collaborative, innovative and accountable for all learners.

Performance Objective 1: Recruit, support, and retain quality employees who are collaborative, innovative and accountable for all learners.

Evaluation Data Source(s) 1: Retention rate of educators for the 2017-18 school year will be 90%.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Teachers new to the district will be assigned a Waco ISD mentor.	Principal Teachers	Observation records and meeting dates.
2) Continue collaboration with Baylor University School of Education for teacher preparation and to support student achievement.	Principal Assistant Principal Teachers University Liaison	90% satisfaction on Intern surveys.
3) Attend WISD Job Fair to recruit quality teachers.	Administration, Instructional Specialist, Grade Level Chairs	Sign-in sheets
4) Teachers new to the campus will be assigned a grade level buddy for support.	Assistant Principal	Monthly meeting minutes
5) Weekly PLC meetings with Instructional Specialist to disaggregate data and create RTI intervention plans for the at-risk students and extension opportunities for the GT students	Instructional Specialist Assistant Principal Principal	Completed intervention and extension opportunities

Waco Independent School District
Provident Heights Elementary School
2017-2018 Improvement Plan



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Goals

Goal 1: Implement instruction that will increase student achievement, student participation, and performance.

Performance Objective 1: By June 2018, STAAR results will increase by the following:

3rd Grade Reading from 54% to 60% and Math from 46% to 55%

4th Grade Reading from 62% to 70%, Math from 58% to 65%, and Writing from 52% to 60%

5th Grade Reading from 61% to 70%, Math from 71% to 75%, and Science from 53% to 60%

70% of K, 1st, and 2nd grade students will show one year's growth on iStation progress monitoring and EOY Rigby.

Evaluation Data Source(s) 1: 2018 STAAR Results, Eduphoria Reports, iStation reading reports, Rigby reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide targeted interventions for at risk students in reading, math, writing, science, and technology integration during the school day and outside the school day utilizing temporary hires, instructional specialist, teachers, paraprofessionals, Supplemental Instruction Teacher, and volunteers. Provide bus transportation to Estella Maxey for students receiving tutoring.	Administrators, Instructional Specialist	Improved performance on district and campus assessments.
	Funding Sources: Title 1 School Improvement - \$94,272.00, State Compensatory Education - \$54,139.00	
2) Celebrate and recognize students who show growth or meet their Accelerated Reader (AR) goals.	Principal, Assistant Principal, and Instructional Specialist	Student Reports on AR, Student AR Logs, and Student Data Folders
3) Provide students with research based materials/equipment to improve reading achievement while incorporating other content areas such as science, social studies, math, and writing.	Principal, Assistant Principal, Instructional Specialist	Student improvement by 5% on district and campus assessments.
	Funding Sources: Title 1 School Improvement - \$28,000.00, State Compensatory Education - \$4,500.00	
4) Provide in-depth data analysis from online/ paper assessments from the campus, district, and state.	Principal, Assistant Principal, Instructional Specialist, Teachers	Student improvement by 10% on district and campus assessments.
5) Purchase data binders so that students can monitor their own progress using multiple sources of data including personal goal setting, progress reports, district assessments, and iStation data.	Instructional Specialist and Classroom Teachers	At least 3% increase on weekly/monthly progress monitoring.
	Funding Sources: Title 1 School Improvement - \$500.00	
6) Fund Project Director for Communities and Schools to provide family and student support/mentoring.	Principal and CIS Program Manager	Identified CIS students will increase 3% on district and campus assessments.
	Funding Sources: State Compensatory Education - \$15,500.00	
7) Implement the use of district-based guided reading and writing programs for all grade levels.	Principal, Instructional Specialist	50% of all students will be reading on grade level by the end of the year.
	Funding Sources: Title 1 School Improvement - \$2,292.00, State Compensatory Education - \$2,500.00	

8) Purchase computers, iPads, equipment, and licenses to increase student achievement of at risk students. Repair broken iPads and laptops as needed so that student access to technology is not interrupted. Plan two technology fairs to showcase project based learning.	Principal, Assistant Principal, Instructional Specialist, and Teachers	Sign in sheets indicate parents attendance and student participation.
	Funding Sources: Title 1 School Improvement - \$6,256.00, State Compensatory Education - \$3,000.00	

Goal 1: Implement instruction that will increase student achievement, student participation, and performance.

Performance Objective 2: Decrease discipline referrals to ISS, OSS, and alternative school by 10% for the 2017-2018 school year.

Evaluation Data Source(s) 2: TEAMS report shows reduction in referrals.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Conduct lessons on bullying and digital citizenship for all grades PK - 5.	Counselor, Assistant Principal	Reduction in behavior referrals by 5% as evidenced by the 6 weeks discipline reports.
2) Utilize RESET teacher, RESET aides, and behavior aides to reduce behavior incidents and increase learning time for all students.	Principal, Assistant Principal, Counselor	Reduction in behavior referrals by 5% as evidence by the 6 weeks discipline reports.
3) Utilize Conscious Discipline Action Team and Positive Behavior Interventions and Support Team to support school wide implementation of these two programs.	Principal, Assistant Principal, Instructional Specialist, Counselor, and Action Teams	Walkthrough evidence of Conscious Discipline and PBIS components throughout the building.
4) Establish Conscious Discipline model classrooms.	Conscious Discipline model teachers, Principal, Assistant Principal	Videos, pictures, and sign in sheets from model classrooms.

Goal 1: Implement instruction that will increase student achievement, student participation, and performance.

Performance Objective 3: 60% of all GT students will achieve Masters Grade Level performance on one or more STAAR tests.

Evaluation Data Source(s) 3: STAAR data reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Cluster GT students together in GT certified teachers' classrooms to extend and enhance lessons.	Principal, Assistant Principal, Cluster Teachers, GT Pull Out Teacher	Class rosters reflect student groupings that support all learners.
2) GT students will work on projects and participate in the GT project fair to accelerate learning.	Instructional Specialist, Principal, Cluster Teachers, GT Pull Out Teacher	100% of GT students will participate in the campus project fair. Top two winners of each grade level will participate in district GT Fair.

Goal 1: Implement instruction that will increase student achievement, student participation, and performance.

Performance Objective 4: Students identified as LEP will make one year's growth in reading, writing, and math.

Evaluation Data Source(s) 4: TELPAS, STAAR Reports, iStation Reports, Rigby Reports

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Cluster LEP and ESL students in ESL/Bilingual certified teachers' classrooms.	Principal, Assistant Principal, Counselor	Class rosters and bilingual integrity reports.
2) Provide materials and supplies for small group instruction to increase vocabulary knowledge in all content areas.	Principal, Instructional Specialist	10% gain in performance on TELPAS and STAAR, One year's growth using Rigby reading assessment

Goal 1: Implement instruction that will increase student achievement, student participation, and performance.

Performance Objective 5: Students identified in Special Education will make one year's growth in reading and math.

Evaluation Data Source(s) 5: STAAR data reports

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize inclusion and resource teacher to provide instruction according to student IEPs.	Inclusion/resource teacher and classroom teacher	3% increase in STAAR scores of special education students.

Goal 2: Improve student attendance for the 2017-2018 school year.

Performance Objective 1: Increase attendance from 96.5% to 96.75%.

Evaluation Data Source(s) 1: ADA Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Acknowledge students with perfect attendance each 6 weeks.	PIEMS Clerk, Assistant Principal, and Office Clerk	Student attendance exceeds 96.75% each 6 weeks.
2) Recognize classes that have perfect attendance each week.	Principal, PEIMS Clerk	ADA Report
3) Recognize staff and student birthdays each morning during morning announcements	Principal, Counselor, Secretary	Staff/Student Birthday List
4) Utilize the PCL to call students with 3 or more unexcused absences and follow up with parent conferences.	PCL, Office Clerk, PEIMS Clerk, and Assistant Principal	Student average daily attendance exceeds 96.75%. Call logs
5) Establish a student safety patrol.	Assistant Principal, Counselor	Videos and photos of safety patrol.
6) Establish a Leadership Boys and Girls club.	Principal, Assistant Principal, Counselor, Adopt a School Partner	Videos and photos from events, sign in sheets, agendas, student surveys

Goal 2: Improve student attendance for the 2017-2018 school year.

Performance Objective 2: Celebrate when student-centered goals are achieved.

Evaluation Data Source(s) 2: AR Reports, iStation reports, and report cards showing positive growth; increase in number of parents reporting positive school climate on parent survey at EOY.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue implementation of these supplemental instructional programs: BUGS, TERRIFIC Kids, K-Kids, STAR Reading Clubs	Counselor and Adopt a School Partners	Photos, sign in sheets, report card grades, teacher recommendations
2) Implement Friendly-Friday program to celebrate attendance, good citizenship, and academic achievement.	Principal, Assistant Principal, Counselor	Photos from school wide celebrations, sign in sheets, and school Facebook

Goal 3: Maintain and/or develop high performing, student focused teachers.

Performance Objective 1: Improve student performance through professional development.

Evaluation Data Source(s) 1: Waco ISD walkthrough reports and lesson plans indicate integration of professional development and instructional practices.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) First year teachers will be assigned a mentor through the WISD mentor program.	Principal, Trained Mentors, First Year Teachers	Attendance logs from mentor meetings. First year teachers remain at the campus for future years.
2) Continue Apple Grant, Conscious Discipline, PBIS professional development.	Principal, Conscious Discipline/PBIS Team, Technology Team, Assistant Principal, Instructional Specialist	Sign in sheets, walkthrough data, lesson plans, student projects

Goal 3: Maintain and/or develop high performing, student focused teachers.

Performance Objective 2: Maintain and develop master teachers and paraprofessionals through ongoing training and collaboration.

Evaluation Data Source(s) 2: Waco ISD walkthrough reports, lesson plans, multiple measures of student progress

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide time during weekly PLC meetings to work with the Instructional Specialist and district coaches to develop pedagogy and instructional content knowledge.	Principal, Assistant Principal, Instructional Specialist Funding Sources: State Compensatory Education - \$2,555.00	PLC agendas and sign in sheets. 50% of all students will be reading on grade level by the end of the year.
2) Use Lead4ward heat maps and data to close the achievement gaps of students.	Principal, Assistant Principal, Instructional Specialist	PLC agendas and sign in sheets. Scores on district assessments.

Goal 4: Provide opportunities for students to experience careers, post-secondary opportunities, and grade level transitions.

Performance Objective 1: Students will experience careers, post-secondary opportunities, and grade level transitions.

Evaluation Data Source(s) 1: Sign in sheets, student projects, student surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Host PreK and Kindergarten Round-Up in the spring with current PreK and Kindergarten students providing a music program and open house in PreK and Kinder rooms.	PreK Teachers, Kindergarten Teachers, Music Teacher, Principal, Secretary	Photos from events, website notices and updates, and early registration of incoming students
2) Provide opportunities for fifth grade students to visit middle school feeder campus sites.	Counselor	Photos from event, Facebook notices and updates, and completed choice sheets
3) Host campus-wide College and Career Days by having all students and staff wear college t-shirts and invite community speakers throughout the year to discuss different careers.	Principal, Assistant Principal, Classroom Teachers, Counselor	Photos from event, students' writing, Facebook notices and updates
4) Plan with Adopt-a-School partners for at least one field trip for selected students to visit businesses and see different workplaces and careers.	Principal, Counselor, Adopt a School Partner	Photos from trip, website notices and updates, student writing, sign in sheets
5) Increase the number of students participating in UIL activities	Principal, Assistant Principal, Instructional Specialist, Teachers	Photos from event, sign in sheets, Facebook notices and updates

Goal 5: Increase parent and community involvement.

Performance Objective 1: Increase methods for parent communication to improve student learning (campus newsletter, campus website, Facebook, School Messenger, instructional videos, and family involvement events).

Evaluation Data Source(s) 1: Sign-in sheets and agendas, campus Facebook, newsletter, School Messenger Log

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize the campus newsletter, Facebook, and website to provide information and support for parents in English and Spanish	Instructional Specialist, Campus Facebook Master	Parent Surveys
2) Host at least five family academic events throughout the school year. These events will improve student performance.	Principal and Assistant Principal	Sign-in sheets and agendas, Parent surveys
	Funding Sources: Title I Parent Involvement - \$862.00	
3) Purchase take home and homework folders for all students to improve communication between school and home.	Principal, Secretary	Folders sent home weekly, calendar
	Funding Sources: Title I Parent Involvement - \$1,000.00	
4) Mail information to parents when needed.	Principal	Mail log
5) Host parent conferences in the fall to review student progress and Title 1 components.	Principal, Classroom	Signed parent conference sheets and Home/School Compacts

Goal 5: Increase parent and community involvement.

Performance Objective 2: Community members will volunteer their time to support classroom learning.

Evaluation Data Source(s) 2: Sign in sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize community volunteers to improve student performance and positive social skills.	Principal, Assistant Principal, Instructional Specialist	School check in sign in sheets, Increased number of students reading on grade level.

Waco Independent School District
South Waco Elementary School
2017-2018 Improvement Plan

Accountability Rating: Met Standard



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Goals

Goal 1: Increase student achievement across all populations in reading, math, science, and writing.

Performance Objective 1: By June 2017, STAAR results will increase by the following: Reading from 59% to 63%, Writing 46% to 50%, Math 62% to 65%

Evaluation Data Source(s) 1: 2017 STAAR Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Purchase materials for tutoring/intervention for identified students in math and reading.</p>	Instructional Specialists Principal	Teacher generated reports Student progress folders Budget log
	Funding Sources: State Compensatory Education - \$6,000.00, Title 1 School Improvement - \$1,500.00	
<p>2) Provide graphic organizers and supplies for interactive reading journals</p>	Instructional Specialists	Student interactive journals
	Funding Sources: Title 1 School Improvement - \$600.00	
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Identify and assign at-risk students to interventions, Saturday Camps and after school tutoring utilizing professional staff and aides for targeted instruction in math, reading and science.</p>	Instructional Specialists	Lesson plans for intervention Class rosters After school sign in sheets Saturday Camp attendance log
	Funding Sources: State Compensatory Education - \$6,088.00, Title 1 School Improvement - \$4,000.00	
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Develop grade level planning time to analyze TEKS and utilize various assessments to identify strengths and weaknesses in curriculum alignment and instructional practices to plan for the next 6 weeks.</p>	Principal Assistant Principal Instructional Specialists	Lesson plans for planning day Sign in sheets and agendas Analysis of TEKS
	Funding Sources: State Compensatory Education - \$4,600.00	
<p>5) Review and implement the District SAT/RTI process to allow at-risk students to receive timely interventions and accelerated instruction.</p>	Instructional Specialists Supplemental Instruction Teacher Principal Assistant Principal	Eduphoria meeting action plan Progress monitoring

System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 6) Utilize part-time temporary retired professionals and full-time Supplemental Instruction Teacher (SIT) to accelerate Tier III students in reading and math.	Instructional Specialist Secretary	Extended Day Tutoring Logs Tier Intervention Student List
	Funding Sources: State Compensatory Education - \$86,358.00	
7) Provide professional development opportunities for administrators, teachers and staff.	Principal Secretary	Conference and workshop certificates Agendas
	Funding Sources: State Compensatory Education - \$1,500.00, Title 1 School Improvement - \$2,000.00	
8) Provide campus with two full-time instructional specialists, behavior aides and certified professionals to assist with instruction.	Principal	Roster of staff Student achievement data
	Funding Sources: Title 1 School Improvement - \$139,440.00	
9) Purchase materials for tiered instruction and interventions in math and reading.	Instructional Specialists Principals	Decrease in the number of students in Tier II and III STAAR and K-2 Istation scores will increase
	Funding Sources: State Compensatory Education - \$1,100.00	
10) Purchase Accelerated Reader (AR) materials to promote reading.	Library Aide Principal	Increase of 5% in student achievement in reading AR reports AR professional development and sign-in sheets
11) Provide meaningful learning opportunities that connect TEKS and academic instructional activities.	Secretary Teachers	Field Trip Study Logs Lesson plans
12) Provide ESL trainings/workshops to all teachers and increase the number of ESL certified teachers on the campus.	Principal Assistant Principal	Sign-in Sheet of ESL Academy Training Logs Number of ESL certified staff increase to 25% at each grade level
13) Utilize the Instructional Reading Library (IRL) for cross-curricular activities to provide opportunities for students to experience high levels of rigor.	Library Aide Instructional Specialist	Lesson plans IRL sign out sheets
Critical Success Factors CSF 2 CSF 4 14) Replace and purchase technology hardware and software (including iPad apps from iTunes) to ensure Tier I students have the opportunity to interact and use technology during instructional periods to increase engagement in the classroom and computer labs.	Instructional Specialist Principal	Walkthroughs Campus survey
	Funding Sources: State Compensatory Education - \$4,000.00, Title 1 School Improvement - \$2,000.00	
Critical Success Factors CSF 1 CSF 2 CSF 7 15) Provide teachers with coaching and professional development on math, writing, science and reading instruction resulting in more rigorous academic achievement.	Principal Assistant Principal Instructional Specialists	Walkthroughs STAAR results
	Funding Sources: State Compensatory Education - \$5,000.00	

16) Provide teachers with technology to provide visual aids to increase student engagement and academic achievement.	Instructional Specialists Principal	Increase in academic scores Walkthroughs Lesson plans
	Funding Sources: Title 1 School Improvement - \$0.00	
17) Provide the campus with writing materials and professional development to improve writing across the campus.	Instructional Specialist Principal	Writing collections Lesson plans Walkthroughs Agendas and sign-in sheets
	Funding Sources: Title 1 School Improvement - \$400.00	

Goal 1: Increase student achievement across all populations in reading, math, science, and writing.

Performance Objective 2: When closing the gap our African American and Economically Disadvantaged students will show improvement by 5% in all academic (Reading 57%, Math 59%, Science 40%, and Writing 44%) testing areas.

Evaluation Data Source(s) 2: STAAR, DBA, District Checkpoints

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1</p> <p>1) Purchase reading, math and science manipulatives and resources to increase retention and interest of instructional activities.</p>	<p>Instructional Specialist Principal</p>	<p>Checkpoints and DBAs STAAR</p>
<p>2) Provide students opportunity to attend Writing and Science STAAR Camps</p>	<p>Instructional Specialists Principal Assistant Principal</p>	<p>Campus planning Lesson plans Sign in sheets Student rosters</p>
<p>3) Implement use of a campus based math fact fluency program for K-5</p>	<p>Teachers Instructional Specialists</p>	<p>Istation Checkpoints STAAR</p>
<p>4) Purchase materials to provide G/T and high achieving students choice materials and research opportunities.</p>	<p>Instructional Specialists Teachers</p>	<p>Walkthroughs Lesson plans</p>
		<p>Funding Sources: Title 1 School Improvement - \$2,102.00</p>
		<p>Funding Sources: Title 1 School Improvement - \$0.00</p>
		<p>Funding Sources: Local/General - \$500.00</p>

Goal 2: Increase parental involvement for academic areas

Performance Objective 1: Parent Engagement activities involving academic areas and decision making will show improvements by 15% with parents participation.

Evaluation Data Source(s) 1: PTA membership, parent contact logs, parent/teacher conference sign-in sheets, CDMC attendance

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide the campus with a .49% Parent Involvement staff member.	Principal	Parent involvement meeting Agendas Sign in sheets Minutes
	Funding Sources: Title 1 School Improvement - \$14,958.00	
2) Provide translator and/or equipment to ensure that all Spanish speaking parents participate and understand in family and parent meetings.	Parent Involvement Specialist Principal	Sign in sheet Invitations
3) Provide parents instructional materials for reading and math to use at home to reinforce skills taught at school .	Parent Involvement Specialist	Check-out sheet Sign in sheets Agendas
	Funding Sources: Title I Parent Involvement - \$100.00	
4) Implement parent meetings to allow parents opportunities to learn effective behavioral, conflict resolution and instructional strategies to utilize at home with their student(s).	Conscious Discipline Action Team Principal	Sign-in sheets Agendas Minutes
5) Create parent volunteer opportunities throughout the campus with a focus in the library, front office, hallways, cafeteria, garden and classrooms.	Parent Involvement Specialist Counselor Principal	Sign-in sheets Agendas Minutes
6) Conduct parent involvement activities to merge the students, parents, community partners, and faculty: Pastries for Parents, Thanksgiving Luncheon, Coffee and Conversations, Pastries for Parents, Parent-Teacher conferences, Meet the Teacher Night, Open House, Parent Involvement Meetings, Christmas Programs, Monthly PTO Programs, CDMC meetings, Field Day, Career & College Days, End of the Year Celebrations, Health/Wellness Program, Math Night, Science Fair and Parent Resource Room.	Parent Involvement Specialist Principal	Sign-in sheets Agendas Minutes
	Funding Sources: Title I Parent Involvement - \$1,500.00	
7) Increase student and parent knowledge about healthy lifestyles: Health and Wellness Night and Jump Rope for Heart.	Nurse Physical Education Teacher	Sign-in sheets Agendas Minutes Lesson plan

Goal 3: Increase attendance rate and prepare student for graduation.

Performance Objective 1: Student attendance will increase from 96.2 to 96.75%.

Evaluation Data Source(s) 1: Weekly attendance totals; Six weeks reports, End of Year PEIMS report, Discipline reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement a "Transition Day" for students moving from PK to Kinder and 5th to 6th Grade.	Teachers Counselor CFA	Sign-in sheets Agendas Minutes
2) Provide students with information on bullying, sexual harassment and prevention with emphasis on Character Education.	Counselor RESET Teacher Principal Assistant Principal	Lesson plans
3) Provide homeless students school supplies and material needs to increase desire to come to school.	Secretary PEIMS	Increased attendance Attendance report
4) Conduct daily phone calls and letters to parents reminding parents about tardies and attendance requirements.	PEIMS PCL	Increased attendance Attendance reports
5) Provide lessons, resources, materials and outside speakers on drug and violence prevention and bullying throughout the school year.	Counselor	Discipline reports Lesson plans
6) Provide translation and registration services for parents during summer registration so that parents may be provided assistance in using the computer to register students.	Secretary PEIMS Principal	EDRs Parent portal access will increase
	Funding Sources: Title I Parent Involvement - \$775.00	

Goal 3: Increase attendance rate and prepare student for graduation.

Performance Objective 2: Increase student awareness of post secondary trade and college opportunities and careers.

Evaluation Data Source(s) 2: field trips, career days, goal setting forms

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide students with information on college opportunities, college trips, career choices and goal setting to develop a future story.	Counselor Principal	Calendar of Events Career Day Agenda

Goal 3: Increase attendance rate and prepare student for graduation.

Performance Objective 3: Student discipline referrals will decrease by 10%

Evaluation Data Source(s) 3: Discipline Referral; PEIMS Reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Establish a discipline committee that will work on establishing consistent school wide discipline procedures and individualized behavior plans.	Assistant Principal RESET Teacher Counselor	Discipline referrals School wide procedures Sign in sheets Agendas and minutes
2) Purchase incentives for the student behavior cart, Spartan Store and campus activities to decrease referral and increase academic achievement.	Principal Assistant Principal Teachers	Discipline reports Walkthroughs
	Funding Sources: Local/General - \$0.00	
3) Purchase materials and utilize Conscious Discipline throughout the campus to provide opportunities for students, parents, staff and volunteers to develop effective discipline and behavior strategies.	Conscious Discipline Action Team	Discipline reports Sign in sheets for campus trainings and parent awareness
	Funding Sources: Title 1 School Improvement - \$500.00	
4) Hire behavior aides and RESET teacher to provide assistance and intervention to students who are struggling with behaviors in class.	RESET Teacher Assistant Principal Principal	Behavior Intervention Log

Goal 4: Recruit, support and retain employees

Performance Objective 1: South Waco Elementary School will retain 80% of teachers by providing coaching and feedback, professional development and collaborative planning

Evaluation Data Source(s) 1: Staff retention rate, professional development sheets, staff satisfaction survey, PLC agenda and sign in sheets, coaching forms

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) First year teachers will be assigned a mentor through Waco ISD Mentor Program and have access to the South Waco Academy designed by instructional specialists to meet specific needs of teachers.	Instructional Specialists Principal	Walkthroughs Sign in sheets Agendas
2) Teachers will observe effective instruction by model teachers in order to refine instructional strategies in the classroom.	Instructional Specialists	Lesson plans Walkthroughs
3) Build capacity in instructional aides by providing training to ensure academic success in classrooms.	Instructional Specialists	Sign-in sheets Agendas Academic scores
4) Utilize the data room for teachers to study student data and plan for instruction, enrichment and intervention using targeted TEKS.	Principal Instructional Specialists	PLC sign in sheets Agendas Lesson plans Checkpoint data STAAR
5) Provide training for all staff members to implement Conscious Discipline and Campus Discipline Training.	Conscious Discipline Action Team	Agendas Sign in sheets Campus Discipline Plan
6) Meet each week in PLCs to plan, review data and adjust instruction to meet the needs of the students.	Instructional Specialists Principal	PLC agendas Sign in sheets Lesson plans
7) Provide time during PLCs for instructional aides and Temp Tutors to work with Instructional Specialists to analyze data and receive professional development.	Instructional Specialists Principal	Walkthroughs Student data Sign in sheets
8) Provide professional development to build capacity of PE/Music/Art teachers to incorporate academics in the classroom (math/vocabulary).	Instructional Specialists	Walkthroughs Lesson plans Sign in sheets Agendas Minutes

9) Provide opportunities for teachers to work together with their grade levels in July and August to plan for the coming year.	Instructional Specialists	Lesson plans EDRs Sign in sheets Agendas
	Funding Sources: Title 1 School Improvement - \$0.00	
10) Celebrate and recognize staff including Perfect Attendance, Monthly Birthday Celebrations, Spirit Days and End of Year celebrations.	Secretary Principal	Pictures Newsletter Employee climate survey results
	Funding Sources: Local/General - \$700.00	

Waco Independent School District
West Avenue Elementary School
2017-2018 Improvement Plan

Accountability Rating: Met Standard

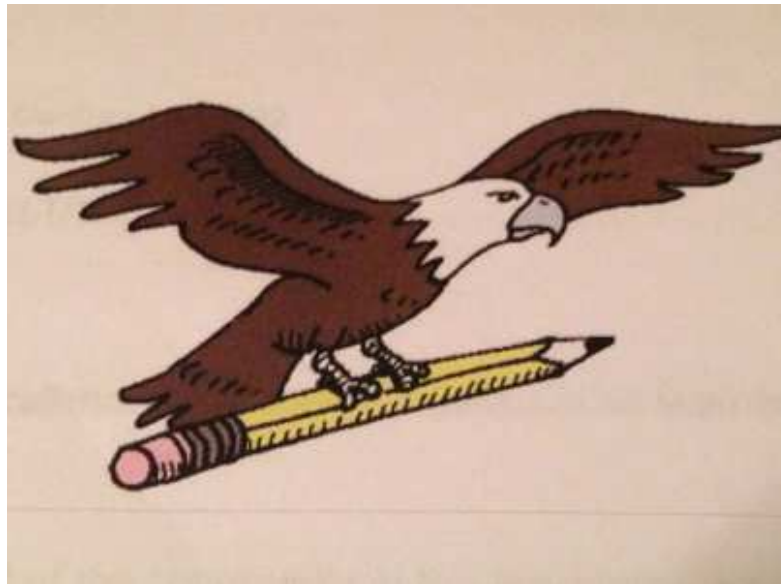


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Goals

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 1: STAAR Scores for students will increase as follows: Math: 60% of all 3rd grade; 70% of all 4th grade; and 70% of all 5th graders on STAAR Math.

Reading: 3rd grade from 40% passing to 53% passing; 4th grade from 51% passing to 60% passing; 5th grade from 73% to 80% passing (as now 5th graders for (17-18 school year).

Writing: 4th grade will improve from 44% passing to 54% passing

Science: 5th grade to 60% passing

Special Ed students will improve to 55% passing all tests. ELL students will improve to 70% passing all tests.

Evaluation Data Source(s) 1: Maintain "Meets Expectations" rating or above; meet targets in all sub-populations. TAPR report; Istation summary reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Develop and complete a comprehensive analysis of the student performance patterns on Check Points, DBAs, and STAAR for all students and sub-populations by grade level, across grades, and throughout core subject areas to identify strengths and target weaknesses in curriculum alignment, instructional practices, and classroom assessments in content areas thus improving campus ratings.</p>	<p>Principal Assistant Principal Instructional Specialist</p>	<p>Data Charts AWARE Data Walk through data STAAR results Success Maker Universal Screener Results Istation Reports</p>
	Funding Sources: Title 1 School Improvement - \$5,000.00	
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Reestablish cross-grade level PLCs to analyze and disaggregate data to address student needs for targeted interventions.</p>	<p>Principal</p>	<p>PLC Minutes and Grade Level Minutes Data reports by 6 weeks Progress Monitoring Reports</p>

<p align="center">System Safeguard Strategy</p> <p>3) Implement strategies to raise rigor, relevance and reasoning skills in reading, math, science, and writing. Utilize enrichment materials and opportunities for all students using Mentoring Minds and Measuring Up materials.</p>	<p>Principal</p>	<p>Data reports by 6 weeks Walkthrough Data EOY Report Cards Summer School Referrals AIPs</p>
<p>Funding Sources: Title 1 School Improvement - \$7,500.00</p>		
<p>4) Utilize Adopt-a-School partners, VIP Volunteers for during and after school tutoring for accelerated instruction.</p>	<p>Principal Assistant Principal</p>	<p>Volunteer Log Progress Reports showing increased scores on check points DBAs Report Cards Universal Screener Reports STAAR Reports AEIS AYP Data</p>
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Support teachers and students with SIT teacher and paraprofessional in the areas of math and reading.</p>	<p>Principal</p>	<p>AWARE STAAR Reports RTI Reports Teacher Reports Data Reports PLC Meetings</p>
<p>Funding Sources: State Compensatory Education - \$57,579.00</p>		
<p align="center">Critical Success Factors CSF 1</p> <p>6) Provide professional development for administration, teachers, and staff: TEPSA, TAIR, RTI, Safe School-Anti-Bullying, Sexual Harassment/Abuse, School Health, CAMT, Conscious Discipline, STAAR Summer Conferences, STAAR Writing Camp Consultant, Lead4ward K-2 Conference, NELI, RYHT, TASA-Midwinter, Education Galaxy online support, ALI-Administrative Leadership Institute, and Instructional Leadership.</p>	<p>Principal</p>	<p>Conference Registration Lesson Planning STAAR Results Sign In Sheets Agendas</p>
<p>Funding Sources: Title 1 School Improvement - \$10,000.00</p>		
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Provide targeted intervention (Tier II and Tier III) for all sub- populations who are at-risk of failing or below grade level as determined by the Universal Screeners, DBAs, STAAR, checkpoints, and TELPAS.</p>	<p>Instructional Specialist</p>	<p>Increase by 10% the number of students meeting proficiency on common assessments, common assessments, local and state assessments.</p>
<p align="center">System Safeguard Strategy</p> <p>8) Cluster GT and high achieving students at each grade level to provide opportunities for differentiated instruction and increased rigor and acceleration. Provide materials for project based learning.</p>	<p>Instructional Specialist</p>	<p>Increase by 25% the number of students meeting proficiency on common assessments, local and state assessments.</p>

9) Purchase technology to increase instructional delivery and instructional technology with the use of Mobi dock stations, iPads, Smart Boards, classroom computers, laptops, and workspace software, projectors, projector lamps, headphones, document cameras, and mice in order to meet the learning needs of our at-risk students.	Principal	Professional development Meetings Lesson plans Walk through data
Funding Sources: Title 1 School Improvement - \$10,000.00		
System Safeguard Strategy 10) Purchase newsletters for parents to communicate about school activities and calendar of events to translate into Spanish for Spanish speaking parents and translation services during registration.	Principal	Sign-In and Out sheets Parent involvement activities Meetings Conferences Handouts Agendas
Funding Sources: Title I Parent Involvement - \$1,720.00		
System Safeguard Strategy 11) Utilize materials from Conscious Discipline to be implemented with students for conflict resolution, school rules, assemblies, routines, and family rituals to improve student behavior and decrease discipline referrals.	Assistant Principal	We will decrease discipline referrals by 25% school wide.
Funding Sources: Title 1 School Improvement - \$5,000.00		
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 12) Provide (Hire) 3-4 part time certified tutors and/or college hour tutors and one Highly Qualified paraprofessional to assist with small group interventions of students who have failed STAAR, been retained at least once, or are failing in classroom academic work especially in area of reading, language arts, and math.	Principal	Lesson plans, tutorial attendance sheets, STAR progress data, STAAR end results, RTI documentation, campus roster, tutor sign-in/out student logs Progress monitoring will show improvement in reading and math and 50% of students will show improvement up from Tiers 2 and 3.
Funding Sources: Title 1 School Improvement - \$20,000.00		
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 13) Using WISD scope and sequence, develop and implement strong student centered real world vertically aligned lessons in all content areas with teachers as facilitators of learning. Lessons developed in May/June 2017 will be used to address student needs in extended year program and beginning of upcoming year. Teachers will meet once/twice a month after school or on Saturday once a six weeks to plan vertically for upcoming instruction.	Principal	Lesson plans, walk-throughs of classroom instruction, planning meeting agendas vertical aligned lesson plans are available for all teachers at least one six weeks prior to teaching so that teachers can assess and adjust as needed for student ability/ needs
Funding Sources: Title 1 School Improvement - \$10,000.00		
Critical Success Factors CSF 1 14) We will purchase supplemental materials and instructional aides for at-risk students who are struggling in all content areas.	Teachers	Increase in Math, Science, ELAR, and SS scores by 10%.
Funding Sources: Title 1 School Improvement - \$10,000.00		

<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4</p> <p>15) We will provide after school tutoring for all at-risk students during first and second semester.</p>	Teachers	Increase in Math and ELAR scores by 10%.
	Funding Sources: Title 1 School Improvement - \$10,000.00	
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>16) Provide professional learning opportunities for the staff in the area of instructional depth and rigor.</p>	Principal Instructional Specialist	Sign In Sheets Agendas Training Notes Data Sheet PLC Grade Level Meeting Faculty Meeting
	Funding Sources: Title 1 School Improvement - \$10,000.00	
<p align="center">System Safeguard Strategy</p> <p>17) Data reflects an inconsistency in alignment of pedagogy practices substitutes will be needed to ensure professional learning networks are planned every 4-5 weeks.</p>	Principal Assistant Principal Instructional Specialist	Eduphoria Data Sheets PLCs Grade Level Agendas Sign In Sheets
	Funding Sources: Title 1 School Improvement - \$10,000.00	
<p>18) We will purchase a site license for Education Galaxy, IXL, and Reasoning Minds for the use with our at-risk students in the area of Math, Reading, and Science.</p>	Instructional Specialist Principal	Progress Monitoring Eduphoria Data Sheets Data Monitoring Campus Based Assessments TEKS Study PLCs Grade Level Meetings
	Funding Sources: Title 1 School Improvement - \$13,770.00	
<p align="center">System Safeguard Strategy</p> <p>19) We are hiring an additional paraprofessional at 49% to support small group interventions for at-risk students in all grade levels.</p>	Instructional Specialist Principal	Tutor Logs Sign In Sheets Case Management Minutes Parent Meetings Agendas
	Funding Sources: State Compensatory Education - \$15,039.00	
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>20) We will implement a Math Night and Reading Night for our school community in the Fall and Spring semesters</p>	Principal Counselor Instructional Specialist	Sign In Sheets Agendas Campus-based assessments
	Funding Sources: Title I Parent Involvement - \$1,720.00	

Goal 2: Increase the graduation rate and decrease the dropout rate for WISD.

Performance Objective 1: Student attendance will increase from 95.34% to 96.4%.

Evaluation Data Source(s) 1: Weekly attendance totals; Six weeks reports, End of Year PEIMS report, and Discipline reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize School Messenger "wake up" calls for excessive tardies.	Principal	Call out reports Counselor Logs Parent Logs Attendance rate 97% 97% each six weeks
2) Implement a "Transition Day" for students moving from PK through 5th grade.	Principal	Increase in parent involvement as documented by sign in sheets Pictures from events
<p style="text-align: center;">Critical Success Factors CSF 5</p> 3) Conduct parent involvement activities for parents, students, and faculty and staff.	Principal	Increase in parent involvement as documentation as documented by sign in sheets. Pictures from events Agendas

Goal 3: Recruit, support, and retain, quality employees who are collaborative, and accountable for all learners.

Performance Objective 1: Support and retain quality employees who are collaborative, innovative, and accountable for all learners. Teacher retention will increase from 81% to 91%

Evaluation Data Source(s) 1: Retention rate of educators, staffing rosters, STAAR results and AEIS reports.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) New teachers to the district are assigned campus/district mentors.	Assistant Principal	Record of Observations Mentor Meetings Plans Notes Observations
<p style="text-align: center;">System Safeguard Strategy</p> 2) Provide district driven and campus specific professional development: Ongoing customization, STEAM research, RTI, math problem solving, EnVision Math, TTM, Lead4ward, Conscious Discipline, Lead4ward, Second Step Curriculum, and Restorative Discipline.	Principal	Sign-in sheets Walkthrough data Lesson plans AWARE data Staff development
3) The principal will assist the Human Resource Department for WISD by going on Recruiting Trips to Tarleton State, ESC 12, and WISD Job Fair to recruit highly qualified teachers.	Principal	Sign-in sheets Interviews Receipts Resumes Hire teachers earlier in the year to reduce the number of late hires.

Goal 4: Increase district wide attendance.

Performance Objective 1: Student attendance will improve from 96.4% to 97.4% and student discipline will decrease by 25% from 116 to 87.

Evaluation Data Source(s) 1: PEIMS attendance reports at the end of the 6 weeks will reflect gains and decrease in discipline referrals.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Acknowledge students with perfect attendance each six weeks and host perfect attendance celebrations for students with perfect attendance for 12 weeks.	Principal	Pictures from activities Award certificates PEIMS reports ADA reports Photos from celebrations; student attendance exceeds 97% each six weeks 40-50% of student population will participate each 12 weeks in celebration.
System Safeguard Strategy 2) Celebrate daily when campus attendance exceeds 97% with small rewards in hopes of showing students that working together towards a common goal yields rewards. (To carry over that good grades and attendance keeps students from dropping out later.)	Assistant Principal	PEIMS Reports ADA Reports Small reward that does not take away from instructional time given to all (free drawing time at lunch, pencil, sticker, educational movie at lunch, homework pass, etc.).
3) Utilize district PCL to make home visits for students who have three or more unexcused absences in a 30 day period.	Assistant Principal	PCL logs PEIMS reports Reduced referrals to court ADA reports
4) Establish Attendance Celebrations every 3 weeks for Perfect Attendance.	Principal PEIMS Clerk Assistant Principal	Tardy Log Absent Reports Excessive Absent Report Parent Logs AWARE Parent Communication

Waco Independent School District

Cesar Chavez Middle School

2017-2018 Improvement Plan

Accountability Rating: Met Standard



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Goals

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 1: Increase students meeting or exceeding STAAR passing standards by improving index I to 68% and increasing index III by 2% yearly, while closing the performance gaps between the 5 sub populations.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide specialized interventions prior to standardized testing for targeted students in order to close the achievement gap. (Reading Interventionist & aides, tutoring, Compass Learning, Mentoring Minds for reading, reading A-Z, First in Math, materials to support re-teaching). Fountas & Pinnell Leveled Literacy Intervention Kits will be used in guided reading group instruction in order to help create a strong, balanced literacy program. Fountas & Pinnell Benchmark Assessment System 2 Grades 3-8 will be used as a one-on-one, comprehensive assessment to determine independent and instructional reading levels and for placing students in leveled literacy intervention. Mobile laptop carts for classes. Ear buds for testing accommodations.	Administrative Leadership Team (Principal, Assistant Principals, Dean of Instruction, and Instructional Specialists)	Retrieve data from Eduphoria and other existing database, prepare reports for PLCs. Teachers create lesson plans based on the strength and weakness of student profiles. Student performance making gains throughout the school year based on campus checkpoints, DBAs, Compass Learning Assessment, running records, and STAAR test results.
	Funding Sources: State Compensatory Education - 110009.00, Title 1 School Improvement - 36000.00	
System Safeguard Strategy 2) State System Safeguard Strategy PLCs will assign struggling mainstreamed students to tiers for RTI interventions, math aides, reading literacy aides, Saturday School tutoring, teacher led tutoring as needed, and analyze student data to develop a historic perspective and to track progress. (SPED, LEP, GT, At-Risk, Ethnicity)	Reading Interventionist, Instructional Specialists, Dean of Instruction, Cohort Principals, at-risk counselors, SPED teachers, LPAC committee	Student performance showing or making gains throughout the school year. Based on Checkpoints, DBAs, ISIP, and STAAR results.
	Funding Sources: Title 1 School Improvement - 50000.00	
3) Assessment data will be immediately evaluated, shared with teachers and used to drive direct instruction in the classroom.	Dean of Instruction, Instructional Specialists, Cohort Principals, Reading Interventionist	Teachers use small group instruction and pull out labs to re-teach identified weaknesses, current and prior, to bring students up to grade level. Student work examples to be brought to PLC for teachers.
4) Improve students note taking ability and study skills through interactive Cornell notes and notebooks school wide. AVID site team members will provide teachers with the strategies to help the students be successful in other classes. Tutors will be provided for extra support for students in AVID class. Students will have planners to stay organized and increase home/school communication.	AVID teacher/coordinator AVID district Coordinator	Lesson plans incorporating AVID strategies, such as interactive notebooks and Cornell Notes. Incorporate tutors into AVID classes for instructional support. School wide planners for students to stay organized and increase school & home communication.
	Funding Sources: Title 1 School Improvement - 15000.00, State Compensatory Education - 7500.00, Title I Parent Involvement - 2600.00	

<p>5) Behavioral Specialist will provide Tier 3 behavioral support, instructional support and student monitoring to assist students who have behavioral issues that interfere with their instruction.</p>	<p>Behavior Specialist; Behavior aides, cohort principals; counselors</p>	<p>The Behavior Specialist to assist campus behavioral aides. Reduction in referrals. Social Skills training. Increases instructional time in class.</p>
<p>Funding Sources: Title 1 School Improvement - 5000.00</p>		
<p>System Safeguard Strategy 6) Provide academic instruction before and after school, as well as Saturday School tutorials for all struggling students.</p>	<p>Dean of Instruction, Instructional Specialists, principals, counselors, teachers</p>	<p>Tutorials are assigned for all students who have previously failed STAAR and/or academic grades. Upon receiving the results of the first benchmark assessment, additional students will be added.</p>
<p>Funding Sources: State Compensatory Education - 21000.00</p>		
<p>System Safeguard Strategy 7) Continue professional development in the area of SIOP, Special Education Modifications, Lead 4ward, and enrichment. Provide training so all ELAR teachers will be certified in ESL, while all other teacher take SIOP and refresher courses.</p>	<p>Principals, Dean of Instruction, Instructional Specialists, ESL aides</p>	<p>Staff development days will be devoted to receiving PD. An increase in benchmark and state assessment results for ELL Learners, Special Education Modifications, and African-American Learners. Identify the beginning and intermediate LEP students and provide small group balanced literacy support through push in ESL support. Increased passing percentage in benchmark assessments and Compass Learning & RIGOR tracking data.</p>
<p>Funding Sources: State Compensatory Education - 28000.00</p>		
<p>8) Purchase materials that will support at-risk incentives. Purchase scholastic scope magazines to support the reinforcement of high frequency TEKS as tested on STAAR reading. Purchase Measuring Up and Mentoring Minds for ELAR reading & writing.</p>	<p>Dean of Instruction, Instructional Specialist, Reading Interventionist, Instructional Aides, teachers</p>	<p>Use of the resources both in classroom and tutoring sessions, reading interventionist small groups, instructional aides pull outs. Improved DBA and STAAR scores in reading.</p>
<p>Funding Sources: Title 1 School Improvement - 20560.00</p>		
<p>System Safeguard Strategy 9) Utilize Baylor education students as tutors for the STAAR tested subject areas and Baylor 1312 program for mentoring along with tutoring.</p>	<p>PDS coordinator, principals, Dean of Instruction, Instructional Specialists</p>	<p>Increased ratings on STAAR accountability indexes for growth progress.</p>

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 2: Increase mastery grade level on Math & ELAR assessments by 5% in each area while increasing the percentage of students meeting grade level on 2 or more subjects for index 4 to 25%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>1) Advanced academics teachers design lesson plans based on collaborative PLCs, that focus on clearly differentiated GT lessons to increase students performing at advanced levels.</p> <p>Carla Donaldson, GT Content Specialist, will meet with PreAP teachers once a month to work on ways of differentiation.</p>	<p>Dean of Instruction, Instructional Specialists, Principals, Teachers</p>	<p>Checkpoint scores show improvement toward advanced rating. Walk-through, learning walks, lesson plans, will all show evidence of differentiation in classroom instruction.</p>
<p>2) Increase the number of students participating in both History and Science fairs. Increase UIL participation among all entries.</p> <p>A PreAP committee was created to tweak our PreAP selection re-question process to ensure classes our filled with students that are most likely to have success in our PreAP program.</p>	<p>Instructional Specialists, teachers, District History Fair Coordinator, District Science Fair Coordinator, Campus UIL Coordinator, Campus GT Coordinator</p>	<p>All pre-AP students, grades 6-8, will participate in one or both competitions. All non-Pre/AP classes of history and science will prepare classroom presentations of projects.</p>

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 3: Develop and implement a transition plan for entering middle school from elementary schools and exiting middle school to high school.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement school visits for 5th grade students to see middle school.	Cohort Principals, Counselors, feeder campuses counselors	Incoming 6th graders have a basic knowledge of middle school. Transition camp at beginning of school will introduce students to different aspects of middle school life to include multiple teachers, frequent movement within daily schedule, greater responsibilities, and extracurricular opportunities.
Funding Sources: Title I Parent Involvement - 250.00		
2) Collaborate with UHS for transitions from middle school to 9th grade.	Cohort Principals, Counselors, UHS staff	8th graders will have access to see the differences from middle school campus to a high school campus. UHS will offer tours of academies along with programs for incoming 8th graders while still in middle school. CCMS to host parent nights for information concerning high school
Funding Sources: Title I Parent Involvement - 250.00		

Goal 1: Increase student achievement, participation, and performance.

Performance Objective 4: Increase the number of students performing above beginning on the TELPAS assessment.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize ESL pull out support using ESL paraprofessionals.	Dean of Instruction, LPAC committee, Instructional Specialists, ESL aides.	Increased passing percentage on benchmark assessments ; Compass Learning, TELPAS
2) Utilize two Central Administration ESL staff members work with first year ESL students twice a week. Increase parent involvement and support for parents.	Dean of Instruction, LPAC committee, Instructional Specialists, ESL aides, district ESL staff	Increased passing percentage on benchmark assessments ; Compass Learning, TELPAS. Parent meetings
Funding Sources: Title I Parent Involvement - 250.00		

Goal 2: Increase parent and community involvement.

Performance Objective 1: Increase and maintain parental and community involvement and participation with the campus, to include school visits, parent organizations, partners in education events, and community events held at school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide a CIS representative to work with students/parents in need.	Principals, CIS campus manager and staff	Annual reports by CIS coordinator.
	Funding Sources: State Compensatory Education - 15500.00	
2) Update weekly the campus website that includes links for downloading information including: bell schedule, teacher conference times, permission slips, change of address forms, dress code, nurse documents, progress report dates, links to student handbook, and other district publications. Update and maintain other social media platforms to stay in constant communication with families about events at school.	Principal, designated teachers for website, parent involvement committees	Updated web page, more parent involvement at posted events. Social media platforms has tracking system for amount of visits, showing traffic on sites.
3) Solicit additional partners in education.	Designated cohort principal and teacher for community involvement, plus campus based committee	Additional partners are introduced.
4) Implement a plan of action to involve parents in student success that includes a written policy outlining the campus plan for involving parents. Purchase supplies and snacks for community meetings and events.	Designated cohort principal and teacher for community involvement, plus campus based committee	Sign in sheets, increased community involvement. Parent surveys.
	Funding Sources: Title I Parent Involvement - 500.00	
5) Complete school student parent compact. Provide training and information in Parental Involvement to staff and parents.	Designated cohort principal and teacher for community involvement, plus campus based committee	Sign in sheets for staff training.
	Funding Sources: Title I Parent Involvement - 250.00	

Goal 3: Recruit, support, and retain quality employees. School Culture, Staff Quality, and School Context & Organization

Performance Objective 1: Utilize incentive program for teachers and students for attendance to recognize those with perfect attendance, campus attendance rate at 96%, and teachers with no absences (exception school business, professional development). Incentive programs to recognize performance based achievements for both teacher and students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Monitor student leavers weekly and assign undocumented withdrawals to the PCL to acquire documentation on the student and/or apply procedures to return the student.	Campus Registrar, PCL, cohort Principals	Registrar will provide the principal with a leaver report every Friday. Reduced unknown withdrawal coding on 6 week reports.
2) Maintain 96% weekly attendance rate for students and teachers. Provide incentives for perfect attendance and goal attainment. Students will receive incentive prizes and parties for perfect attendance every 6 weeks. Teachers will receive specific recognition (incentive) for perfect attendance every 3 weeks.	Cohort Principals and PCL, Principal and school secretary monitor teacher attendance rate. Campus based committee for teacher recognition. Funding Sources: Title 1 School Improvement - 2500.00	PCL will provide Principal a report of absences every Friday. Students identified with excessive absences will be addressed through home visits, parent contacts and conferences with the Principal. Principal and appraisal team will monitor and recognize teachers with perfect attendance (exception is school business and professional development).
3) Notify the parents of absent students via School Messenger.	Principals, PEIMS specialists	Increased attendance rates to 96%. Monitoring of reports for disconnected numbers, repeat offenders, multiple days out.
4) Instructional Specialist will take teachers on Learning Walks during PLC time to observe other teachers' teaching styles. "Pineapple Chart" in faculty lounge, encourages teachers to volunteer to have learning walks done in their classes and showcase other teachers for their hard work in classes.	Instructional Specialist, appraisers, principal.	Teachers will collaborate with each other after walks to discuss and utilize the techniques and strategies used in classrooms. These will then be incorporated into lesson plans as needed. Pineapple chart is located in faculty lounge for display of teacher's name.

Goal 3: Recruit, support, and retain quality employees. School Culture, Staff Quality, and School Context & Organization

Performance Objective 2: Discipline plan that addresses a uniform and consistent plan across grades. Form a behavior team that works to support teachers while redirecting and assisting the student. Provide communication avenues that allows for honest input on how things are working.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Consistently implement Campus Behavior Plan. School wide CHAMPS model used. Weekly newsletter with behavior/CHAMPS updates and tips for staff.	Behavior Team (Behavior Interventionist, Cohort Principals, behavior aides, RESET teacher)	Decrease in student removals from class, evidence in Eduphoria that previous interventions have taken place. Posted CHAMPS expectations in halls, bathrooms, cafeteria, classrooms, offices, etc.
2) Utilize behavior specialist, counselors and behavior aides to reform student behaviors for Tier III students. Utilize PASS classroom and teacher for in school intervention program for Tier II and III students.	Behavior Team (Behavior Interventionist, Cohort Principals, behavior aides, RESET teacher), counselors, CIS PASS teacher and aide	Decreased number of referrals, ISS, OSS, and DAEP placements.
3) Provide teachers, staff, and administrators with behavior intervention training and professional development in areas of individual behavior plans, classroom management techniques, de-escalation techniques, identifying underlying problems and issues for students, parent involvement for problem students, and other areas as identified. Classrooms are monitored frequently to provide feedback and assistance.	Behavior Team (Behavior Interventionist, Cohort Principals, behavior aides, RESET teacher), counselors, CIS Funding Sources: Title 1 School Improvement - 2500.00	Sign in sheets from PD, decrease in incident reports in Eduphoria for classroom management issues.

Goal 3: Recruit, support, and retain quality employees. School Culture, Staff Quality, and School Context & Organization

Performance Objective 3: Professional development plan that builds teachers strengths, addresses areas of growth, increases teachers content base, explores new areas of teaching in technology, and incorporates instructional learning walks into PLC discussions.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Instructional specialists evaluate and provide feedback on all core lesson plans on a weekly basis. Integrate best practices with technology based instruction to increase the effectiveness of instruction.	Dean of Instruction, Instructional Specialist, APs, and Principal	Comments provided every Thursday. Dialogue in PLCs every Friday. Report to appraiser if lesson plans are not posted. Technology incorporated into lessons; student led technology.
Funding Sources: Title 1 School Improvement - 75000.00		
2) Instructional Leadership Team provides ongoing feedback based on classroom observations to include walkthroughs, lesson plans, and student data to help the teachers improve in their self identified goals.	Instructional Leadership Team, PLC	Development of more effective lesson plans, classroom observation, and student data.
3) Utilize conferences and workshops to strengthen content, instruction and collaboration in teachers by sending them to workshops including AVID, GT Training's, Baylor Summer Literacy Institute, TxBess, CAMT, NAPDS, CAST and Region 12 and other in and out of district/state conferences as needed.	Instructional Leadership Team	Teachers will use the resources gained by attending the conferences/workshops in their classroom to improve student's academic success.
Funding Sources: Title 1 School Improvement - 6000.00		
4) Teachers provide professional development to their peers in areas such as RTI, technology, instructional strategies, classroom management, etc.	Instructional Leadership Team; teachers, PLC	Sign in sheets and classroom observations, teacher self reflections, surveys.
5) Conduct two teacher learning walks per month. Each learning walk will focus on a particular element such as transitions, classroom management, small group instruction, etc. Instructional Leadership Team monthly calibration walks to stay focused as a team on walkthroughs and evaluations.	Instructional Leadership Team; teachers	Successful implementation in their own classroom through observation. Data on walkthroughs and evaluations are collaborated as a team.
6) Each need based teacher will have a lesson recorded for self evaluation working towards their identified goals.	Dean of Instruction, Instructional Specialist, Appraisers	Change of instruction based on teacher/IS/appraiser conversation.

Waco Independent School District
G.W. Carver Middle School
2017-2018 Improvement Plan



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Goals

Goal 1: G.W. Carver will meet state standard in 2018.

Performance Objective 1: Ensure that by June of 2018, 65% of all students taking the STAAR in all subjects tested will meet or exceed "approaches grade level". All students taking the Reading in 6th grade will increase from 37% to 60%. 6th grade Math scores will increase from 38% to 40%. 7th grade Reading scores will move from 45% to 60%, 7th Math from 38% to 44% and 7th grade Writing from 40% to 61%. 8th grade Reading will increase 56% to 70%, 8th grade Math 59% to 65%, and Science 8th grade 45% to 63%, and Social Studies 8th grade 29% to 56%. The percentage of students meeting progress measure (Index 2) will increase by five percent (5%). The percentage of students meeting index 3 will increase by 4 points. The percentage of students meeting the master level will increase by two index points.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Utilize Professional Learning Communities (PLC) to review data derived from Lead4ward resources, Benchmark assessments, STAAR results and progress monitoring to create targeted instructional plans.</p>	<p>Principal, Instructional Specialist and grade level Chairs.</p> <p>Funding Sources: Title 1 School Improvement - 139797.00</p>	<p>Teacher will have an understanding of the level of the TEK and deliver aligned instruction.</p> <p>Progress monitoring within the ILT will reflect the results of targeted instruction.</p>
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) The Carver leadership team will provide clear expectations for instruction and interventions to staff to ensure that all at-risk and ELL students are challenged to succeed. The staff will utilize interventions such as: Think Through Math, Motivational Math, Compass Learning, IStation, Successful Reader, LLI Kits, STAAR Master and Measuring Up in all core content areas.</p>	<p>Principal, Assistant Principals, and Instructional Specialist.</p>	<p>Students will demonstrate the ability to work successfully with STAAR formatted material.</p> <p>ILT will review specific work samples of specific students that use these practices.</p>

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) ELA teachers will assist the staff in creating writing prompts for Science, Social Studies, Math, and extra-curricular classes to reinforce concepts defined in the writing rubric.</p>	<p>Assistant Principals over ELAR & ELAR Instructional Specialist.</p>	<p>Students writing will improve because of the practice cross- curriculum integration by implementing the following strategies.</p> <p>1) PLC will evaluate students products to ensure that writing is integrated into all subject areas.</p> <p>2) Department leads will work with the team to identify the product for review.</p> <p>3) ILT will review student work at each ILT meeting to check for implementation.</p>
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) All ESL students will improve reading language skills through bilingual interventions provided by the District bilingual department.</p>	<p>Assistant Principal over ELAR and Instructional Specialist over ELAR.</p>	<p>Reading will improve for ESL students. ESL demonstrate improvement in LLI reading levels. A district Bilingual department member will monitor progress weekly and report to the ILT.</p>
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Tutorials will be offered during the week and on Saturdays with the assistance of CIS, Sylvan Learning Center, District Bilingual support and ACE 21 Century. These tutorials will focus on STAAR standards, and TEKS in all core areas.</p>	<p>Principal Tutors Bilingual Support CIS ACE</p>	<p>Tutorials and remediation strategies in core-areas will decrease the retention rate and improve student achievement.</p> <p>Principal will meet monthly with key stakeholders to review the following documents:</p> <p>Tutorial Schedule Tutorial Teachers Attendance Report Lesson Plans Student Progress Reports</p>
<p align="center">Funding Sources: State Compensatory Education - 30518.00</p>		
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) Upgrade or replace campus technology including projectors, document cameras, projector screens, and printers.</p>	<p>Assistant principals Instructional Specialist Teacher Leaders</p>	<p>Lessons will be highly visual and interactive. Students will show increased academic performance and increased engagement.</p>
<p align="center">Funding Sources: Title 1 School Improvement - 7138.00</p>		

Goal 1: G.W. Carver will meet state standard in 2018.

Performance Objective 2: G.W. Carver will eliminate barriers to academic achievement by planning and partnering with local, state and federal resources such as: ACE, AVID, Bear Project, Region 12 services, Sylvan Learning Center services and CIS.

Evaluation Data Source(s) 2: Program evaluation reports, STAAR results, Student services report, and Benchmark results.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Carver staff will Identify At-Risk students by criteria to provide appropriate intervention strategies.</p>	<p>Counselor over At-Risk along with Principal.</p>	<p>Instruction will be tailored to the needs of the students.</p>
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Carver teachers and staff will Identify approximately 50 additional students for the AVID program to increase college readiness.</p>	<p>Site-team coordinator and AVID District director.</p>	<p>AVID students will demonstrate academic success by applying WICOR strategies that increase success in Advance Placement course work. The AVID district director will attend ILT meeting once a quarter to review results. Administrators will participate in walk through to ensure that AVID strategies are being implemented.</p>
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Carver will utilize the ACE After School program to provide academic enrichment activities that are aligned to the District Pacing Guides and reinforce learning through innovative practices.</p>	<p>Principal 21st Century Grant Coordinator</p>	<p>Principal will meet monthly with key stakeholders to review the following documents: Tutorial Schedule Tutorial Teachers Attendance Report Lesson Plans Student Progress Reports</p>
<p align="center">System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>4) Staff will connect students with CIS and the BEAR project to address issues interfering with learning, such as, but not limited to emotional distress, family problems, or absent parents. Intervention strategies will be created for At-Risk students who meet state criteria.</p>	<p>Assistant Principal BEAR Project Coordinator</p>	<p>Principal will meet monthly with key stakeholders to review the following documents: Tutorial Schedule Tutorial Teachers Attendance Report Lesson Plans Student Progress Reports</p>

Goal 2: G.W. Carver will maintain a learning environment that will develop high performing student-focused teachers.

Performance Objective 1: Ensure that the teachers of Carver receive beneficial professional development through the use of Professional Learning Communities (PLC) that promote the overall effectiveness of teaching strategies through researched best practices.

Evaluation Data Source(s) 1: Walk through data

Lesson Plans

PLC Structure

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide support horizontally and vertically by department in PLC.</p>	<p>Instructional Leadership Team (ILT)</p>	<p>ILT review of lessons and walk-through will demonstrate curriculum alignment that will maximize classroom instruction with rigorous lessons and assessments.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide coaching and level support in PLC to implement differentiation with provided supplemental materials and resources.</p>	<p>Assistant Principals Instructional Specialist District Content Specialist and Coaches</p>	<p>PLC time will reflect consistent implementation of PLC protocol and improve the focus on student outcomes.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) The Instructional Leadership Team (ILT) meets weekly, reviews data and identifies an action plan to improve student learning.</p>	<p>Principal</p>	<p>Consistent expectations for the leadership team in ongoing monitoring and adjusting instructional support to the campus.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Professional development that targets teachers and student needs will be provided to teachers by various support services and third agencies.</p>	<p>Principal Assistant Principals</p>	<p>Teaching practices will improve as evidence by incorporating tools and strategies acquired during professional development.</p>
<p>Funding Sources: Title 1 School Improvement - 800.00</p>		

Goal 2: G.W. Carver will maintain a learning environment that will develop high performing student-focused teachers.

Performance Objective 2: Carver staff will utilize the domains of the T-TESS to provide constructive feedback to teachers that will promote continuous growth in best practices for teacher performance.

Evaluation Data Source(s) 2: T-TESS formal and informal evaluations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Provide teachers with ongoing professional development of the T-TESS dimension.</p>	<p>Campus Administrators</p>	<p>Ensure that teachers are knowledgeable of the different levels of teacher effectiveness.</p>
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Calibrate walk-through data collected by Instructional Leadership Team, including administrators and instructional specialists, to ensure expectations of classroom instruction are met.</p>	<p>Campus Administrators Instructional Specialists</p>	<p>Teachers will implement instructional techniques that are meeting the needs of their students.</p>

Goal 3: G. W. Carver will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Discipline referrals will decrease by 5%

Evaluation Data Source(s) 1: Attendance and Discipline Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy Critical Success Factors CSF 3 CSF 6</p> <p>1) Use the Panther Way (campus behavior system) process to manage behaviors by providing strategies and teacher documentation within the classroom.</p>	<p>Administrative Team/ Counselors</p> <p>Funding Sources: State Compensatory Education - 64427.00</p>	<p>Consistent documentation to improve RTI behavioral needs.</p>
<p>System Safeguard Strategy Critical Success Factors CSF 2</p> <p>2) Behavioral Aides will be assigned designated hallways to assist teachers with the Panther Way process while implementing Restorative Practices.</p>	<p>Administrators/ Teachers</p>	<p>Students will remain in attendance, improving grades and preventing early dropouts.</p>
<p>Critical Success Factors CSF 5</p> <p>3) District Career Technical Education (CTE) will conduct a transitional week that will provide students with information on high school and post-secondary educational opportunities.</p>	<p>Counselors/Parent Liaison</p>	<p>A campus focus on post-secondary plans.</p>

Goal 4: G. W. Carver will increase family and community engagement.

Performance Objective 1: Carver Middle School will increase effective communication to parents by 10% from 2016-2017 to 2017-2018.

Evaluation Data Source(s) 1: Formative agendas, sign-in sheets, handouts, summative parent survey, and involvement checklist will serve as evidence of increased participation.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 2 CSF 5</p> <p>1) Make campus information readily available for parents through social media, educational reminder application, newsletter, website and a phone system.</p>	<p>Counselors Parent Liaison Administrators Teachers</p>	<p>Parents are more informed of school events and initiatives, which will increase parental involvement.</p>
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>2) Teachers will contact a minimum of ten parents per week, using a parent contact log.</p>	<p>Campus Administrators</p>	<p>Parents are consistently informed of student progress, positive performance, maintain open communication with teachers, and invited to campus activities.</p>
<p align="center">System Safeguard Strategy Critical Success Factors CSF 5</p> <p>3) Conduct annual Title 1 meetings (morning and afternoon) to inform parents of services available through Title 1 funds.</p>	<p>Counselors Administrative Team</p> <p>Funding Sources: Title I Parent Involvement - 0.00</p>	<p>Parents are informed of Title 1 funding.</p>

Goal 4: G. W. Carver will increase family and community engagement.

Performance Objective 2: G.W. Carver Middle School will host monthly partnership meetings on topics that will assist in improving student achievement and discipline in school and at home.

Evaluation Data Source(s) 2: Agenda, Sign In Sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 7</p> <p>1) Implement professional development for staff/parents with a focus on parent education, volunteerism, and ways to effectively communicate in English and Spanish.</p>	Counselors/ Parent Liaison	Increased parental communication and involvement at the campus.
<p align="center">Critical Success Factors CSF 5</p> <p>2) Campus will host family dinner nights once a semester, including but not limited to:</p> <p>Wellness/Nutrition Homework Assistance Instructional Support Restorative Discipline Strategies College Readiness STAAR</p>	Counselors/ Parent Liaison	<p>Improved support of student achievement, and an increase in parental involvement.</p> <p>Funding Sources: Title I Parent Involvement - 2095.00</p>
<p align="center">Critical Success Factors CSF 6</p> <p>3) Complete and disseminate a Parental Involvement Policy to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p>	Parental Liaison Principal	Campus record of a Parental Involvement Policy on the website with an End of Year Survey.

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Goals

Goal 1: Increase Student Achievement, participation, and performance. Improve and support academic student performance. 100% of students will show measurable growth in all subject areas and at least 75% of students will meet or exceed district checkpoints (benchmarks) in math, writing, reading, science and social studies.

Performance Objective 1: Identify value added growth with each individual with a targeted focus on the student groups (Using 2013 Baseline for Eco-dis; African-American, Hispanic). Emphasis is in subject areas and all students to gain an overall increase in the following percentages for the 2017-2018 school year: Eco-dis. - reading 59%, Math 51%, Writing 54%, Science 50%, and Social Studies 32%. Goal for Eco-dis group is set at a minimum of 75% for all tests. 2013 Baseline: African-American - reading 53%, Math 44%, Writing 51%, Science 48%, Social Studies N/A. Goal for African -American group in all testes is a minimum of 75%. 2014 Baseline: Hispanic - Reading 65%, Math 55%, Writing 59%, Science 51% and Social Studies 29%. Goal for the Hispanic sub-population is set at a minimum of 75% . On the first submission of the STAAR exam 30% of the special education identified students will pass Reading, Writing, Math, Social Studies, and Science 100% special education identified students will show growth using clearly defined processes, targeted inclusion teacher/student schedules, and student trackers to regularly evaluate student performance to add academic value.

Evaluation Data Source(s) 1: TAPR Report; End of Year Attendance Report; Collaborative meeting summaries, data sheets, "SLR-Type" analysis for each sub-population, RTI data, and SE targeted documentation; district checkpoint data summary sheets, individual teacher breakdown by district scores, individual and group teacher meeting summaries from instructional specialists and leadership teams.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Use the Texas Resource System and district pacing guide to develop and implement strong student centered, real world, research based classroom instruction in all content areas with teachers as facilitators of student learning.</p>	Instructional Specialists	Lesson plans, observations, walkthroughs, data from common assessments, STAAR results measured by student success.
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Identify and provide intervention to at-risk students during, after the school day, and Saturdays through personnel, technology, testing strategies and/or other academic intervention specific materials needed for intervention strategies.</p>	Instructional Specialists	<p>Data from common assessments, lesson plans from tutorials, RTI documentation, tutorial attendance</p> <p>Funding Sources: Title 1 School Improvement - \$27,097.00, State Compensatory Education - \$23,007.00</p>

3) Establish content and across grade level PLCs to work with data and assess student needs.	Principal, Assistant Principals, Instructional Specialists	PLC Minutes, data reports by six weeks
4) Celebrate achievement of reading goals once each six weeks and at the end of the year.	Principal, Assistant Principals, Instructional Specialists, Teachers	Reading logs, AR class reports, pictures of celebrations
System Safeguard Strategy 5) Include more SPED students in general education classroom instruction with support from inclusion teacher.	SPED Teachers, teachers	Lesson Plans, Walkthroughs, Student IEPs
6) Conduct grade level data meetings with principal once every six weeks and planning meetings with Instructional Specialists weekly.	Principal, Instructional Specialists, Teachers	Lesson plans, Walkthroughs, Common Assessment reports
		Funding Sources: Title 1 School Improvement - \$63,252.00, State Compensatory Education - \$63,208.00
System Safeguard Strategy 7) Work closely with the Bilingual/ESL Department for ESL teacher support and instructional monitoring.	Instructional Specialist	WISD/ESL campus sign-in sheets
8) Continue to implement Lead4ward program for best practices.	Principal, Assistant Principals, Instructional Specialists	Meeting Minutes, Learning Walk data
System Safeguard Strategy 9) Hire temporary classroom instructional support to assist in the areas of Reading, Math and SPED. (highly qualified staff).	Principal, Instructional Specialists,	Payroll sheets, Sign-in sheets
		Funding Sources: Title 1 School Improvement - \$28,513.00, State Compensatory Education - \$23,413.00
Critical Success Factors CSF 1	Instructional Specialists	Printed documents, departmental and grade level meeting agendas
10) Use TEA STAAR resources and consumables to increase student achievement through intervention, tutorials and Saturday camps.		Funding Sources: State Compensatory Education - \$10,000.00
System Safeguard Strategy 11) Differentiate instruction to ensure all TEKS/STAAR objectives are taught by creating individualized learning plans for all students.	Principal, Instructional Specialists	Student IEPs, Lesson Plans, Power Walk Data, STAAR Results
System Safeguard Strategy 12) Utilize SAT/RTI process to analyze needs of at-risk students and determine appropriate interventions.	Principal, Instructional Specialists	Agendas, Sign-in sheets, SAT/RTI forms, SAT minutes
13) Develop and actively monitor the Computer Lab focusing on reading and/or math intervention as part of the middle school reform efforts for those students who are behind grade level and have failed STAAR assessment (reading and/or math)	Principal, Instructional Specialists	Ongoing benchmark assessments, lesson plans, walkthrough data, STAAR assessment data (reading and/or math)
		Funding Sources: Title 1 School Improvement - \$4,774.00

<p align="center">System Safeguard Strategy</p> <p>14) Train all 6th, 7th, 8th grade students during grade specific presentations/professional develop sessions presented by professional speakers for the purpose of getting students to utilize sound/effective techniques to improve their test scores, they will learn test preparation strategies, receive student motivation through music and gain insight/be taught various innovative strategies to help influence their academic achievement.</p>	<p>Principal Assistant Principals Instructional Specialists Teachers</p>	<p>Data from common assessments, tutorial attendance data, data from six weeks grades, overall increase in academic success.</p>
<p>15) Hire AVID tutors to assist in core learning areas.</p>	<p>Principal, AVID Coordinator</p>	<p>Expansion of AVID program, more students using resources, decrease failure rate</p>
<p align="center">Critical Success Factors CSF 1</p> <p>16) Utilize manipulatives to enhance instruction and for interventions in the contents areas of math, reading, social studies, and visual arts.</p>	<p>Instructional Specialist, Assistant Principals</p>	<p>Increase in authentic student engagement on walkthrough data by appealing to multiple learning styles Increase in district benchmark scores, Increase in STAAR achievement</p>
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>17) Utilize Math XL for 7th and 8th grade math lab as an intervention for STAAR preparation.</p>	<p>Math Coach, Instructional Specialists</p>	<p>Increase in math scores on benchmarks, district tests, and STAAR</p>
<p align="center">Critical Success Factors CSF 1</p> <p>18) Differentiate math instruction to enhance hands on learning through virtual manipulation.</p>	<p>Math teachers, Instructional Specialist</p>	<p>Increase in authentic student engagement on walkthrough data by appealing to multiple learning styles Increase in district benchmark scores, Increase in STAAR achievement</p>
<p>19) Purchase AVID agenda for AVID students for organizations and planning</p>	<p>AVID teacher and AVID coordinator</p>	<p>Students will master study good study habits and increase academic performance</p>

Goal 2: Maintain a safe and disciplined environment conducive to student learning by using a Positive Behavior Intervention and Support (PBIS) System. The use of two-way radios between administrators, counselors, and support staff help maintain effective communication with the ISMS campus.

Performance Objective 1: ISMS will implement effective student management strategies to improve student behavior and decrease the number of reported daily student discipline incidents from 16 to 13 per day (-15%).

Evaluation Data Source(s) 1: Daily and End of year discipline data reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 6</p> <p>1) Train staff to utilize CHAMPS in order to create, implement and maintain a positive, safe, and disciplined environment throughout the 2017-2018 school year.</p>	Administration, CHAMPS Team	<p>Decreased student incident referrals, student SAT referrals for proactive interventions to be implemented to help the student be successful at ISMS.</p> <p>Student referrals to the Waco ISD Saturday Diversion.</p>
<p>2) Require teachers, parents, and students to sign the Bulldog Home School Agreement Form to agree to work together for a safe school environment. (Home School Compact - Title I)</p>	Teachers, Assistant Principals, Principal	Returned Signed Bulldog Home School Agreements (documentation)
<p>3) Incorporate Differentiated Instruction Techniques and best teaching practices (i.e. Marzano's Strategies, Creative Thinking Strategies) training in an effort to meet the needs of individual students especially those students identified as at-risk.</p>	Principal, Instructional Specialists, Assistant Principals	Lesson Plans, Observations, ILT walkthroughs, TTESS walkthroughs. Increase in overall student performance.
<p>4) All staff members to be familiar with the Emergency Operations Plan procedures and be able to implement the campus plan when necessary. Drills will be conducted to practice the plan.</p>	Principal, Assistant Principals	Documented Emergency Plan lessons/trainings conducted throughout the school year, Completed drills for the academic school year.
<p>5) Recognize and publicize positive and responsible behavior/actions on a daily, weekly, monthly, and yearly basis.</p>	Assistant Principals, Teachers, PEIMS	Recognition assemblies, student certificates, picture wall, and parent letters and/or phone calls.
<p>6) Develop contracts, behavioral action plans, for identified students.</p>	Assistant Principals, Teachers, Behavior Aides	Decrease number of office referrals.
		Funding Sources: Title I School Improvement - \$57,639.00
<p>7) Provide intervention counseling for students experiencing continuous and/or repetitive disciplinary infractions.</p>	Principal, Assistant Principals	# of students served, # of counseling sessions provided, reduction in office referrals
<p>8) Ensure proper implementation and frequent monitoring of the ISMS RTI Pyramid for all tiers.</p>	Principal, Assistant Principals	Increase in academic success, students display of appropriate behaviors, decrease number of office referrals by at least 35%

<p style="text-align: center;">System Safeguard Strategy</p> <p>9) Analyze discipline data frequently to determine staff and individual teacher support.</p>	<p>Assistant Principals, Principal and ISMS Discipline Team</p>	<p>Decrease number of discipline referrals over the year reflected in end of year discipline data reports</p>
<p style="text-align: center;">System Safeguard Strategy</p> <p>10) Provide interventions for new teachers and teachers in need of assistance with classroom management.</p>	<p>Principal, Assistant Principals, Teachers</p>	<p>Individual Action Plan with timelines and classroom observations to obtain a reduction in office discipline referrals</p>
<p>11) Implement student-centered classroom instruction from bell to bell.</p>	<p>Principal, Assistant Principal, Instructional Specialists, Teachers</p>	<p>Fewer discipline referrals</p>
<p style="text-align: center;">System Safeguard Strategy</p> <p>12) Provide a mentor to support targeted students to help with conflict resolution and bullying prevention/intervention that often result in discipline referrals.</p>	<p>Principal, Assistant Principals</p>	<p>Student referrals to mentor Documented schedule of working with students Decrease in discipline referrals</p>
<p style="text-align: center;">Critical Success Factors CSF 3</p> <p>13) Purchase 2 way radios to ensure effective communication among the administrative staff and behavioral team to ensure a safe and disciplined campus environment.</p>	<p>Assistant Principals</p>	<p>Coordinated and effective management of students. Efficient communication regarding the supervision of students.</p>

Goal 3: Improve campus culture by Using Effective Instructional Communication

Performance Objective 1: To create an environment and structure(s) that encourages and promotes all adults to function interdependently at Indian Spring Middle School for the betterment of student performance. Measure will be increase in student assessment meetings, discipline meetings, and parental meetings.

Evaluation Data Source(s) 1: Teacher Retention data, formal and informal teacher feedback, workplace survey, teacher attendance records.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 6</p> <p>1) Train teachers in the methodology of CHAMPS, reviewing a behavioral matrix that staff will follow creating a sense of unity. Strategies from CHAMPS will also be utilized that are interrelated to many PBIS components (i.e. schoolwide procedures/expectations, individual classroom procedures/expectations, etc.).</p>	<p>Assistant Principals, CHAMPS committee members, teachers</p>	<p>Campus climate survey CHAMPS Committee Bi-monthly meetings Discipline reports</p>
<p>2) Teachers will meet formally and informally to monitor and adjust teacher created lesson plans and share successes/concerns as grade level and/or subject-specific teams.</p>	<p>Campus Principal, Assistant Principals, Instructional Specialists</p>	<p>Meeting Sign-In Sheets, Classroom observations</p>
<p>3) Teachers will participate in Grade Level and Departmental meetings scheduled with campus administration to resolve instructional and/or environmental areas of concern for the campus.</p>	<p>Principal</p>	<p>Meeting Sign-In Sheets, campus-surveys noting improvement in the area of concern(s) noted from meetings.</p>
<p>4) Teachers will participate in various celebration activities and team competitions, such as Chili Cook Off, semester birthday celebrations, Fun Friday activities, Staff gatherings, Shared celebrations.</p>	<p>Administration Team; Bulldog Social Committee</p>	<p>Documented completion of celebration activities.</p>

Goal 4: Improve student attendance.

Performance Objective 1: Increase attendance rate for all students from 95% to 96% and above.

Evaluation Data Source(s) 1: End of year attendance for all students from 95% to 96% and above.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Monitor campus attendance rate on a weekly basis to build awareness.	Attendance clerk, Assistant Principals and Principal	Email sent to principal once a week that shows attendance rate.
System Safeguard Strategy 2) Create awareness in our community specifically targeting ISMS parents/students on the importance of daily school attendance and how it affects a student's academic success and or failure and the correlation between attendance and dropout prevention.	Principal	Campus web-page, Minutes from Parent Informational meetings, School Messenger call reports noting attendance policies and weekly rates.
3) Recognize students with perfect attendance each three-week interval and hold attendance celebrations and/or drawings at the end of six weeks.	ISMS Attendance Committee Counselors PEIMS (Attendance clerk) Principal	Celebration pictures from celebrations and drawings, perfect attendance bulletin board on campus with student names.
4) Recognize each student's birthday by calling his/her name on morning announcements and award them with a Bulldog Paw, getting to go first in the cafeteria line during lunch, and eating outside in the courtyard with two friends (weather permitting).	Counselors, Assistant Principal, Principal	100% of students will be present on their birthday.
	Funding Sources: Local/General - \$0.00	
System Safeguard Strategy 5) Follow the WISD attendance procedures to increase student attendance.	PEIMS (Attendance Clerk), ISMS Attendance Team, Principal	Attendance files
System Safeguard Strategy 6) Maintain prompt and accurate attendance records.	Principal, PEIMS (Attendance Clerk)	Daily Attendance Submission Reports submitted to campus principal by PEIMS (Attendance Clerk)
System Safeguard Strategy 7) Utilize district PCL to make home visits to students who have 3 or more unexcused absences.	Principal, Assistant Principals, PEIMS Clerk (Attendance Clerk), PCL(s) assigned to ISMS.	PCL home visit logs
System Safeguard Strategy 8) Provide training for bullying prevention and intervention.	Principal, Assistant Principal	Anti-Bullying program is created and Zero Tolerance for bullying is implemented.

Goal 5: Increase the percentage of Limited English Proficient students achieving passing rates on the statewide standardized testing program.

Performance Objective 1: 60% of all ELL students will pass all state required assessments for their grade level.

Evaluation Data Source(s) 1: 60% of our ELL students will have passed STAAR exams in their grade level.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Engage ELL students with texts that are appropriate to their English level. Teachers will continue to receive professional development in the area of addressing/instructing ELL(English Language Learners).</p>	Administrators, Instructional Specialists, ESL certified teachers	Students will show increased academic performance on common assessments.
2) ESL certified teachers will effectively incorporate second language acquisition goals and objectives into their classrooms.	Administrators, Instructional Specialists	Increased student performance on TEK objectives as measured by common assessments, benchmarks, and portfolios.
3) Continue ISMS English Language Learner (ESL) classroom to address the needs of students identified as beginning and intermediate with regard to their English Proficiency ratings. (Increase in students at the secondary who are Newcomers and have little to no English language acquisition).	ISMS ESL teacher, Instructional Specialists	Increased passing percentage in benchmark assessments, three week progress reports, six week report card grades and state assessments.

Goal 6: ISMS will provide on-going professional development opportunities for staff to improve instruction, skill sets for their respective positions and to help with staff retention.

Performance Objective 1: Teachers will be provided with time and opportunities for training that meets the specific needs of the staff, students, and campus to improve instruction and skill sets for their respective positions.

Evaluation Data Source(s) 1: Staff sign-in sheets; improved instruction observed/monitored via campus data-walks; improved student achievement on teacher made, district level benchmark assessments; improved student achievement on STAAR state assessment.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p>1) Purchase teacher reading materials specifically focusing on reaching "struggling students" to be utilized as individual teacher books studies, small group (teachers with similar deficiencies) book studies; principal coaching; instructional specialist coaching for identified staff who need assistance to help them improve with reaching struggling students.</p>	<p>Principal Assistant Principals Instructional Specialists Departmental/Grade Level Teacher- Leaders</p>	<p>Increased student performance on TEK objectives as measured by common assessments, benchmarks, portfolios and STAAR state assessment.</p>
<p>2) Contract services to provide teacher/leader, administrator and/or instructional coach support to assist the campus in implementing research-based practices for curriculum development and classroom instruction, including bilingual education and special education programs, if appropriate, and financial management.</p> <p>Specific but not limited to areas of focus included: research-based technical assistance, including data analysis, academic deficiency identification, intervention implementation, and budget analysis, to strengthen and improve the instructional programs at the campus;</p>	<p>Principal Assistant principals Instructional Specialists Departmental Teacher Leaders</p>	<p>Increased teacher performance to address the academic and social needs of the diverse students served at ISMS to include: students performing below their academic grade level, students receiving SPED services, students identified as LEP students, other at-risk students.</p>
<p>3) Increase teacher support and retention through mentoring, support and coaching.</p>	<p>WISD Mentoring program ISMS mentoring and buddy teacher program team Instructional Specialists Principal</p>	<p>Classroom Observations Meeting Agendas Teacher Retention end of year rate.</p>

Goal 6: ISMS will provide on-going professional development opportunities for staff to improve instruction, skill sets for their respective positions and to help with staff retention.

Performance Objective 2: 100% of ISMS Teachers will participate in PD/workshop in order to identify common classroom behavioral issues and create proper coping strategies. Reduce number of office and ISS referrals from 16 per day (average) to 14. In addition, teachers will learn new classroom management strategies.

Evaluation Data Source(s) 2: Improved classroom management observed/monitored via campus data-walks;Reduction in student referrals:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Teachers will be paid to participate in an interactive workshop that addresses common behavioral issues and be given practical, hands-on strategies to enhance classroom management. Both prevention and intervention strategies will be presented.	Campus Administration and Leadership	Overall reduction of student referrals; Increase in positive classroom interaction between students and teachers; and increase in benchmark scores.
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> 2) Teachers will participate in content specific trainings and workshops to gain 21 century technology and interactive differentiated lesson strategies to reach at risk students and gifted learners.	Instructional specialists	Increase in student active engagement: more creative and interactive lesson plans; increase in benchmark scores

Goal 6: ISMS will provide on-going professional development opportunities for staff to improve instruction, skill sets for their respective positions and to help with staff retention.

Performance Objective 3: 100% of teachers will be provided PD opportunity designed to increase accountability, learning innovations, and campus improvement strategies.

Evaluation Data Source(s) 3: Improved student outcomes monitored through walkthroughs and student assessment scores.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Select teachers will attend ASCD Annual Conference. The conference will help inspire accountability, innovation, and possibility for school improvement through partnerships and research-based best practices	Campus Leadership and Administration	Improvement in student outcomes in assessment data.

Goal 7: Recruit, support, and retain quality employees.

Performance Objective 1: Retain 75% of faculty for 2017-2018 SY through mentoring, support and coaching.

Evaluation Data Source(s) 1: Staff retention rates will increase by 10%. Staff resignation/transfer data; Staff attendance rate, substitute budget.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize the Waco ISD Mentor program for the purpose of assigning a mentor teacher to each 1st year teacher employed at Indian Spring Middle School.	Principal Assistant Principals Instructional Specialists	Each new teacher to Indian Spring Middle School will be assigned a mentor before school starts and will meet at least monthly throughout the year.
2) Assign a buddy teacher to experienced teachers new to Waco ISD and to Indian Spring Middle School.	Principal Assistant Principals Instructional Specialists	Buddy and new teacher to Indian Spring Middle School (not new to the profession, experienced teacher) will meet at least monthly throughout the year.
3) Recruit appropriately certified staff (professional and paraprofessional) by way of attending the Waco ISD yearly job fair and/or the utilization of Waco ISD's TEAMS Employment system when a vacancy occurs on the campus.	Principal Assistant Principals Instructional Specialists Department points of Contact (Department heads)	Successful employment of experienced appropriately certified staff members when vacancies occur.

Goal 8: Use of current and emerging classroom technology to meet the needs of all students.

Performance Objective 1: Instructional staff, administrative staff, and students will use new technology to enhance learning through differentiated instruction. Visual media will be displayed by LCD projectors and document cameras. Goal will be measurable by continued increase in district assessment test at the end of 6 week periods.

Evaluation Data Source(s) 1: Staff sign-out sheets; Improved instruction observed/monitored via campus data-walks; improved student achievement on teacher made, district level benchmark assessments; improved student achievement on STAAR state assessment.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Upgrade computers and monitors to utilize current programs available for instruction and intervention.	Principal Assistant principals	Students will show increased academic performance on common assessments.
<p>System Safeguard Strategy</p> 2) Provide interventions for identified students, during and outside the school day, including temp. hire tutors and staff outside of the school day.	Principal Assistant Principals Instructional Specialists Departmental Teacher Leaders	Students will show increased academic performance on common assessments.
<p>System Safeguard Strategy</p> 3) Purchase supplemental resources for STAAR test prep and practice.	Principal Assistant Principals Instructional Specialists Departmental Teacher Leaders	Students will show increased academic performance on common assessments.
<p>Critical Success Factors CSF 5 CSF 6</p> 4) Upgrade visual arts program to include dimensional, media, graphic, digital animation, photography, painting, ceramics, and fibers in preparation for Visual Arts Scholastic Event and additional art programs	Fine Arts Teachers, Instructional Specialists, and Principal	Students will participate in VASE event, increased student attendance, increase academic performance of students involved in VASE event, school and community-wide art exhibit showcasing student work
<p>Critical Success Factors CSF 1</p> 5) Replace or upgrade LCD projectors and document cameras to support student learning with existing laptops and Ipads.	Instructional Specialists and Assistant Principals	Lessons will be highly visual and interactive. Students will show increased academic performance and increased engagement.

Goal 9: Improve Academic Performance

Performance Objective 1: Faculty and Staff will use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with State academic standards. Measured by continuous increase in district assessment scores.

Evaluation Data Source(s) 1: Improved instruction and curriculum

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with state academic standards.	Principal, Assistant Principal	Curriculum that is aligned throughout grade level. Collaboration among teachers throughout grade levels to ensure alignment.
2) Ensure curriculum alignment.	Principal, Assistant Principal, Instructional Specialist	Curriculum that is aligned throughout grade level. Collaboration among teachers throughout grade levels to ensure alignment.

Goal 9: Improve Academic Performance

Performance Objective 2: Continuous use of student data to improve instruction throughout academic areas. Increase in district assessment scores at the end of each 6 week period.

Evaluation Data Source(s) 2: Increased use of data materials

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Provide ongoing job-embedded PD to campus leaderships, teachers and support staff; bring in consultants, offer training in summer	Principal, Assistant Principal, Instructional Specialist	Increased use of data
Critical Success Factors CSF 2 CSF 7	Principal, Assistant Principal	Build or provide teachers with a designated Data Room that can be accessed by teachers and allows for privacy.
2) Maintain adequate space on campus for teacher data room and continue to update weekly.		
3) Provide extended time for instructional teams to review data and create strategies for differentiating instruction.	Assistant Principals, Instructional Specialists	Using sign in sheets for access to Data Room and increase in student assessment scores.

Goal 10: Increase use of quality data to inform instruction

Performance Objective 1: Create research based instructional program

Evaluation Data Source(s) 1: All teachers and support staff will be trained in data disaggregation for their respective areas weekly by way of the professional learning community.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1</p> <p>1) Provide training in data disaggregation for student level, class level, content area, and teacher/student strengths and weakness identification.</p>	<p>Principal, Assistant Principals, Instructional Specialists</p>	<p>Beginning in 08/2017 data teams will be created along with allotted time for research. Overall improvement of curriculum design is required and sign in sheets for faculty/staff is required.</p>
<p>2) Instill campus wide culture of data driven decision making</p>	<p>Principal, Assistant Principals, Instructional Specialists</p>	<p>Increase use of data as a decision tool and time allotted for data research.</p>

Goal 11: Increase Leadership Effectiveness

Performance Objective 1: Grant operational flexibility to allow principal time to assemble comprehensive and well trained staff of teachers and support staff.

Evaluation Data Source(s) 1: All teachers and staff will receive professional development and must commit to school turnaround goals.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>1) Demonstrate operational flexibility by offering zero hour classes, after school programs, and teacher led training and other opportunities not limited to those listed above.</p>	Principal	Overall improvement of campus culture, operations, and programs
2) Provide clear communication regarding campus changes	Principal	Overall improvement of campus communications
3) Emphasize data utilization through creative PD.	Principal	Research-based decisions will help improve student assessments, placement, and monitoring.

Goal 12: Increase Learning Time

Performance Objective 1: Redesign school calendar to allow more time for instruction in core areas, enrichment activities, and professional development

Evaluation Data Source(s) 1: Redesigned daily calendar with an increase in instructional minutes each semester.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Develop a comprehensive schedule to ensure increased learning time for teachers by providing PD opportunities in summer, Saturday PD, new technology, reading and writing blocks during lunch, Zero Hour.	Principals, Assistant Principal, Instructional Specialists.	Sign in sheets required for all PD training and for reading and writing blocks. Overall improvement of learning opportunities.
2) Increase student learning time through Zero Hour, after school tutorials, 1:1 learning, and Saturday Math Camps.	Principals, Assistant Principal, Instructional Specialists.	Sign in for Zero Hour, Math Camps, and 1:1. Increase in attendance of all after school programs.
3) Provide a variety of enrichment activities such as student government, college and career readiness, athletics	Principals, Assistant Principal, Instructional Specialists.	Creating more extra curricular clubs and activities to provide students with opportunities to develop into well-rounded individuals.
<p style="text-align: center;">Critical Success Factors CSF 7</p> 4) Increase teacher planning time to allow for collaborative planning during the day; allow teachers to attend campus PD monthly.	Principals, Assistant Principal, Instructional Specialists.	Sign in sheets for after school PD and increase in attendance of off campus PD.

Goal 13: Improve Parent/community Involvement and school climate.

Performance Objective 1: Provide appropriate community and social-emotional oriented services for students.

Evaluation Data Source(s) 1: Develop program that centers around parental and community involvement.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Utilize Parent and Community Outreach Specialist to develop outreach programs.</p>	Principal, Assistant Principals.	Development of School Ambassador program for parents as well as other volunteer programs.
<p>System Safeguard Strategy</p> <p>2) Provide emotional support services through promoting school resources such as social worker, communities in schools, and school counselor.</p>	Behavior Interventionist	Increase in student access to school resources
	Funding Sources: State Compensatory Education - \$15,500.00	
<p>System Safeguard Strategy</p> <p>3) Provide students access to pregnancy, homeless, drug and violence intervention services.</p>	Principal, Behavior Specialist	Creation of database of on-campus and local services plus referral system. Sign in sheet and monitoring of services provided.
<p>Critical Success Factors CSF 5 CSF 7</p> <p>4) Provide higher education information and career services for students and parents.</p>	Assistant Principals, Instructional Specialist	Outreach program designed to assist both students and parents with higher education information as well as career services. Information should be sent to parents/students quarterly. Database created to monitor distribution.
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 5</p> <p>5) Educate parents about campus performance for 2016-2017 accountability and current status</p>	Assistant principals, Instructional Specialist	Increase parent involvement with academic programs and monitoring of their students' academic progress
	Funding Sources: Title I Parent Involvement - \$1,000.00	
<p>Critical Success Factors CSF 5</p> <p>6) Educate parents about preparing at home for STAAR, upcoming Open House, and STAAR testing dates in March, April and May.</p>	Counselors	Increase parent participation in Open House and increase student attendance rates in March, April and May. Also increase in student academic achievement
	Funding Sources: Title I Parent Involvement - \$400.00	

<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 5</p>	<p>Assistant principals, Instructional Specialist, Counselors</p>	<p>Increase school attendance for 8th graders in tutorials and active participation in 1/2 day during school retest preparation.</p>
<p>7) Educate parents about the Texas Student Success Initiative for grade 8 and the student performance for those who did not meet standard.</p>	<p>Funding Sources: Title I Parent Involvement - \$500.00</p>	

Goal 13: Improve Parent/community Involvement and school climate.

Performance Objective 2: The Indian Spring Campus will work to develop a community engaged service learning program for learners.

Evaluation Data Source(s) 2: Partnership survey information will be gathered and date reviewed for continued program effectiveness.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>1) The Indian Spring Campus will engage community volunteers to increase service learning opportunities for students. The campus will employ a service coordinator to set up the program.</p>	<p>Assistant Principal Campus Principal Service Learning Coordinator</p>	<p>Increase engagement through the service learning circles. Positive feedback from parents, students, and community partners on the survey instrument.</p>
<p>2) Provide a translator for parents who need to communicate questions regarding parent presentation</p>	<p>Assistant Principal Counselors</p>	<p>Increase attendance and engagement of Spanish speaking parents</p>
<p>Funding Sources: Title I Parent Involvement - \$579.00</p>		

Goal 13: Improve Parent/community Involvement and school climate.

Performance Objective 3: Indian Spring Middle School will provide parent and community meetings during the 2017-2018 to share information and gather stakeholder input to better serve the needs of the ISMS learners.

Evaluation Data Source(s) 3: A participation roster will be generated per meeting.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase community and parental involvement through cultural inspired Dia de los Muertos activities that allow students to identify cultural patterns of self-awareness.</p>	<p>Fine Arts Department Coordinator Inbound Counselor College Prep Inbound Specialist Inbound Instructional Specialist 8th grade Assistant Principal Principal</p>	<p>Parent and community participation log.</p>
<p align="center">Funding Sources: Title 1 School Improvement - \$500.00</p>		
<p align="center">Critical Success Factors CSF 5</p> <p>2) Increase community and parental involvement through a celebration for Black History Month</p>	<p>Fine Arts Department Coordinator Inbound Counselor College Prep Inbound Specialist Inbound Instructional Specialists</p>	<p>Parent and community participation log.</p>
<p align="center">Funding Sources: Title 1 School Improvement - \$130.00</p>		

Goal 13: Improve Parent/community Involvement and school climate.

Performance Objective 4: Indian Spring Middle School will provide computer online access points to parents for the purpose of registering students, monitoring student performance, and keeping up to date with WISD information such as meeting dates, academic schedules, and events.

Evaluation Data Source(s) 4: A sign in and use form will be kept near the computer terminals to monitor usage and parent participation.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 5 1) Increase parent and community involvement and awareness by providing an online parent area for those who may not have access otherwise. Five computer terminals will be set up.	Campus parent and community involvement coordinator.	Parent and community participation log will be used.

Goal 14: Increase Teacher Quality

Performance Objective 1: Identify and hire teachers and staff who can work in turnaround environment.

Evaluation Data Source(s) 1: Using local competencies; increase training and professional development to increase overall quality.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Compile district's employee performance data on existing staff and review prior to interviewing Ensure all existing staff receive and understand expectations as a turnaround campus Expand existing interview team to include teacher representation. Include applicant teaching demonstration as part of interview process	Principal, Assistant Principal, Instructional Specialist	Teaching staff of at minimum of 50% of existing staff. Full staff.
<p style="text-align: center;">System Safeguard Strategy Critical Success Factors CSF 6 CSF 7</p> 2) Provide ongoing PD regarding subject pedagogy. Implement reward incentives, increased chances of promotions, and more flexible work conditions.	Principal	Increase in PD opportunities Increase in retention of teachers. District retention averages 74% per campus, ISMS is at 75%.
3) Establish turnaround expectations for staff.	Principal	Signed acknowledgement of understanding.
<p style="text-align: center;">Critical Success Factors CSF 6 CSF 7</p> 4) Continue applicant teaching demonstration as part of interview process	Principal, Assistant Principal, Instructional Specialist	Applicants will provide a "lesson" of their choosing during interview to demonstrate content knowledge, technology experience.
5) Expand existing interview team to include teacher representation.	Principal, Assistant Principal, Instructional Specialist	Teachers will be included on interview team to ensure candidate is good fit. Hiring decision will be measure.

Waco Independent School District
Tennyson Middle School
2017-2018 Improvement Plan



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Goals

Goal 1: Increase student achievement, participation and performance.

Performance Objective 1: Increase STAAR scores by 5% in all areas, including passing rates, progress measure rates and advanced measure rates from 2016-2017.

Evaluation Data Source(s) 1: checkpoint, DBA and STAAR data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Purchase necessary resources for achievement needs.</p>	<p>Leadership Team</p> <p>Funding Sources: Title 1 School Improvement - \$10,000.00</p>	<p>Increase in STAAR measures</p>

Goal 1: Increase student achievement, participation and performance.

Performance Objective 2: Increase reading levels and comprehension abilities of RtI level II and III students using various resources, including personnel to provide intervention services.

Evaluation Data Source(s) 2: reading level data
checkpoint, DBA and STAAR data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">PBMAS</p> <p style="text-align: center;">Critical Success Factors</p> <p style="text-align: center;">CSF 1</p> <p>1) Purchase necessary resources for needed achievement.</p>	Leadership Team	Improved STAAR performance
	Funding Sources: State Compensatory Education - \$7,000.00	

Goal 1: Increase student achievement, participation and performance.

Performance Objective 4: Increase the use of small group instruction, differentiation and RtI level II and III interventions by providing teachers with the PD and resources necessary to positively affect student growth and achievement.

Evaluation Data Source(s) 4: checkpoint, DBA and STAAR data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Resources and PD for teachers to be successful in this type of instruction.</p>	<p>Leadership Team</p> <p>Funding Sources: Title 1 School Improvement - \$10,000.00</p>	<p>Increased STAAR performance</p>

Goal 1: Increase student achievement, participation and performance.

Performance Objective 5: Increase student attendance in tutoring and intervention by providing incentives and transportation to students and additional pay to teachers.

Evaluation Data Source(s) 5: attendance logs

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Transportation for tutoring purposes</p>	Leadership Team	Increased STAAR performance
	Funding Sources: Title 1 School Improvement - \$7,500.00	

Goal 1: Increase student achievement, participation and performance.

Performance Objective 7: Employ Communities in School (CIS) to provide services and resources to students in need so as to positively affect their achievement and behavior.

Evaluation Data Source(s) 7: STAAR data
 discipline data
 CIS data

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) Employ CIS to positively affect campus and students.	Leadership Team	Increased STAAR performance, decreased truancy and discipline referrals
	Funding Sources: State Compensatory Education - \$15,500.00	

Goal 1: Increase student achievement, participation and performance.

Performance Objective 8: Increase students' knowledge of TEKS by providing them with field trips that are directly tied to learning objectives.

Evaluation Data Source(s) 8: STAAR data
checkpoint data

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 4 1) Transportation and other expenses for field trips</p>	Leadership Team	Increase STAAR performance
	Funding Sources: Title 1 School Improvement - \$5,000.00	

Goal 1: Increase student achievement, participation and performance.

Performance Objective 9: Hire tutors, as well as AVID tutors, to intervene with at risk students in reading, math, science, and social studies.

Evaluation Data Source(s) 9: STAAR data

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Hire AVID tutors</p>	<p>Leadership Team</p> <p>Funding Sources: State Compensatory Education - \$15,000.00</p>	<p>Increased STAAR performance</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Hire tutors to provide after-school tutoring for academic struggling students.</p>	<p>Leadership Team</p> <p>Funding Sources: State Compensatory Education - \$10,000.00</p>	<p>Increase STAAR performance</p>

Goal 2: Meet school attendance (ADA) of 96.5%

Performance Objective 1: Increase campus attendance.

Evaluation Data Source(s) 1: ADA reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>1) Work with PCL, attendance clerk and other staff members to notify parents and students about attendance requirements.</p>	<p>Leadership Team Attendance Clerk PCL</p>	<p>Increased attendance rate Increased STAAR performance</p>

Goal 3: Recruit, support and retain quality employees/teachers.

Performance Objective 1: Provide professional development (PD) to staff increase their ability to positively instruct students and gain success as an educator.

Evaluation Data Source(s) 1: PD logs, teacher retention rates

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) PD for teachers to increase instructional abilities and knowledge of pedagogy</p>	<p>Leadership Team</p> <p>Funding Sources: Title 1 School Improvement - \$5,000.00</p>	<p>Increase STAAR performance</p>

Goal 4: Reduce PEIMS reportable discipline referrals by 5% from 2016-2017 school year.

Performance Objective 1: Employ a behavior specialist and behavior aide to help the administrative staff create, implement and monitor a campus behavior plan that incorporates teacher input.

Evaluation Data Source(s) 1: PEIMS discipline data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>1) Campus will hire a behavior specialist and one behavior aide to help carry out a campus behavior intervention plan.</p>	<p>Leadership Team</p> <p>Funding Sources: State Compensatory Education - \$74,171.00, Title 1 School Improvement - \$24,753.00</p>	<p>Reduced discipline referrals</p>

Goal 4: Reduce PEIMS reportable discipline referrals by 5% from 2016-2017 school year.

Performance Objective 2: Successfully transition at least 50% of the students from the RESET/PASS classroom to the mainstream classrooms by utilizing an effective behavior modification system and employing a RESET teacher and aide to help with the effective management of it.

Evaluation Data Source(s) 2: RESET/PASS data
discipline data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Hire RESET/PASS teacher and aide to effectively implement the PASS program.	Leadership Team	Increased attendance and time in class Reduced discipline referrals

Goal 5: Communicate and promote campus success with parents in a partnership to improve the education of their children.

Performance Objective 1: Increase parent involvement and communication by 5% over the 2016-2017 school year by hosting community events and utilizing various communication methods.

Evaluation Data Source(s) 1: School Messenger log
parent survey
sign-in sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Use School Messenger, Facebook, campus website and other forms of communication to increase parental and community awareness.</p>	Leadership Team	increased parental involvement positive survey responses
<p>Critical Success Factors CSF 1 CSF 5</p> <p>2) The campus will purchase trackers so that parents stay informed regarding student grades, assignments and other pertinent campus communication.</p>	Leadership Team	increased parental involvement increased STAAR performance
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>3) The campus will hire a part-time Parent Involvement Coordinator to work with community and local businesses and organizations to participate in school improvement through community and parental involvement.</p>	Leadership Team	Increased parental and community involvement
	Funding Sources: Title I Parent Involvement - \$15,000.00	
	Funding Sources: Title 1 School Improvement - \$20,000.00	

Waco Independent School District
Brazos High School
2017-2018 Improvement Plan

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Goals

Goal 1: Brazos High School and Lake Waco Acceleration Academy will develop high rigor curriculum at all levels to increase student achievement, participation, and performance.

Performance Objective 1: Brazos High School and Lake Waco Acceleration Academy will increase the number of all students (including sub-populations) meeting or exceeding STAAR EOC passing standards for Index 1 from 38 to 40 Index points and close performance gaps between all student groups.

Evaluation Data Source(s) 1: EOC performance data from Fall 2017 and Spring 2018 test administrations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize the following instructional strategies to provide intervention and/or accelerated instruction for those students who did not meet standard on STAAR exams: -differentiated instruction -integrated technology activities -16 week EOC small group instruction sessions for each content area	Principal, Assistant Principal, Teachers	Set up rigorous 16 week EOC small group instruction session for each STAAR content area in both AM and PM sessions; Attendance log; Increase passing percentage by 10%
	Funding Sources: State Compensatory Education - \$518,784.00	
2) Continue implementation of science and math hands-on lab in small group instruction sessions to intensify increased student knowledge. Explore innovative, field based instruction within the Central Texas community that targets those critical areas in English 1/2, Biology, and Algebra 1.	Assistant Principal, HS Science Teacher(s), HS Math teacher(s), HS ELAR teacher(s)	Attendance log for small group instruction sessions, lesson plans, grade book (if applicable), field trip permission forms
3) Utilize materials to supplement online curriculum as well as classroom instruction such as Ti calculators, iPads, Mobis, EOC SGI session materials, print materials, iPad applications on a daily basis for all students. Provide support from instructional aides and tutors to help supplement the online curriculum and increase the number of credits attained.	Principal, Assistant Principal, Teachers	Progress report data to determine mastery/non-mastery of skills and effectiveness of efforts will be analyzed and adjustments made to individual student plans for improvement. Assessment results reviewed after October and March TAKS along with December and May EOC testing.
	Funding Sources: State Compensatory Education - \$187,652.00, Title 1 School Improvement - \$34,635.00	
4) Utilize the following intervention methods and strategies to improve mastery levels for TELPAS for ELL learners: -Rosetta Stone -Differentiated instruction -Translation dictionaries -Bilingual staff member(s)	Assistant Principal, TELPAS Coordinator, and Teachers	Increase the number of students from the previous year to exit the ELL program by testing Advanced High in the required areas on TELPAS.
5) Utilize Lead4Ward webinars and conferences for PD on data driven decisions and targeted instruction. Participate in a book study in order to increase standards within the classroom.	Assistant Principal, Counselor, and Teachers	Data resources will be facilitated and utilized during weekly PLC meetings with teachers
	Funding Sources: State Compensatory Education - \$6,770.00	

6) Maintain and utilize office supplies, technology, and learning materials that will be designed to ensure student progress and achievement are consistent and acknowledged throughout the school.	Principal, Assistant Principal, Administrative Assistant	Operational needs checks will be conducted every grading period to evaluate technology efficiency. Monthly maintenance check of office supplies will be conducted to ensure program's effectiveness.
	Funding Sources: State Compensatory Education - \$10,000.00	
7) Continue to develop and retain an effective campus leadership team.	Principal, Assistant Superintendent	Records of PD and implementation of strategies will demonstrate increased student and staff success
	Funding Sources: State Compensatory Education - \$210,739.00	
8) Improve literacy instruction by incorporating novel study activities to target and support readiness/supporting TEKS.	Assistant Principal, ELAR teachers	Increased literacy awareness and performance based on student course grades and student %age of EOC standard met.

Goal 1: Brazos High School and Lake Waco Acceleration Academy will develop high rigor curriculum at all levels to increase student achievement, participation, and performance.

Performance Objective 2: Brazos High School and Lake Waco Acceleration Academy will increase student progress measure on STAAR EOC for Index 2 from 11 to 15 points.

Evaluation Data Source(s) 2: EOC performance data from Fall 2017 and Spring 2018 test administrations.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Students will earn elective credit for satisfactory attendance in their 16 week EOC small group sessions.	Counselor, PEIMS Clerk, and Teachers	Attendance log of EOC small group sessions and semester report of credits earned from satisfactory attendance.

Goal 1: Brazos High School and Lake Waco Acceleration Academy will develop high rigor curriculum at all levels to increase student achievement, participation, and performance.

Performance Objective 3: Brazos High School and Lake Waco Acceleration Academy will increase the high school completion rate for Index IV.

Evaluation Data Source(s) 3: Review PEIMS data in June 2018 to determine if the completion rate has increased.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Students will create and manage their Game Plan Binder with teacher of record by printing up daily progress with credits earned, weekly attendance, goal setting, and note taking guides.	Assistant Principal, Counselor, Teachers	Game Plan Binders checked weekly by teachers to monitor efficiency.
2) Student success is celebrated each week.	Assistant Principal, Counselor, Teachers	Credits earned each week will be posted for each student and will posted on bulletin boards.

Goal 1: Brazos High School and Lake Waco Acceleration Academy will develop high rigor curriculum at all levels to increase student achievement, participation, and performance.

Performance Objective 4: Utilize effective discipline and classroom management techniques that support a conducive learning environment to decrease the referral rate by 15% by May 2018.

Evaluation Data Source(s) 4: Review PEIMS data in June 2018 to determine if the discipline referral rate has decreased.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement Restorative Practices, CHAMPS, and other effective strategies that will help improve the school climate, student performance, and student attendance.	Principal, Assistant Principal, Counselor, RD Facilitator, Behavioral Aides	Data review every 6 weeks by staff to determine effects and efforts. Weekly attendance monitored by district counseling department. District climate survey results reviewed to determine need for adjustments.
	Funding Sources: Title 1 School Improvement - \$26,000.00	
2) Utilize a Restorative Discipline Facilitator and Behavior Aides to improve school climate and student behavior.	Principal, Assistant Principal, Counselor, RD Facilitator, Teachers, Behavioral Aides	Data review every 6 weeks by staff to determine effects and efforts.
	Funding Sources: State Compensatory Education - \$55,000.00	

Goal 2: Brazos High School and Lake Waco Acceleration Academy will increase by 5%, the student graduation rate for each semester and district wide attendance for Waco ISD.

Performance Objective 1: Brazos High School and Lake Waco Acceleration Academy will decrease the dropout rate by 5%.

Evaluation Data Source(s) 1: Review PEIMS data in June 2018 to determine if the dropout rate has decreased.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Identify and serve at-risk students in danger of dropping out during the school year.	Principal, Assistant Principal, Counselor, PEIMS Clerk Funding Sources: State Compensatory Education - \$60,634.00	Review applications, attendance records, discipline records, transcript worksheets, and other records to determine acceleration and completion rates for at-risk students prior to them entering BHS from other campuses.
2) Involve all stakeholders in the student's daily school life, interview process, orientation, conferences, and individual student plans for success.	Principal, Assistant Principal, Counselor, PEIMS Clerk	Review of all applications and determine success rate of students enrolled based on recovered credit from attendance, credit earned, graduation rate, grade transition by accessing all records of participation and completion by August 2018.
3) Provide all students with goal setting opportunities and resources to decrease negative behavior that impedes the student's success (absences, suspensions, tardiness, etc). This includes the guidance and expertise of a Restorative Discipline Facilitator which will assist teachers in the effective RD implementation.	Principal, Assistant Principal, Counselor, RD Facilitator, campus PCLs, Behavior Aides, Instructional Aide	Evaluate monthly incident reports/ referrals, attendance rate, and incident call log managed by the school secretary.
4) To promote completion assertiveness, every student will have their picture taken in their home campus' cap and gown to be mounted on the walls in the school cafeteria.	Assistant Principal and Counselor	Review student pictures at the end of each reporting period to ensure pictures have been taken and mounted.

Goal 2: Brazos High School and Lake Waco Acceleration Academy will increase by 5%, the student graduation rate for each semester and district wide attendance for Waco ISD.

Performance Objective 2: Brazos High School and Lake Waco Acceleration Academy will increase cumulative attendance rate by 5%.

Evaluation Data Source(s) 2: Review district weekly attendance at the end of each grading period and compare the results with that of the previous year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Celebrate students who reach goals set for attendance and credit earned expectation for the district such as: -Principal's parties -Positive Calls by teachers, counselor, and/or administration	Principal, Assistant Principal, Counselor, PEIMS Clerk, Teachers	Review of attendance and credit report every grading period to identify areas need and growth.
2) Coordinate bi-weekly communication with WHS and UHS campus PCL to monitor and track students being transferred in from both campuses.	Assistant Principal, PEIMS Clerk, Counselor	Monthly review and analysis of daily attendance logs and records, court referrals/dispositions, and other records to determine growth or loss in attendance percentage
3) Utilize the Restorative Discipline Facilitator to conduct home visits when needed in order to establish the connection between and home and school.	Assistant Principal, RD Facilitator	Quarterly review of home visits conducted, PEIMS attendance report

Goal 2: Brazos High School and Lake Waco Acceleration Academy will increase by 5%, the student graduation rate for each semester and district wide attendance for Waco ISD.

Performance Objective 3: Brazos High School and Lake Waco Acceleration Academy will increase parental and community involvement and communications by 25% each semester.

Evaluation Data Source(s) 3: End of semester and end of year parent surveys

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Brazos High School/Lake Waco Acceleration Academy will promote monthly communication to parents about important dates/information through a variety of media avenues such as: -Facebook -School website -Emails -School Messenger database	Principal, Assistant Principal, and Counselor	End of semester and end of year parent surveys
2) Brazos High School/Lake Waco Acceleration Academy will provide a multitude of resources by the way of parent nights to increase knowledge about their student's academic progress, community resources, and ways to help their student succeed in the program.	Principal, Assistant Principal, Counselor, Teachers, PEIMS Clerk	Increase in parental involvement on campus, sign-in sheets, end of semester and end of year surveys
3) Brazos High School/Lake Waco Acceleration Academy will provide any and all communication in Spanish.	Principal, Assistant Principal, Counselor, Administrative Assistant	Increase in parental involvement on campus; end of semester and end of year parent surveys

Goal 2: Brazos High School and Lake Waco Acceleration Academy will increase by 5%, the student graduation rate for each semester and district wide attendance for Waco ISD.

Performance Objective 4: Brazos High School and Lake Waco Acceleration Academy will improve the transitional process for new, returning, and pregnancy home-bound students to establish a retention rate of 70%.

Evaluation Data Source(s) 4: Review PEIMS data in December 2017 and June 2018 to determine if the retention rate has met expectation.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Students, parent (if applicable), administration, counselors, and other adults will attend orientation meetings prior to their first day of instruction at Brazos and prior to homebound services.	Principal, WHS/UHS Counselors	Increase in attendance and retention rate. Increase in students able to successfully return to home campus and/or graduate within cohort year.
2) Students will create short and long term goals.	Principal, Counselor, and Teachers	Student credits attainment increase by 10% and a graduation rate increase of 5%.
3) Brazos Daycare Center will increase the age limit for the children accepted from 18 months to 3 years.	Principal, Assistant Principal, Daycare Director	Increase attendance and retention rate.
4) Brazos Daycare will work closely with AVANCE and or EOAC to build a partnership that provides services for our students with children over the age of 3 years.	Principal, Assistant Principal, Daycare Director	Increase attendance and retention rate.
5) Brazos Daycare Center parents, along with Brazos student parents, will earn a weekly incentive from "Stork Stock Parent Incentive Program" if they maintain 80% attendance. If student parents maintain a monthly attendance rate of 80% they will be awarded the monthly incentive as well.	Principal, Daycare Director	Increase attendance and retention rates.
6) Brazos Daycare Center will implement Frog Street Curriculum to all age groups within the daycare in order to help them transition into preschool services.	Principal, Assistant Principal, Daycare Director	Lesson plans will reflect implementation of curriculum

Goal 3: Brazos High School will graduate students with college and/or career readiness skills.

Performance Objective 1: 100% of Brazos High School graduates will have an active transitional plan for post-secondary readiness.

Evaluation Data Source(s) 1: Student survey results from MOY and EOY will determine the degree to which graduates are college and/or career ready.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Utilize MCC and TSTC recruiter on campus bi-weekly to promote post-secondary goals.	Counselor and Administrative Assistant	Sign in sheets and student monitored monthly to ensure the effectiveness of the initiative
2) Students will participate in field trips to various colleges and universities to help gather information towards higher educational opportunities.	Counselor and Administrative Assistant	Participation sheets and student surveys reflecting on their thoughts regarding the trip.
3) Brazos High School will work with representatives from different colleges and universities to share with students various resources/programs offered to students that attend higher education facilities. - FAFSA Assistance - Financial Aid Assistance -Resources for Minorities - Campus Culture - College Expectations - Academic Requirements - Meal Plans/Dorm Life	Counselor and Administrative Assistant	Sign In Sheets and students monitored monthly to ensure the effectiveness of the initiative.
4) Brazos High School and Lake Waco Acceleration Academy will coordinate with the WISD Career and Technical Education Department to increase the number of students graduating with certifications and coherent CTE sequences.	Counselor; CTE Director	More students graduating workforce ready.

Goal 3: Brazos High School will graduate students with college and/or career readiness skills.

Performance Objective 2: Increase student readiness for post-high school college and career through participation in ASVAB, PSAT, SAT/ACT, and TSI by 20%.

Evaluation Data Source(s) 2: Counselor reporting on student enrollment and participation as well as student results of performance prior to graduation.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Brazos High School will provide students with learning tools such as textbooks, practice tests, online resources, and test preparation materials in order to assist with taking the ASVAB, PSAT, SAT/ACT, and TSI.	Counselor and High School ELA teacher; Advanced Academics Director	Increased participation and higher passing rates on assessments
2) Brazos High School/Lake Waco Acceleration Academy will provide students with various guest speakers from Nonprofit organizations such as Texas Youth Commission, Waco Center for Youth, Advocacy Center, or Junior League of Waco, to assist students with social skills, life experiences, and the population they will be working with when they enter the post-secondary world.	Counselor and Administrative Assistant.	Student/Parent Sign-In Sheets and post guest speaker survey questions.
3) Lake Waco Acceleration Academy will partner with Extraco Bank to create a mentor program for the at-risk female population to guide our students in creating a career centered future.	Assistant Principal, Counselor, and Administrative Assistant.	Mentors will document their individual meetings with the students and sign-in sheets will be provided for group events.

Goal 4: Brazos High School and Lake Waco Acceleration Academy will recruit, support, and retain quality employees.

Performance Objective 1: Brazos High School and Lake Waco Acceleration Academy will implement professional development initiatives to support instructional programs as well as skill growth for all staff members.

Evaluation Data Source(s) 1: Active participation as well as attendance will be monitored through district database reports, PD certifications, and T-Tess evaluations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Teachers will attend and participate in all faculty meetings held on campus.	Principal and Assistant Principal.	Sign-In Sheets
2) Teachers will participate in book study that focuses on how to reach At-Risk students.	Principal and Assistant Principal	Sign-In Sheets and completed assignments relevant to book study and campus goals.
3) Teachers will attend various Professional Development Sessions throughout the year.	Principal and Assistant Principal	Sign-In Sheets
	Funding Sources: State Compensatory Education - \$14,097.00	
4) Teachers will attend PLC meetings weekly as well as one-on-one sessions facilitated by AP in order to review lesson plans and review the high rigor expectations.	Principal and Assistant Principal	Progress monitoring by AP and T-Tess evaluations.
5) Brazos High School and Lake Waco Acceleration Academy will implement a Restorative Center to reduce the number of suspensions throughout the school and help support the teachers in behavior management with all students. The Restorative Center will house 2 Behavior Aides as well as a Restorative Discipline facilitator.	Principal, Assistant Principal, and Restorative Discipline facilitator.	Data surrounding behavior and suspension rates. Feedback from teachers.

Waco Independent School District

University High School

2017-2018 Improvement Plan

Accountability Rating: Met Standard



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Goals

Goal 1: The school will have a quality educational program including curriculum, instruction, assessment, and professional development which considers the specific needs of each student and the community, supports high academic standards, and addresses state and federal accountability requirements.

Performance Objective 1: University High School will provide an integrated and differentiated curriculum to develop student competencies in specific knowledge and analytical skills needed to meet TEKS/college readiness standards and to increase student achievement in TAPR standards in all areas to reflect ELA 1 by 18% to 60%, ELA 2 10% to 64%, Algebra 1 5% to 90%, US History 3% to 92% and Biology 10% to 88% and will meet federal mandates (AYP) in all subgroups.

Evaluation Data Source(s) 1: TAPR, Eduphoria EOC Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) University High School will develop lead curricular documents (Scope and Sequence, YAG) for all core areas to be used during extended day programs: after school & Saturday tutorials, including student transportation.	Principal, Instructional Specialist, Core Content Department Chairs, PLC Teams, Content Specialists.	Documents on file and used for planning in PLC groups, improvement for Domain IV in accountability, target scores for EOC met.
2) University High School will schedule End of Course (EOC) Academic tutorials on Saturdays, after school, and during summer for all student populations.	Principal, Instructional Specialist, Lead Teachers for after school and Saturday program,	Student attendance logs, increase in course credits earned, target EOC scores met.
	Funding Sources: Title 1 School Improvement - \$8,000.00	
3) University High School will implement and support a literacy initiative by creating a reading list from which students will choose from and be accountable for reading during the year to enhance the development of reading comprehension in preparation for TSI, PSAT, SAT, ACT, AP testing programs.	Core Content Teachers, Instructional Specialist, District Content Specialists, Advanced Academics personnel	Documentation of reading lists incorporated in lesson plans, student scores for TSI indicating readiness for college level coursework.
4) University High School will conduct PLC meetings with administrators/instructional specialists/instructional coaches to discuss DBA results, response to classroom instruction, review student progress and plan lessons using Scope and Sequence Documents accordingly, purchase supplies and materials.	Principal, Lead Counselor, Instructional Specialist	PLC meetings for core content groups in the school's master schedule, sign in sheets/agendas, evidence of instructional planning and vetting of DBAs, use of targeted resources.
5) Utilize manipulatives, including science models, skeletons, and replica human body parts, classroom performance systems, vernier equipment, calculators, lab equipment to increase math and science performance	Math and Science PLC teams, PLC administrators, Instructional Specialist	Materials and manipulatives in use during walkthroughs, items, processes articulated in lesson plans, EOC/AP/TSI score data reflective of increases to target levels.
	Funding Sources: Title 1 School Improvement - \$10,000.00	

6) Evaluate past student academic performance for incoming students and place in classes that meet them at the point of their need.	Lead Counselor, Advanced Academics	Students placed in courses of appropriate rigor per advanced academics, AVID, and campus guidelines
	Funding Sources: State Compensatory Education - \$43,000.00	
7) Implement Gretchen Bernabei writing strategies across the campus curriculum to enhance student performance on EOC/AP courses and exams.	Instructional Specialist, Classroom teachers, District ELA Curriculum personnel	Aligned writing assignments incorporated in all content areas (per lesson plans), student writing samples available (pre and post instruction).
8) Train core staff in CREST strategies and implement strategies across content areas.	Instructional Specialist, Principal	Evidence of attendance at training, strategies included in lesson plans, student achievement as evidenced by credits earned and increases in EOC data (meeting targets)
	Funding Sources: Title 1 School Improvement - \$3,000.00	
9) Utilize Bilingual and ELL aides to supplement instruction to ELL learning, decreasing gaps in all areas of academic performance.	AP for Testing and Special Populations, Cohort APs, Instructional Specialist, Principal	Aides scheduled into academic courses, ELL students achievement increases on checkpoints, DBAs, EOC (at or above targets) and TELPAS.
10) Work with vertical campus structure to identify students (and gaps) who are being sent to the high school via grade placement committees.	Principal, Lead Counselor	Agenda items for vertical team meetings, students placed in courses according to campus procedures
11) Engage incoming freshman on completion of TSI modules during Summer Bridge program.	Cohort AP, Summer Bridge teachers	Students logged in and work completed on district computer system.
	Funding Sources: Title 1 School Improvement - \$20,000.00	
12) PLC teams will submit a weekly report to the instructional specialist for review. The report will answer the four basic PLC questions and note strengths as well TEKS that will be spiraled/retaught.	Instructional Specialist, PLC Administrators	Weekly reports from PLC teams on file.
13) Send campus testing coordinators to state assessment conference to ensure best practices for test preparation and administration are in place.	Principal, AP for Testing and Special Populations	Attendance at conference. Training of teachers that includes updated information.
	Funding Sources: Title 1 School Improvement - \$2,500.00	
14) Provide supplemental materials in support of core content instruction, tiered interventions, tutorials and other instructional settings provided by the campus.	Principal	Increase in EOC scores that meet or exceed targets for improvement.
	Funding Sources: State Compensatory Education - \$25,000.00, Title 1 School Improvement - \$10,000.00	

Goal 1: The school will have a quality educational program including curriculum, instruction, assessment, and professional development which considers the specific needs of each student and the community, supports high academic standards, and addresses state and federal accountability requirements.

Performance Objective 2: University High School will provide an academy based CTE program that will provide project based learning, career path training, and provide certifications for post secondary career pathways.

Evaluation Data Source(s) 2: Students enrollment data, records of articulated credits, certifications for programs.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) CTE teachers will be sent to T-STEM or other content specific trainings that will incorporate learning through PBL.	Dean of Academies Funding Sources: Title 1 School Improvement - \$5,000.00	Trainings attended and relevant PBL activities evident in lesson plans, walkthroughs, formal evaluations
2) CTE teachers will articulate and incorporate WICOR strategies into lesson plans and classroom instruction.	Dean of Academies, T-TESS appraisers for CTE Teachers	AVID WICOR strategies written into lesson plans. Activities will be observable during walkthroughs and evaluations.
3) The AVID Site Team will include CTE teachers to explore best practices that are part of the school-wide effort for AVID.	Dean of Academies, T-TESS Appraisers for CTE	Activities observed and documented during T-TESS walkthroughs. CTE teachers sign in and attend monthly Site Team meetings.
4) All students will be properly coded for CTE and complete pathways/endorsements for graduation.	Counselors, Dean of Academies	Endorsements coded on student transcripts, Proper CTE coding in place in district computer systems.

Goal 1: The school will have a quality educational program including curriculum, instruction, assessment, and professional development which considers the specific needs of each student and the community, supports high academic standards, and addresses state and federal accountability requirements.

Performance Objective 3: Curriculum support will be provided and evident for students who require assistance or enrichment beyond the traditional supports or beyond the school day.

Evaluation Data Source(s) 3: ELL data, Contact with Homeless liaisons, Homebound services, IEP records, PEP documentation, AVID tutor logs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue to utilize AVID tutors to aid and mentor students in relation to TRFs, WICOR strategies, and core content.	AVID Elective Teacher, AVID District Coordinator, AVID Site Coordinator	Tutoring logs, student TRFs
Funding Sources: Title 1 School Improvement - \$16,000.00		
2) Implement SIT teachers in the areas of math and English for 1:1 and small group instruction to increase literacy and mathematics skills.	Principal, Instructional Specialist, SIT teachers	Contact logs with students, roll sheets for courses, students demonstrate increases to approaches or meets grade level in EOC scores.
Funding Sources: State Compensatory Education - \$99,000.00		
3) Implement a revised Trojan Den model that replicates the GCS model.	Instructional Specialist for Student Support, Principal	Contact logs, students work turned in, increase in number of students earning course credit, yearly progress made on EOC (Indicator 2 - Accountability)
4) Re-institute an after school academics academy, where students can get assistance in core area and Spanish language instruction to master concepts and earn course credits.	Instructional Specialist, Lead Teacher for sessions	Increase in credits earn, increased EOC scores, contact logs for time with students.
Funding Sources: State Compensatory Education - \$8,000.00		
5) Increase ELL student reading levels via targeted small group instruction (with rigorous materials) with existing teacher/paraprofessional support.	Principal, Instructional Specialist, District ELL support staff	Increased proficiency in TELPAS ratings, EOC scores, and DBAs that demonstrate student growth.
Funding Sources: Title 1 School Improvement - \$57,000.00		
6) Pregnancy related services, including social work, nursing, and homebound instruction will be facilitated by the PEP coordinator. The program will deliver specific educational/information as needed to program participants. The coordinator will provide support for cohort teams in the tracking of grades/attendance, as well as behavior.	PEP coordinator, Cohort Teams (APs and counselors)	PEP documentation, nursing logs, homebound instruction logs, activity sign in sheets
Funding Sources: Title 1 School Improvement - \$60,000.00		
7) The cohort teams will utilize Communities in Schools (CIS) services to provide a variety of services for under-resourced students to improve attendance and participation in the academic program.	Cohort teams, CIS staff, Principal	Documentation in Eduphoria, contact logs with students.
8) The school will coordinate with the school district's homeless services and liaisons to ensure communication and equitable supports for students classified as homeless.	Cohort APs, Counselors, Homeless Liaison, Principal	Cohort tracking of students (documentation of contact with liaisons), verification of students earning credits and graduating on time.

Goal 2: University High School will provide all students with a safe and nurturing learning environment that promotes attendance, character building, and high achievement.

Performance Objective 1: By June 2018, University High School will continue to promote a safe, drug free environment that is conducive to learning, consequently reducing disciplinary and drug referrals by 5% per year, reduce truancy by 10% and the dropout rate from 4.9% to 3% and reduce students placed at an AEP by 10% as reported by PEIMS.

Evaluation Data Source(s) 1: PEIMS, District Six Weeks Data Reports, Longitudinal ISS/ISS/DAEP data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) The campus will continue to utilize the cohort tracking system to increase attendance from 93.3% to 95.3% and decrease the longitudinal dropout rate from 4.9% to 3% (2015-16 TAPR data).	Cohort APs and Counselors, PLC groups, Principal	SAT meetings, increased attendance, and reduced loss of credits in each the sophomore, junior and senior cohorts.
2) The school will re-institute a peer mediation program, where students will be trained, and other students will be involved in activities that teach effective communications skills in lieu of discipline.	Behavioral Specialist, Principal	Training rosters, student contact sheets, disciplinary referrals with coding
3) CIS will provide speakers in the area of bullying, healthy relationships, and college readiness to groups of students beyond the caseload for students in specific need of traditional CIS services.	CIS Staff, Principal, Lead Counselor	Speakers scheduled and content delivered to students.
4) Build consensus with staff on equity in disciplinary processes through scenario based training modules.	Principal, Cohort APs	Training modules delivered to faculty/staff. Improved results on annual climate surveys in the area of disciplinary enforcement.
5) Develop a campus based support system for new teachers (0-2 years) that will improve classroom management and understanding of campus/district processes.	Principal, (District Level) Instructional Coaches, Instructional Specialists	Improvement in teacher retention rates, new teachers/mentor teams in place. Trainings developed and delivered by instruction coaches and specialists.
6) Develop and implement training for positive behavior supports and classroom management for the first six weeks of school. (PBIS, CHAMPS, Harry Wong)	Cohort APs, Department Chairs	Trainings delivered, reduction in behavioral referrals (compared to 2016-2017) by 10 percent.

Goal 2: University High School will provide all students with a safe and nurturing learning environment that promotes attendance, character building, and high achievement.

Performance Objective 2: Students who are gifted or high achieving will continue to achieve at current levels on EOC.

Evaluation Data Source(s) 2: District data on GT EOC scores (including exceeds grade level scores)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue the implementation of Project SOAR to teach cross curricular PBL and raise the rigor for high achievers/GT students.	Project SOAR Coordinators, Principal Funding Sources: Title 1 School Improvement - \$25,000.00	Instructional program delivered, promotional materials developed and sent to students/families, final projects completed and documented.
2) Continue implementation of Advanced Placement and PSAT/SAT/ACT activities, including practice materials, writing activities, and study sessions.	Instructional Specialist, Advanced Academic Services staff, Pre-AP/AP teachers Funding Sources: Title 1 School Improvement - \$55,000.00	Sign in sheets for study sessions, Improved AP/PSAT/ACT/SAT test scores.
3) Continue implementation of content specific literature in core content areas to increase achievement in reading /reading comprehension for Pre-AP and AP students.	Instructional Specialist, Core Content Teachers	Literary selections and related strategies evident in lesson plans and walkthrough data

Goal 2: University High School will provide all students with a safe and nurturing learning environment that promotes attendance, character building, and high achievement.

Performance Objective 3: Students who are not coded as gifted or talented but participate in enrichment programs, such as the fine and performing arts, will earn excellent or superior ratings (or advance) in other measures, including VASE, TMEA, TSSEC, and UIL.

Evaluation Data Source(s) 3: Results and comment sheets from fine arts festival and competitions.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) The performing arts programs (choir, band, orchestra) will hold at current levels or increase participation at individual and ensemble events to improve personal musicianship within the programs.	Band Director, Choir Director, Orchestra Director	Rosters of participating students and results.
2) The art program will continue to send students to VASE at current or increased numbers to prepare the students for more rigorous content and projects, including those that may occur at the post secondary level.	Art Teachers	Entry paperwork for VASE and lists of awards/results.
3) Theatre Arts will prepare students for college auditions, UIL One Act Play competitions, and design events where student work will be adjudicated or otherwise evaluated by post secondary program staff.	Theatre Directors, Director of Fine Arts	Students auditioning for college scholarships at events, UIL OAP entries (clinics and competitions)

Goal 3: The campus will encourage and promote a climate that engages families in the education of their children and establish a process that cultivates open and timely communication with our public.

Performance Objective 1: By May 2018, parental involvement and participation will increase by 25% as evidenced in the number of parents participating in parent sessions, parent meetings, and district sponsored parental meetings.

Evaluation Data Source(s) 1: Activity Spreadsheet in HB5 documentation, Sign in sheets and agendas for meetings, Communication on social media page, Increase in response rate to annual parent survey, Documentation of new events for parents

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Create a parent involvement calendar that is communicated in multiple streams to the learning community.	Club/Activity Sponsors, Lead Counselor, Parent Involvement Specialist, Advanced Academics Specialist, Principal of Operations	Calendar on school's web page, social media page, hard copies available in the front reception area. Hard copies in English and Spanish. Flyers available for campus mail outs.
2) Develop and implement monthly brown bag lunches with the building principal.	Principal, Parent Involvement Specialist	Agendas, sign in sheets, presenters as required for topics throughout the year.
3) Rebuild the PTSA by recruiting at multiple streams and events, such as registration, parent nights, social media, School Messenger (In English and Spanish)	Principal, Dean of Academics, lead Counselor, Parent Involvement Specialist	Copies of recruitment materials, photos of recruitment tables, emails, sign in sheets, copies of School Messenger events.
4) Implement Doughnuts for Dads, Muffins for Moms, and similar morning parent events.	Principal, Parent Involvement Specialist, WISD Chief of Police	Events on campus calendar, sign in sheets, agendas as appropriate
5) Utilize vertical teaming strategies to identify parents of incoming students to recruit for parent involvement activities.	Principal, Parent Involvement Specialist	Agenda items for vertical principal meetings, contact logs with potential parent volunteers.
6) Create and host a Community Wide Pep Rally (linked to Family Fest activities) at the beginning of school.	Principal, Band Director, Campus Athletic Coordinator, Parent Involvement Specialist, Drill Team Sponsor, Cheer Sponsor	Invitation to event, video/photographic evidence
7) Cohort APs identify parents as potential leaders for CDMC and PTSA, creating Cohort "Moms and Dads".	Cohort APs, Parent Involvement Specialist	Documentation of contact with parents, Parent attendance at events
8) Communicate specific information for gifted/talented learners and programs at scheduled parent and community meetings.	Principal, Parent Involvement Specialist, District Advanced Academics Staff, Instructional Specialist	Agenda items for parent meetings, training and presentation materials, printed information (English and Spanish)

9) Conduct meetings for parents, students, and staff to increase knowledge in college awareness, specifically related to the Texas College Program, financial aid, financial literacy (Tomorrow Promise Fund), FAFSA, MAC Grant, and the college application process.	Principal, Lead Counselor, Parent Involvement Specialist	Agendas and sign in sheets for meeting. Presentations and materials available in English and Spanish.
10) Implement a Parent Involvement Specialist to communicate and coordinate parent and community wide events.	Parent Involvement Specialist, Principal	Documentation of parental involvement per HB5 regulations.
Funding Sources: Title 1 School Improvement - \$55,000.00		

Goal 4: The school district will provide support through professional development and best practices that encourages increased evidence of rigor in instructional planning and coursework, and increased student achievement.

Performance Objective 1: University High School will increase the opportunities for staff development in the areas of college readiness (including PSAT, SAT, ACT, and TSI), AVID, and LEAD4WARD.

Evaluation Data Source(s) 1: Scheduled PD in Eduphoria, or other district systems, Sign-In sheets for training. Increase in Domain IV of TEA Accountability ratings.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Teachers will attend AVID Summer Institute to learn WICOR strategies to present to staff campus-wide and utilize in classrooms to increase rigor across content.	AVID Site Coordinator, AVID Elective Teacher, AVID Site Team	WICOR articulated in lesson plans, trainings scheduled and completed
2) Teacher, in PLC groups will review LEAD4WARD data to identify strengths and gaps in student performance, then plan to support more rigorous instruction.	Teachers from PLC groups, PLC administrators, Instructional Specialist, Principal	LEAD4WARD data available for teachers to review, Sign in sheets for meetings, evidence of scaffolding in lesson plans.
3) Teachers and administrators attend the AVID Summer Institute	AVID Site Coordinator, AVID Elective Teacher	Registrations and proof of attendance, Site Team Draft Plan for 2017-18
Funding Sources: Title 1 School Improvement - \$15,000.00		

Goal 4: The school district will provide support through professional development and best practices that encourages increased evidence of rigor in instructional planning and coursework, and increased student achievement.

Performance Objective 2: The campus will provide specific content training for teachers new to the district and new to the school, differentiating for the specific needs of new staff.

Evaluation Data Source(s) 2: Training modules developed and included in the professional development schedule.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) The school will deliver process training in the areas of grades, progress reports, time lines, attendance reporting, and campus specific processes.	Bookkeeper, Principal's Secretary, PEIMS Clerks, Instructional Specialist	Trainings conducted, teacher sign-in sheets
2) The campus will coordinate with the school district to assign mentor teachers to new teachers to the campus or district, strengthening communications and filling gaps caused by new processes and information.	Instructional Specialist, Principal, Professional Development staff	Lists of mentors assigned to mentees, contact logs, district documentation (TXBESS)
	Funding Sources: Title 1 School Improvement - \$120,000.00	
3) Teachers will engage in a campus wide book study, supporting best practices for teachers.	Dean of Academies, Principal	Teacher sign in sheets, books delivered to staff, teacher work products (reflections, etc)
	Funding Sources: State Compensatory Education - \$5,000.00	
4) The campus will partner will Baylor PDS staff to include first year teachers in meetings/staff development for interns, supporting instruction in researched based best practices.	Baylor PDS Liaison, Principal, Instructional Specialist	Meeting agendas and sign in sheets, teacher work products (as assigned)
	Funding Sources: Title 1 School Improvement - \$35,000.00	
5) The campus will utilize the PDS program in developing a survey that demonstrates challenges unique to the students at University High School. The data will be used to inform instruction for all teachers.	Baylor PDS Liaison, Principal	Survey delivered and data counted and disaggregated, Information and analysis presented to staff for use in personal and PLC planning.

Waco Independent School District
Waco High School
2017-2018 Improvement Plan



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Goal 2: Waco High will strengthen our school culture by fostering positive, relevant connections among students and staff members. Waco High will continue to acknowledge and celebrate teacher and student successes. Culturally diverse interests at Waco High will be used to enrich learning experiences in and out of the classroom.	4
Goal 3: In partnership with Advanced Academics, Waco High will participate in student and parent sessions designed to support academic achievement and college readiness. These sessions will result in an increase in parental engagement during the 2017- 2018 school year. Also, Waco High will increase the number of dual credit courses offered by 5% to support academic achievement and college readiness.	5
Goal 4: Waco High leadership will increase teacher retention by establishing a family of professional educators in which lion pride runs deep.	7
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Goals

Goal 1: Waco High faculty will develop and establish a process of continuous improvement in instruction that impacts student achievement resulting in the campus meeting the annual TEA target score in STAAR End of Course Exams in ELAR, Algebra I, Biology and U S History. Waco High leadership will conference and collaborate with teachers to implement the T-TESS model of instructional assessment in order to increase student achievement.

Performance Objective 1: Waco High students will meet the Index I standards on all 2018 STAAR End of Course Exams.

Evaluation Data Source(s) 1: Spring 2018 STAAR EOC results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Provide instructional resources for teachers to use for remediation and differentiation in all core classes.</p>	<p>WHS Leadership Team and Instructional Specialists</p> <p>Funding Sources: Title 1 School Improvement - \$2,227.00, State Compensatory Education - \$7,864.00</p>	<p>Increase in student results for District Benchmark Assessments and 2018 EOCs</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Provide technology for instructional and administrative programs.</p>	<p>WHS Leadership Team and Instructional Specialists</p>	<p>Increase in student results for District Benchmark Assessments and 2018 STAAR EOCs</p>

Goal 2: Waco High will strengthen our school culture by fostering positive, relevant connections among students and staff members. Waco High will continue to acknowledge and celebrate teacher and student successes. Culturally diverse interests at Waco High will be used to enrich learning experiences in and out of the classroom.

Performance Objective 1: Teachers will use attendance at school activities, engaging lessons, and effective intervention strategies to build positive relationships with students. These efforts will increase student and staff attendance, lower referrals and increase the academic success of all students.

Evaluation Data Source(s) 1: 6 Weeks Attendance Data
 6 Weeks Discipline data
 6 Weeks Academic data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Train teachers to increase rigor and to use scaffolding techniques that will help more students reach the A/AB Honor Roll.</p>	<p>WHS Leadership Team and Instructional Specialists</p>	<p>Increased number of students making the A/AB Honor Roll</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Offer teachers professional development on classroom management throughout the year.</p>	<p>WHS Leadership Team and Instructional Specialists</p>	<p>Reduced number of referrals</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Train the WHS faculty in AVID methodologies that develop students' critical thinking, literacy, and math skills across all content areas.</p>	<p>WHS Leadership Team and Instructional Specialists</p>	<p>Increased number of students graduating high school and an increased number of students enrolling in higher education</p>
<p align="center">System Safeguard Strategy PBMAS</p> <p>4) Provide professional development to staff to learn effective techniques for collecting and using data information for effective instruction.</p>	<p>Instructional Specialists and ESC Region 12 consultant District Content Specialists</p>	<p>Teachers will collect and use data to adjust instruction.</p>
		<p>Funding Sources: Title 1 School Improvement - \$67,836.00</p>

Goal 3: In partnership with Advanced Academics, Waco High will participate in student and parent sessions designed to support academic achievement and college readiness. These sessions will result in an increase in parental engagement during the 2017- 2018 school year. Also, Waco High will increase the number of dual credit courses offered by 5% to support academic achievement and college readiness.

Performance Objective 1: Waco High will continue partnering with parents on preparing all students for college and increasing the number of students being awarded scholarships and college credits.

Evaluation Data Source(s) 1: Increase opportunities for parent involvement that will result in more students being accepted to colleges and having the financial aid necessary to attend college

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Offer regularly scheduled meetings on specific topics geared toward student success in high school preparation for post-secondary education, including higher education admissions, TEXAS grant program and Teach for TEXAS grant programs.</p>	WHS Leadership Team	Agendas and parent sign-in logs Improved level of participation on End of Year Surveys Increased number of students being admitted into higher education institutions Increased number of students participating in grant programs
Funding Sources: Title I Parent Involvement - \$2,163.00		
<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Continue offering ongoing career education (AVID) opportunities to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p>	College Readiness Counselor	School-wide implementation of AVID
<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Parental engagement is the key aspect to student success. We will be taking events into the community to promote Waco High School and increase parental engagement opportunities. Purchasing materials for mail outs like card stock, copy paper, butcher paper, poster board, pens and strapping tape. Purchase draw string bags to hold materials given to parents.</p>	Parent Involvement Specialist	Parent Sign-in Logs Parent Involvement Bulletin Boards Mail outs
Funding Sources: Title I Parent Involvement - \$3,300.00		
<p align="center">System Safeguard Strategy PBMAS</p> <p>4) Provide a language translator for parent involvement meetings.</p>	Parent Involvement Specialist	Extra Duty Requisitions for the translator(s) Parent Involvement Meeting Agendas Parent Involvement Meeting Minutes
Funding Sources: Title I Parent Involvement - \$500.00		

<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">PBMAS</p> <p>5) Provide refreshments for the parent involvement meetings.</p>	Parent Involvement Specialist	Parent Involvement Meeting Agendas
	Funding Sources: Title I Parent Involvement - \$700.00	

Goal 4: Waco High leadership will increase teacher retention by establishing a family of professional educators in which lion pride runs deep.

Performance Objective 1: Waco High leadership will identify and institute ongoing professional support for faculty and staff, resulting in maintaining a 90% rate of teacher retention for the 2017 - 2018 school year.

Evaluation Data Source(s) 1: Walkthrough data
 Professional Development certificates
 PLC minutes
 Evidence of participation in the Mentor Program

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>1) Provide each first and second year teacher a mentor for support as needed through the Waco ISD Mentor Program.</p>	WHS Leadership Team	Completion of the Mentor Program
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>2) Build capacity of ESL and SPED programs through professional development to help teachers better understand the documentation process.</p>	WHS Leadership Team	Professional Development sign-in sheets and Agendas Improved teacher documentation skills for the ESL and SPED programs
<p>3) Have safeguards in place to support teachers who are struggling with instruction for migrant students, as well as struggling with discipline management.</p>	WHS Leadership Team	Fewer teachers being non-renewed
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>4) Provide training that relates to the instruction of students with disabilities to teachers and educators who work primarily outside the area of special education.</p>	WHS Leadership Team	Increased percentages of students who reach their IEP goals and meet progress measure on the state assessments
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>5) Students with Dyslexia and other 504 plans will have accommodations available in all classes. Teachers/Staff will be trained in best practices to support these students.</p>	504 Coordinator	Data indicating increased academic achievement

<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">PBMAS</p> <p>6) All candidates considered for hire at Waco High from regional job fairs and working with alternative teacher certification programs are appropriately certified.</p>	<p>WHS Leadership Team</p>	<p>Quality instruction</p> <p>Lower teacher turn-over rate</p>
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Goal 5: Waco High will actively seek opportunities to prevent discipline referrals by identifying and addressing problems before they escalate, thereby keeping all students in class and engaged.

Performance Objective 1: During the 2017 - 2018 school year, Waco High will implement programs to decrease the number of discipline referrals and DAEP placements by at least 10%.

Evaluation Data Source(s) 1: 2018 DAEP data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Utilize Communities in School (CIS) services to help students, especially homeless students, to stay in school by meeting their needs.</p>	<p>WHS Leadership Team CIS Staff</p>	<p>Sign-in Logs Fewer student absences Fewer student referrals</p>
<p>Funding Sources: State Compensatory Education - \$15,500.00</p>		
<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Restorative Discipline Staff will use the Restorative Center to resolve student conflicts and meet other student needs.</p>	<p>WHS Leadership Team Restorative Discipline Staff</p>	<p>Decrease in the number of discipline referrals and DAEP placements</p>
<p>Funding Sources: State Compensatory Education - \$60,871.00, Title 1 School Improvement - \$102,136.00</p>		
<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Provide campus-wide educational lessons/activities that focus on drug/alcohol prevention, harassment/dating violence prevention, unwanted physical or verbal aggression prevention and prevention of bully behavior.</p>	<p>WHS Leadership Team Counselors</p>	<p>Student participation in activities</p>
<p>Funding Sources: State Compensatory Education - \$71,314.00</p>		
<p align="center">System Safeguard Strategy PBMAS</p> <p>4) Provide students a multiple-step intervention process before sending them to DAEP for discretionary placements.</p>	<p>WHS Leadership Team</p>	<p>Documentation of intervention strategies attempted to avoid DAEP placements</p>

Goal 6: Waco High will increase the students' daily attendance rate.

Performance Objective 1: Waco High will increase the students' daily attendance rate from 91% to 92% for the 2018 school year.

Evaluation Data Source(s) 1: Attendance data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy PBMAS</p> <p>1) Host a freshman parent meeting during the first six weeks of school to explain the importance of attendance, credits, and eliminating other barriers to success in high school.</p>	PEIMS	Improved Daily Attendance
<p align="center">System Safeguard Strategy PBMAS</p> <p>2) Promote the Waco ISD APP, and use the electronic system that notifies parents when a student misses a class.</p>	WHS Leadership Team	Improved Daily Attendance
<p align="center">System Safeguard Strategy PBMAS</p> <p>3) Work with students through the TOPS Lab (credit recovery), College Readiness Lab, and Brazos Credit Recovery School to encourage them to stay in school.</p>	Counselors	Lower dropout rate
<p align="center">System Safeguard Strategy PBMAS</p> <p>4) Encourage students to participate in extra-curricular activities that have various levels of physical activities and are offered year round: such as athletics, ROTC, Band and Fine Arts.</p>	WHS Leadership Team Department Chairs Athletic Faculty/Staff	Enrollment in classes that offer physical activities
<p>5) Increase the level of support and monitoring of chronic absenteeism by making individual contact with parents and students with five or more absences each six week period throughout the school year.</p>	PCL; Counselors; Assistant Principals; Parent Engagement Specialist; Restorative Staff	Reduce chronic absenteeism

Goal 7: Waco High will meet the needs of at-risk students through staffing and promoting on-campus tutoring, mentoring, community partnerships, counseling and social service support.

Performance Objective 1: Waco High staff and community partners will provide students access to tutoring, community services and instructional specialists.

Evaluation Data Source(s) 1: Data of student participation in the provided services

Fewer dropouts
Academic data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>1) Hire four instructional specialists, one for each core content area, to coach, mentor and help teachers build their capacity.</p>	<p>WHS Leadership Team</p>	<p>Meeting standards on all state exams Increased teacher capacity</p>
		<p>Funding Sources: Title 1 School Improvement - \$135,675.00</p>
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>2) Continue Grand Central Station, the in-school tutoring program with two content teachers and tutors.</p>	<p>WHS Leadership Team</p>	<p>Increased number of students who recover loss credits</p>
		<p>Funding Sources: Title 1 School Improvement - \$40,000.00, State Compensatory Education - \$81,818.00</p>
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>3) Offer students EOC tutoring on Saturdays.</p>	<p>WHS Leadership Team</p>	<p>Increased number of students passing classes and state standards</p>
<p>4) Offer Business English and Math as a double block to increase accessibility to high level and relevant instruction.</p>	<p>WHS Leadership Team</p>	<p>Increased number of students who close their reading and math gaps Increased number of students who pass their STAAR EOCs</p>
		<p>Funding Sources: State Compensatory Education - \$54,725.00</p>
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>5) Hire AVID tutors and peer tutors to help struggling learners.</p>	<p>WHS Leadership Team</p>	<p>Increased number of students meeting the STAAR standards</p>
<p>6) Continue to fund Communities In Schools (CIS), a critical program that helps at-risk students with conflict resolution programs, bullying, drug and violence prevention and interventions, awareness and prevention of sexual harassment and provides pregnancy related services.</p>	<p>WHS Leadership Team</p>	<p>Data from students being served in the program</p>

Waco Independent School District

Wiley Opportunity Center

2017-2018 Improvement Plan

Accountability Rating: Not Rated



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Goal 4: During the 2017-2018 school year, the Wiley Opportunity Center will retain 70% of the staff.	7

Goals

Goal 1: During the 2017-2018 school year, the Wiley Opportunity Center will focus on all students, making measurable academic progress in all core subjects.

Performance Objective 1: The students will improve grade level reading comprehension levels, complete individualized work plans and make academic progress while enrolled at Wiley Opportunity Center.

Evaluation Data Source(s) 1: Texas Assessment Performance Report (TAPR), 30-day report, Home Campus Data, STAAR, EOC, Eduphoria Reports, PBMAS, Parental Involvement surveys, I-Station reading reports, RIGBY, ILL Reading Level Report, Odysseyware Reports, Three Week Progress Reports.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy PBMAS</p> <p>1) Use assessment data to help differentiate instruction and target interventions for students.</p>	<p>Administrative Team, Teachers, Counselor, Home Campuses</p>	<p>By using this strategy, the students will have improved scores on Benchmark Exams, Progress Reports, Report Cards and Standardized Test.</p>
		<p>Funding Sources: State Compensatory Education - \$981,741.00</p>
<p>2) Use the technology and software and materials that the District uses for online instruction and intervention for all grade levels and all subjects such as: Odysseyware; Envision: Stem Scope; Maps 101; Reading A-Z; and LLI Kits.</p>	<p>Administrative Team, Teachers, District Technology Department</p>	<p>Students will have access to the same technology and resources that the rest of the students in the District have access to. Reports from these resources will demonstrate student progress.</p>
		<p>Funding Sources: State Compensatory Education - \$11,556.00</p>
<p>System Safeguard Strategy PBMAS</p> <p>3) Elementary Students will use LLI Kits.</p>	<p>Administrative Team, Teachers, Instructional Aide</p>	<p>Improved reading levels</p>
<p>System Safeguard Strategy PBMAS</p> <p>4) Create a culture of accountability for all students and staff, where staff are required to identify students that are in need of assistance and ensure appropriate instructional support.</p>	<p>Administrative Team, Counselor, Teachers, Instructional Aides</p>	<p>The evidence will be seen through a S.A.T, Behavior Contract, 504 Plan, IEP, B.I.P., R.T.I.</p>
		<p>Funding Sources: State Compensatory Education - \$291,207.00</p>
<p>System Safeguard Strategy PBMAS</p> <p>5) Ensure that the teachers are trained on the technology and that the software is being implemented properly.</p>	<p>Administrative Team, Teachers, District Technology Department</p>	<p>Lesson Plans, T-Tess Walkthrough Data, Students Data</p>

<p style="text-align: center;">System Safeguard Strategy</p> <p style="text-align: center;">PBMAS</p> <p>6) Create a culture of accountability for students and staff that documents areas of need and addresses social, emotional and behavioral needs of individual students.</p>	<p>Administrative Team, Teachers, Counselor, Restorative Discipline Team, Bear Project</p>	<p>T-Tess Walkthrough Data, Students Data, Behavior Contract, S.A.T., 504 Plan, I.E.P., B.I.P., R.T.I.</p>
		<p>Funding Sources: State Compensatory Education - \$126,143.00</p>

Goal 2: Wiley Opportunity Center will implement ongoing social skills curriculum for elementary and secondary students.

Performance Objective 1: Discipline incidents will decrease by 10% during the 2017-2018 school year.

Evaluation Data Source(s) 1: District and campus data to indicate the number of incident reports for the same school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) To assist students with being productive individuals, when they return to their home campuses. We will provide weekly social skills lessons that are aimed towards helping the students with coping skills, problem-solving options, and goal setting techniques for transitioning back to their home campuses. They will also participate in daily Restorative Discipline Circles.	Administrative Team, Teachers, Counselor, Restorative Team, PEIMS Staff, Bear Project	Grades, District Data Reports, Teacher Documentation of Accommodations Sheet (B.I.P., I.E.P., S.A.T., R.T.I.)
2) Assist the students with goal setting and celebrating mini successes along the way.	Administrative Team, Teachers, Restorative Team, Bear Project, Parents, Counselor,	Decreased number of incident reports, Decreased number of referrals, Increased academics, Decreased number of students returning to DAEP.
<p style="text-align: center;">System Safeguard Strategy PBMAS</p> 3) Provide training in the following areas, to address various discipline issues, for the teachers such as: Restorative Discipline, Conscience Discipline, Drug and Violence Prevention and Intervention, pregnancy, attendance, verbal and physical aggression, Bullying, Sexual Harassment and Abuse.	Counselor, Administrative Team, Bear Project, PEIMS Staff	Increased number of students passing District and State Assessments, Increased Attendance Rates, Decreased Failure Rates, Decreased number of DAEP Placements, Parent Conferences, Decreased number of Discipline Referrals. Funding Sources: State Compensatory Education - \$1,000.00
<p style="text-align: center;">System Safeguard Strategy PBMAS</p> 4) Communicate with parents and explain clear expectations, during the intake process.	Administrative Team, Counselor, PEIMS Staff, Restorative Team, Bear Project, Home Campuses, Discipline Compliance Officer	Teacher Parent Logs, Intake Handout Sheet and PowerPoint, G.L. Wiley Opportunity Center Parent/Student handbook.
<p style="text-align: center;">System Safeguard Strategy PBMAS</p> 5) Engage in consistent communication with the home campuses, to foster a positive transition from DAEP.	Administrative Team, Home Campuses, Restorative Team, Bear Project	A reduction in the number of DAEP Placements, Increased student self esteem

Goal 3: During the 2017-2018 school year, the Wiley Opportunity Center will reduce the number of in school and out of school suspensions by 15%.

Performance Objective 1: The Wiley Opportunity Center will reduce referrals, out-of-school suspensions, and citations by 15%, for all students through the use of Restorative Discipline, Conscious Discipline, the Bear Project and ongoing professional development throughout the school year.

Evaluation Data Source(s) 1: Monthly tracking of student referrals, teachers writing the referrals and the number of ISS/OSS assignments.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Continue implementation of Restorative Discipline, with the use of behavior aides, to provide strategies to teachers and assist students that are having behavioral issues.	Administrative Team, Restorative Team, Teachers, Home Campuses	Reduction in severe classroom misbehavior, as recorded on discipline referrals, Decrease number of students returning to DAEP.
System Safeguard Strategy PBMAS 2) Elementary teachers and students will use Conscience Discipline models and resources that help students deescalate their behavior, through breathing and brain/body activities.	Administrative Team, Restorative Team, Bear Project, Counselor	Students are able to remain in class, Reduced number of discipline referrals
System Safeguard Strategy PBMAS 3) Offer incentives for the students that are passing their classes, consistently attending school and not having discipline issues.	Administrative Team, Restorative Team, Bear Project, Adopt-A-School Partner, Transition Team, Home Campuses	Increased attendance, Reduced number of discipline referrals
System Safeguard Strategy PBMAS 4) Utilize physical activity as a means to handle stress, rather than to act out. Students need to be given the opportunity to participate in activities that will enhance their social and team building skills.	Administrative Team, Restorative Team, Teachers, Bear Project	Decrease in level of classroom disruptions
System Safeguard Strategy PBMAS 5) Develop Behavior Learning Communities, that focus on discipline strategies use when transitioning a student back to their home campuses.	Administrative Team, Behavior Learning Communities, Restorative Team, Bear Project	Decrease in the levels of classroom disruptions, reduced number of discipline referrals, decrease recidivism by 50%
6) Work with students to prevent them from dropping out of school or failing to meet their requirements to earn their way back to their home campuses.	Campus Wide, PCLs, Home Campuses	A reduced number of students dropping out of school, A decreased number of students at DAEP

Goal 4: During the 2017-2018 school year, the Wiley Opportunity Center will retain 70% of the staff.

Performance Objective 1: During the 2016 - 2017 school year, Wiley will retain at least 70% of the staff through mentors, professional development and PLC.

Evaluation Data Source(s) 1: The number of teachers who resign or transfer will reflect the success of this goal.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
<p>System Safeguard Strategy PBMAS 1) All new teachers, will meet with the principal and mentors weekly to communicate concerns, needs and successes.</p>	Administrative Team	Improved teacher attendance and performance.
<p>System Safeguard Strategy PBMAS 2) All new teachers will be assigned a mentor for support, assistance with lesson planning, and as a go-to person as needed.</p>	Administrative Team, Mentors	Improved teacher attendance and performance
<p>3) Teachers and administrators will have opportunities for professional development throughout the school year in academic and classroom management support.</p>	Administrative Team, Central Administrative Office, Bear Project, Restorative Team	Minutes and sign-in sheets from the assigned meetings.
	Funding Sources: State Compensatory Education - \$2,400.00	
<p>System Safeguard Strategy PBMAS 4) Purchase instructional materials for staff, along with needed support materials, for administration and support staff.</p>	Administrative Team	Implementation training by Behavior Team and Administration
	Funding Sources: State Compensatory Education - \$15,000.00	
<p>System Safeguard Strategy PBMAS 5) Provide more relevant T-Tess training</p>	Administrative Team	Sign-in Sheets
<p>6) Encourage staff unity with "Bow Tie Wednesday" and Staff Shirt's on Fridays.</p>	Campus Wide	More staff participation
<p>7) Employee of the Month Awards will be given out, each month. The awards will include a one hundred dollar gift card to Wal-Mart for classroom supplies, their names on the marquee and a special chair to sit in during staff meetings.</p>	Administrative Team	Building a better culture on the campus by showing the staff that they are appreciated.