

Lamar Consolidated Independent School District

Wessendorff Middle School

Campus Improvement Plan

2020-2021



Wessendorff MS is the sixth grade campus to Lamar JH

Mission Statement

Mission Statement

Wessendorff Middle School is dedicated to ensuring high levels of learning and character development for all students.

Vision

Vision Statement

We will become an inclusive and culturally responsive learning community by creating a legacy of excellence that inspires pride in learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wessendorff is a 6th grade only School in the Lamar CISD. Wessendorff has a current student enrollment for the 2020-2021 school year of approximately 482 6th-grade students. Wessendorff services central and North Richmond and Rosenberg. Wessendorff is on the Blue Track and receives students from elementary schools that include Pink, Jane Long, Austin, Beasley, and Hutchinson.

Our campus demographics are diverse with an ethnic distribution of 51.5% Hispanic, 5.6 % Asian, 25.5% African American, and 13.9% White. The campus is also comprised of 67% Economically Disadvantaged students.

Wessendorff's special populations include 22.6% English Learners, 16.6% of the students receive Special Education Services. The At-Risk student population make up 44.2% of the student population.

Ethnicity

Ethnicity Number of Students Percent

Demographics Strengths

Several LCISD graduates are staff members.

Many students are legacy students, whose grandparents, parents, or siblings attended Wessendorff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Failure per semester data results in reading indicated below district average performance in mastery. **Root Cause:** Students lack high level skills in inferencing and summarizing.

Student Learning

Student Learning Summary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races (Current)	Special Ed (Former)	Special Ed Enrolled	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	79%	71%	70%	68%	80%	-	75%	-	100%	42%	69%	70%	72%	64%	68%
At Meets Grade Level or Above	2019	37%	50%	37%	44%	30%	50%	-	50%	-	50%	22%	46%	35%	44%	33%	29%
At Masters Grade Level	2019	18%	26%	18%	19%	15%	24%	-	25%	-	25%	20%	23%	17%	19%	15%	17%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	89%	83%	76%	82%	89%	-	100%	-	100%	62%	85%	82%	85%	78%	81%
At Meets Grade Level or Above	2019	47%	61%	48%	41%	47%	59%	-	75%	-	75%	30%	62%	50%	45%	43%	45%
At Masters Grade Level	2019	21%	35%	18%	16%	14%	30%	-	50%	-	25%	18%	23%	16%	23%	14%	15%

Student Learning Strengths

During the 2018-2019 school year, Wessendorff implemented the PLC process.

Wessendorff also focused on strengthening Tier 1 Instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: ELAR: Multiple student groups performing below Closing the Gap Targets. **Root Cause:** Reading/ELAR: Teachers need support in student engagement. Teachers need support to implement a planning process that supports the implementation of new teaching strategies.

Problem Statement 2 (Prioritized): Math: Multiple student groups are performing below the All Student group on State Assessments. **Root Cause:** Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.

Problem Statement 3 (Prioritized): ELAR: Multiple student groups are performing below the All Student group on State Assessments **Root Cause:** We are not using

instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.

Problem Statement 4 (Prioritized): 2019-2020 core class failure rates indicate that ELL students need more targeted support in core classrooms **Root Cause:** Diverse community with multiple languages has increased the percent of ELL students needing extra support

Problem Statement 5 (Prioritized): Earlier identification of struggling students needs to be addressed in order to reduce failures. **Root Cause:** Delaying targeted intervention increases learning gaps

Problem Statement 6 (Prioritized): Growth targets for Reading and Math with the economically disadvantaged populations..... **Root Cause:** Delaying targeted intervention increases learning gaps.

Problem Statement 7: Negative trends in student performance at "Meet/Masters" levels **Root Cause:** A lack of consistent implementation of planned lessons using differentiated strategies

Problem Statement 8 (Prioritized): Lack of effective Tier 1 instruction across content areas. **Root Cause:** Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction

School Processes & Programs

School Processes & Programs Summary

Teams meet weekly to collaboratively plan lessons with the academic facilitators and ESL Coach. Teachers who aspire leadership positions are provided with leadership opportunities. These teachers are involved in site-based decision making and providing professional development to their colleagues.

The CORE (administrative) team conducts weekly internal rounds as well as weekly classroom walkthroughs to ensure teachers are implementing strategies learning during Professional development sessions. Teachers are provided with immediate feedback.

Professional Learning Communities (PLCs) meet on a regular basis to evaluate and adjust instruction to meet the needs of students. To ensure academic success, teams review data, discuss strategies, model strategies, and observe teachers, plan lessons, develop assessments, share best practices, and meet with academic facilitators.

Mentor teachers are assigned to brand new teachers. They meet regularly to provide additional information to teachers who are new to the profession.

The master schedule included common planning periods for core teachers to attend PLC meetings and collaborate on instructional techniques.

School Processes & Programs Strengths

At Wessendorff, we now have two academic facilitators (Reading and Math) and one ESL Instructional Coach. Each of these staff members plays an integral role in supporting teachers, staff, and students.

Based on assessment data, students will receive intervention or acceleration at least four days a week.

Priority Problem Statements

Problem Statement 1: Math: Multiple student groups are performing below the All Student group on State Assessments.

Root Cause 1: Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: ELAR: Multiple student groups are performing below the All Student group on State Assessments

Root Cause 2: We are not using instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2019-2020 core class failure rates indicate that ELL students need more targeted support in core classrooms

Root Cause 3: Diverse community with multiple languages has increased the percent of ELL students needing extra support

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Earlier identification of struggling students needs to be addressed in order to reduce failures.

Root Cause 4: Delaying targeted intervention increases learning gaps

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Growth targets for Reading and Math with the economically disadvantaged populations.....

Root Cause 5: Delaying targeted intervention increases learning gaps.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Lack of effective Tier 1 instruction across content areas.

Root Cause 6: Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Capacity and resources data
- Study of best practices

Goals

Goal 1: By May 2021, increase the Academic Progress (Domain ii-A) by 10% in Math and Reading as evidenced by the 2021 STAAR results.

Performance Objective 1: Provide effective MTSS for all students in need, both virtually and on campus, including economically disadvantaged, special education, ELLs, Sped, and at-risk students.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Increased Student Performance, Growth in Student Achievement on STAAR

Summative Evaluation: None

<p>Strategy 1: Hire additional tutors for individualized instructional support for all learners, including at-risk students in 6th-grade reading and math.</p> <p>Strategy's Expected Result/Impact: Increased student performance, Growth in student achievement on STAAR</p> <p>Staff Responsible for Monitoring: Classroom Teachers; Principal; AP; Facilitators, ESL Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Learning 5, 6</p> <p>Funding Sources: Tutors - Reading and Math - 211 Title I, Part A - \$20,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Administer iReady diagnostic test to all students to determine gaps in reading & math providing intervention to all students with specific knowledge gaps and COVID slides with flexible TEKS based grouping.</p> <p>Strategy's Expected Result/Impact: Increased student performance</p> <p>Staff Responsible for Monitoring: Principal, Academic Facilitators, ELAR and Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Purchase necessary math and reading resources such as Think Up Math, Fraction Multipliers, Write & Wipe Pockets, Write & Wipe Graphing, Main Idea vs Theme, Context Clues Vocabulary, Inferencing, STAAR Reading, and Step up to the TEKS to enable teachers to design rigorous lessons that will support the MTSS intervention process through common planning and PLCs.</p> <p>Strategy's Expected Result/Impact: Growth of student learning will increase through constant progress monitoring and targeted instruction</p> <p>Staff Responsible for Monitoring: Principal; AP; Academic Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 6</p> <p>Funding Sources: Instructional Materials - 211 Title I, Part A - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Professional learning opportunities will be provided for teachers to improve Tier 1 instruction. Instructional coaches will experience Professional Development in Texas Most Wanted TEKS for Mastery, Applying NearPod in the Classroom, Speak Up Creating Mathematical Conversations, DIY Workstation Make & Take, Make Them Think, Better Questions Better Classrooms, Creating Inquiry Classrooms, and Acceleration that Sticks Proportional Reasoning.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity; Increase student performance</p> <p>Staff Responsible for Monitoring: Principal; AP; Academic Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 8</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000, Academic Facilitator - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$30,075</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 5: Targeted support in the areas of academics, behavior, and social-emotional learning for identified students.</p> <p>Strategy's Expected Result/Impact: Student expected to participate in No Place for Hate and Social-Emotional Learning Advisory Program</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Counselor; Academic Facilitators; Specialists</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 6: Purchase a laptop cart and 30 laptops to provide teachers and students with adequate technical devices for technology-integrated instruction. Teachers will be able to create lessons utilizing technology.</p> <p>Strategy's Expected Result/Impact: Increased Academic Achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - 211 Title I, Part A - \$21,950</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 7: Provide Saturday intervention twice a month for all students from 8:00 AM - 12:00 PM. Provide targeted after school tutoring twice a week for face to face students. Provide targeted after school tutoring for virtual students from 4:15 - 5:15 PM using the Virtual/F2F platforms.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$7,161</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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Nov	Feb	Apr	June														
<p>Strategy 8: Provide small group pull-out during the school day. Reading and Math tutors will pull students twice a week to focus on targeted skills due to COVID.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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Formative			Summative														
Nov	Feb	Apr	June														
<p>Strategy 9: Provide professional development from October to March to assist teachers in addressing the English Language Proficiency standards: Sheltered Instruction Training, Instructional Strategies for ELs, ESL Instructional Resources.</p> <p>Strategy's Expected Result/Impact: Increased Academic Achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal; Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: ESL Instructional Coach - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$66,500, - 211 Title I, Part A - \$2,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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Formative			Summative														
Nov	Feb	Apr	June														
<p>Strategy 10: Provide Virtual and Face to Face Intervention during Mustang Time. Students will be provided one week of reading and one week of math using targeted TEKS (Readiness TEKS) and small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Teachers, Facilitators, Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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Formative			Summative														
Nov	Feb	Apr	June														
<p>Strategy 11: Students will be provided Master Class Intervention that includes extension and mastery level small group instruction for virtual and in- person students.</p> <p>Strategy's Expected Result/Impact: Increased Academic Achievement</p> <p>Staff Responsible for Monitoring: Teachers, Facilitators, Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	Apr	June				
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<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>																	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Earlier identification of struggling students needs to be addressed in order to reduce failures. Root Cause: Delaying targeted intervention increases learning gaps
Problem Statement 6: Growth targets for Reading and Math with the economically disadvantaged populations..... Root Cause: Delaying targeted intervention increases learning gaps.
Problem Statement 8: Lack of effective Tier 1 instruction across content areas. Root Cause: Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction








Goal 1: By May 2021, increase the Academic Progress (Domain ii-A) by 10% in Math and Reading as evidenced by the 2021 STAAR results.

Performance Objective 2: Use the PLC process to analyze common formative and summative progress monitoring assessments to develop intervention strategies

Evaluation Data Sources: Student learning and growth will increase through progress monitoring. Targeted instruction and interventions which will lead to increase student achievement.

Summative Evaluation: None

<p>Strategy 1: Consistent feedback of student progress through formal and informal data collection to address gaps in learning will be provided through MTSS.</p> <p>Strategy's Expected Result/Impact: Student growth will increase</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 2, 6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Create a plan of action using data from common formative assessments examined by CORE teams in order to guide instruction, best practices, and ongoing assessment.</p> <p>Strategy's Expected Result/Impact: Increased scored and student performance</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Enhance the teaching and learning process by using data to drive instruction and PLCs. Provide opportunities for teachers to collaborate and share ideas.</p> <p>Strategy's Expected Result/Impact: increased growth on assessments</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5, 8</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: Each department will give three CFAs every six weeks based on the essential standards.</p> <p>Strategy's Expected Result/Impact: Teachers will use assessment data to address student needs based on students' performance on essential standards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 5: Facilitators will model and provide SPED strategies to aid teachers in differentiated instruction for special education and teachers will attend co-teach model training provided by the district.</p> <p>Strategy's Expected Result/Impact: Instruction will reflect the co-teaching model and practices that support students' academic performance.</p> <p>Staff Responsible for Monitoring: Teachers, Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 6: All students will have access to Mustang Time to engage in enrichment or remediation to address the learning gaps due to COVID-19. Students will be provided targeted, skill-specific interventions to all levels. This will include intervention, Tier 2, and Tier 3 based on i-Ready and campus-based summative and formative assessment strategies. Materials like Mentoring Minds and Step Up to the TEKS will be utilized.</p> <p>Strategy's Expected Result/Impact: Students will show progress in mastering prerequisite skills from the previous grade level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitators, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 7: At-risk students in need of Tier 3 intervention will have access to differentiated instruction with teachers other than their scheduled classroom teachers during Mustang Time.</p> <p>Strategy's Expected Result/Impact: Achievement gaps will be closed; students will have multiple opportunities to practice with immediate feedback.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitators, Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 8: Teachers will provide interventions to targeted students twice a week after school and twice a month on Saturday.</p> <p>Strategy's Expected Result/Impact: MTSS Documentation Lesson Plans, Sign-in sheets, and student academic increase in scores.</p> <p>Staff Responsible for Monitoring: Administration, Academic Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Math: Multiple student groups are performing below the All Student group on State Assessments. Root Cause: Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.</p>
<p>Problem Statement 5: Earlier identification of struggling students needs to be addressed in order to reduce failures. Root Cause: Delaying targeted intervention increases learning gaps</p>

Problem Statement 6: Growth targets for Reading and Math with the economically disadvantaged populations..... **Root Cause:** Delaying targeted intervention increases learning gaps.

Problem Statement 8: Lack of effective Tier 1 instruction across content areas. **Root Cause:** Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction











Goal 1: By May 2021, increase the Academic Progress (Domain ii-A) by 10% in Math and Reading as evidenced by the 2021 STAAR results.

Performance Objective 3: Improve Tier 1 instruction in math and reading classrooms

Evaluation Data Sources: Increased academic achievement in math and reading

Summative Evaluation: None

<p>Strategy 1: Provide Tier 1 instruction that is focused on differentiated instruction to all students to enhance rigor and relevance. This will include after school and Saturday tutorials, October through April for virtual and face to face math and reading teachers. Facilitators and teacher leaders will model support for teachers.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p> <p>Funding Sources: Math Facilitator - 211 Title I, Part A - \$20,840.47, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$8,214, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$7,206</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Teachers will examine STAAR blueprints and the depth and complexity of the TEKS needed for success on STAAR. Teachers will prepare, adjust content/instruction, unit assessments, progress monitoring, and provide resources needed to prepare for depth and complexity in instruction.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Student Learning 8</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Assign mentors/coaches and provide job-embedded coaching and training for 1st and 2nd-year teachers. Assigned mentors will support beginning teachers to develop strong relationships with all learning, their parents or guardians, and the community through reflective practice on issues of diversity. Mentors will support teachers with best classroom management and instructional practices.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement; campus mentor logs; team planning meeting minutes; end of year Mentor/Mentee</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 8</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 4: The Administrative Team will conduct internal instructional rounds together twice a month to collaborate best instructional practices observed and ensure alignment of expectations that will allow for student and teacher growth.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
<p>Strategy 5: Teachers will receive Professional Development differentiated strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 3: ELAR: Multiple student groups are performing below the All Student group on State Assessments Root Cause: We are not using instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.</p>
<p>Problem Statement 8: Lack of effective Tier 1 instruction across content areas. Root Cause: Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction</p>

Goal 1: By May 2021, increase the Academic Progress (Domain ii-A) by 10% in Math and Reading as evidenced by the 2021 STAAR results.

Performance Objective 4: While using a systematic process for improvement in student growth, Wessendorff will emphasize safety, security, and behavior support.

Evaluation Data Sources: decreased discipline referrals; reports of drills

Summative Evaluation: None








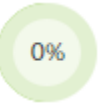

Strategy 1: Conduct routine safety drills as required Strategy's Expected Result/Impact: Safety drill documentation Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All students will be align with the Code of Conduct, and the PBIS school-wide expectations. Strategy's Expected Result/Impact: Decrease in discipline referrals. Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal; Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: PBIS - 211 Title I, Part A - \$2,500	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Incorporate character education thru counselor lessons, and character education curriculum provided thorough advisory. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Principal; Assistant Principal; Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I, Part A - \$1,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 2: By May of 2021, the overall 6th grade Math STAAR approaches level will increase by 9% from 81%. The overall Reading STAAR approaches level will increase by 10% from 69% overall.

Performance Objective 1: Increase teacher capacity by coaching/mentoring for targeted Tier 1 instruction

Evaluation Data Sources: Lesson plans will reflect increased teacher capacity and strategies

Summative Evaluation: None

<p>Strategy 1: Scheduled weekly meetings with academic facilitators and administrators to create and establish effective PLCs. Strategy's Expected Result/Impact: Weekly lesson plans reflect effective lessons; walk throughs will reflect increased teacher capacity Staff Responsible for Monitoring: Principal; Increase academic achievement Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 8</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: The CORE team will conduct learning walks once a week and provide immediate feedback. Strategy's Expected Result/Impact: increased teacher capacity; increase academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitator Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
<p>Strategy 3: Provide professional development opportunities to teachers in the TEKS and strategies to help students meet success on STAAR assessments. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
<p>Strategy 4: Implementation of Gradual Release of Responsibility framework to include the shared instruction (I do), the guided practice (we do), and the assessment, both formative and summative (you do). Strategy's Expected Result/Impact: Increase in student growth over time; Increase in academic achievement and progress scores. ELL students move from one level in all levels of the TELPAS. Staff Responsible for Monitoring: Teachers; Administration, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June

<p>Strategy 5: Implementation of higher-level questions into every lesson every day to increase rigor by planning questions/activities for each lesson, and maintaining data on question responses.</p> <p>Strategy's Expected Result/Impact: Increase student growth; increase in academic achievement and progress scores</p> <p>Staff Responsible for Monitoring: Administrators; Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Math: Multiple student groups are performing below the All Student group on State Assessments. Root Cause: Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.</p>
<p>Problem Statement 8: Lack of effective Tier 1 instruction across content areas. Root Cause: Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction</p>

Goal 2: By May of 2021, the overall 6th grade Math STAAR approaches level will increase by 9% from 81%. The overall Reading STAAR approaches level will increase by 10% from 69% overall.

Performance Objective 2: Increase teacher capacity by utilizing the PLC process to design highly effective lessons

Evaluation Data Sources: Increased academic achievement; Increased teacher capacity

Summative Evaluation: None

<p>Strategy 1: Teachers will collaborate to align deep practice questions and exit tickets that are to the rigor of STAAR assessments</p> <p>Strategy's Expected Result/Impact: Increased Academic Achievement</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Schedule weekly meetings with Math and Reading to create highly effective and engaging daily lessons to improve the quality of Tier 1 instruction</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$7,722</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: Math and Reading Teams will utilize PLC time to develop lesson plans that incorporate enrichment opportunities for those students who have scored meets and masters to extend student learning.</p> <p>Strategy's Expected Result/Impact: Increased student achievement; walkthroughs will reflect enriching and challenging lessons</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators; Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 8</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4: Teachers will collaborate to align deep practice questions and exit tickets that are to the rigor of the STAAR assessment. Strategy's Expected Result/Impact: Increase academic achievement; Increase teacher capacity Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
Strategy 5: Teachers will collaborate to create Essential Standards chart to drive the learning targets for six weeks and provide focus for data tracking in Tier II Strategy's Expected Result/Impact: Increased academic achievement; Increased teacher capacity Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
Strategy 6: Provide professional development opportunities to teachers in the TEKS and strategies to help students meet success on STAAR assessments. Strategy's Expected Result/Impact: Increased teacher capacity; Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal; Academic Facilitators Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math: Multiple student groups are performing below the All Student group on State Assessments. Root Cause: Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.
Problem Statement 8: Lack of effective Tier 1 instruction across content areas. Root Cause: Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction





Goal 2: By May of 2021, the overall 6th grade Math STAAR approaches level will increase by 9% from 81%. The overall Reading STAAR approaches level will increase by 10% from 69% overall.

Performance Objective 3: The administration will conduct internal instructional rounds to ensure the alignment of student engagement levels.

Evaluation Data Sources: Increased academic achievement

Summative Evaluation: None

<p>Strategy 1: Internal Instructional Rounds will be conducted by Administrators and Facilitators to ensure the use of best practices and student engagement instructional strategies.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 8</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 2: Math: Multiple student groups are performing below the All Student group on State Assessments. Root Cause: Math: Teachers are not using instructional strategies to support independent/self-directed problem solving and consistent implementation of planned lessons using differentiated strategies.</p>
<p>Problem Statement 8: Lack of effective Tier 1 instruction across content areas. Root Cause: Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction</p>

Goal 2: By May of 2021, the overall 6th grade Math STAAR approaches level will increase by 9% from 81%. The overall Reading STAAR approaches level will increase by 10% from 69% overall.

Performance Objective 4: Teachers will focus on aligning the cognitive demands of lessons according to expectation on TEKS utilizing higher level thinking skills and questioning with the use of learning targets.

Evaluation Data Sources: Increased academic achievement

Summative Evaluation: None

<p>Strategy 1: Teachers will be provided Professional Development on higher level questioning strategies to increase critical thinking skills. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 8 Funding Sources: - 211 Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: Teachers will observe exemplar modeling of strategies using higher level questioning techniques. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal; Assistant Principal; Facilitators Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:





Student Learning
Problem Statement 8: Lack of effective Tier 1 instruction across content areas. Root Cause: Lack of instructional tools and strategies to increase increase student comprehension during Tier 1 instruction

Goal 3: Cultivate a school community that supports the needs of teachers and parents to address the social, emotional, and academic needs of students.

Performance Objective 1: Provide multiple opportunities for parents to engage with school personnel on how to support their students both academically and socially.

Evaluation Data Sources: Teacher Surveys

Summative Evaluation: None








Strategy 1: Communicate with parents via telephone, email, Zoom meetings, and teacher conferences regarding student progress. Strategy's Expected Result/Impact: Increased parent awareness Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitators, Teachers Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Host parent events such as; band concerts, awards programs, and enrichment activities. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Facilitators, Counselor, Librarian Title I Schoolwide Elements: 2.5, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide opportunities for family academic events such as STEM and Curriculum Night, STAAR Presentation, and Career Fair. Strategy's Expected Result/Impact: Parental awareness and increased academic achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Facilitators, Teachers, Counselor Title I Schoolwide Elements: 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Cultivate a school community that supports the needs of teachers and parents to address the social, emotional, and academic needs of students.

Performance Objective 2: Support the emotional needs of teachers and work to foster a school climate that is inclusive and celebrates its staff.

Evaluation Data Sources: Teacher surveys

Summative Evaluation: None





Strategy 1: Provide various ongoing support tools that address the needs of staff such as a calming room, professional counseling, etc. Strategy's Expected Result/Impact: Principals, Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Engage in a variety of activities to increase staff morale such as staff luncheons, Friday moral builders, teacher appreciation treats, recognize monthly birthdays. Strategy's Expected Result/Impact: Increase in positive attitudes that will translate into positive classroom environments Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: WOW Wednesdays to recognize teachers who are demonstrating the utilization of effective instructional strategies. Strategy's Expected Result/Impact: Increase in positive attitudes that translate into positive classroom environments. Staff Responsible for Monitoring: Principal; Assistant Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Cultivate a school community that supports the needs of teachers and parents to address the social, emotional, and academic needs of students.

Performance Objective 3: Create a school culture and climate that is beneficial to student achievement.

Evaluation Data Sources: Quarterly campus climate surveys to assess and measure progress on student and staff achievement.

Summative Evaluation: None










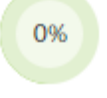
<p>Strategy 1: Create a survey and send it to staff within the window and adjust action steps as needed in relation to survey responses.</p> <p>Strategy's Expected Result/Impact: The positivity of the climate will increase.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: By May of 2021, Special Education students' academic achievement failure rate will decrease by 5% as measured by the end of year grade and 2021 STAAR assessment.

Performance Objective 1: Implement a Progress Monitoring system for virtual and face to face students.

Evaluation Data Sources: Increased academic achievement

Summative Evaluation: None








<p>Strategy 1: Teachers and Paraprofessionals will attend Professional Development to learn Progress Monitoring Options. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Teachers; Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
<p>Strategy 2: Co-teachers will utilize a progress monitoring sheet to track students' observed academic strengths, observed academic needs, and intervention being used to track IEP goals and growth. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Co-teachers; Principals</p>	Formative			Summative
<p>Strategy 3: Teachers and co-teachers will partner with families to share progress monitoring expectations. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Teachers; Principals Title I Schoolwide Elements: 2.4</p>	Nov 	Feb 	Apr 	June
<p>Strategy 4: Special Education teachers will meet with administration once a week (Mondays) to discuss Progress Monitoring and data. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Teachers; Principals Title I Schoolwide Elements: 2.4</p>	Reviews			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	Formative			Summative
	Nov 	Feb 	Apr 	June

Goal 4: By May of 2021, Special Education students' academic achievement failure rate will decrease by 5% as measured by the end of year grade and 2021 STAAR assessment.

Performance Objective 2: Ensure math and reading students receive quality and aligned math and reading instruction to increase student achievement and progress.

Evaluation Data Sources: Teachers; Principals

Summative Evaluation: None

<p>Strategy 1: Provide students access to iReady instruction aligned to classroom instruction at least once a week. iReady will provide real-time data to inform instruction for targeted intervention.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Teachers; Principals</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Feb 	Apr 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

State Compensatory

Personnel for Wessendorff Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erin Hayden	Academic Facilitator		0.5
Jeffrey Kreusch	Science Teacher		1
Sarah Dewit	English Teacher		0.12
Tiffany Garcia	ESL Coach	Instruction/ESL	0.12
Valerie Casarez	Math Teacher		0.12

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Wessendorff conducted a comprehensive needs assessment (CNA) on the following dates: February 2020. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site-Based Decision Making Committee Members are listed as follows:

- Jill Davis - Administrative personnel
- Classroom Teacher - Brittany Hill
- Special Education Team Leader - Danielle Moore
- Math Team Leader - Lynn Shoecraft
- Science Team Leader - Jaye Peavey
- Fine Arts Team Leader - James Cook
- Physical Education Team Leader - Robin Wilborn
- Para-Professional - Margie Rios
- Para-Professional - Jacky Gilbert
- ESL Coach - Tiffany Garcia
- Erin Hayden - Academic Facilitator
- Angela Toups - Academic Facilitator
- Alfred Torres - Assistant Principal
- Lorena Callis - Principal
- Parent- Kristine Glover - Parent
- Parent - Heather Ping
- Community Member
- Darryl Humphrey - Business Owner

2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2020-2021 school year and/or evaluated during the following months (November, February, April and June). Tentative Campus Improvement Council/SDM meeting dates are as follows: October 21st; November 18th; January 20th; February 17th; March 17th; April 21st; June 2nd.

2.3: Available to parents and community in an understandable format and language

To help parents be informed the campus will provide the following in English and Spanish for families: CIP, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent engagement activities, and in the State and Federal Programs Office at the district's administration building.

2.4: Opportunities for all children to meet State standards

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.5 include this Element designation above the strategy.

2.6: Address needs of all students, particularly at-risk

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.6 include this Element designation above the strategy.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

3.2: Offer flexible number of parent involvement meetings

This school will offer a flexible number of meetings to be held in both the morning and afternoon. Meetings will consist of the following topics:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child's achievement

- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Toups	Math Facilitator		.25

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Brittany Hill	Math Department Leader
Classroom Teacher	Danielle Moore	Special Ed. Department Leader
Classroom Teacher	Lynn Shoecraft	Social Studies Department Leader
Classroom Teacher	Jaye Peavey	Science Department Leader
Classroom Teacher	James Cook	Fine Arts Department Leader
Classroom Teacher	Robin Wilborn	Physical Education Department Leader
District-level Professional	Jill Davis	Social Worker
Business Representative	Darryl Humphrey	Business Owner
Parent	Heather Ping	Parent
Parent	Kristine Glover	Parent

Campus Administrator

Committee Role	Name	Position
Administrator	Lorena Callis	Principal
Administrator	Alfred Torres	Assistant Principal
Academic Facilitator	Angela Toups	Academic Facilitator
Academic Facilitator	Erin Hayden	Academic Facilitator

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors - Reading and Math		\$20,000.00
1	1	3	Instructional Materials		\$4,000.00
1	1	4			\$1,000.00
1	1	6			\$21,950.00
1	1	9			\$2,000.00
1	3	1	Math Facilitator		\$20,840.47
1	3	5			\$2,000.00
1	4	2	PBIS		\$2,500.00
1	4	3			\$1,000.00
2	4	1			\$1,000.00
Sub-Total					\$76,290.47
Budgeted Fund Source Amount					\$79,625.00
+/- Difference					\$3,334.53
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Academic Facilitiator		\$30,075.00
1	1	7			\$7,161.00
1	1	9	ESL Instructional Coach		\$66,500.00
1	3	1			\$8,214.00
1	3	1			\$7,206.00
2	2	2			\$7,722.00
Sub-Total					\$126,878.00
Budgeted Fund Source Amount					\$126,878.00
+/- Difference					\$0.00
Grand Total					\$203,168.47

Addendums