

**Waller Independent School District**  
**Fields Store Elementary**  
**2018-2019 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Needs Assessment Overview

The Fields Store Elementary School needs assessment process is described below. The schools comprehensive needs assessment committee met and formed subcommittees to evaluate the previous year's data. The subcommittees were: Demographics, Student Achievement, School Culture and Climate, Staff Quality/Professional Development, Curriculum Instruction and Assessment, Family and Community Involvement, School Context and Organization, and Technology. The committees evaluated program evaluations, survey results, and the following data: 17-18 Enrollment Data on Snapshot, 2017 Campus Accountability Table, Campus At Risk Indicators and numbers on campus, Fields Store STAAR data vs. State, Preliminary AYP 2017, 2017 PBMAS, 2018 TELPAS, Sample Teacher job description, 2017-2018 Retention Information, Sample TTESS Document, Curriculum Bundle, Sample Scope and Sequence, CBA/Benchmark Assessment Control Form, Fields Store Perception Surveys, Discipline Data from 16-17 and 17-18, campus compacts, Bell schedules, campus maps, technology plan, STARR Chart Results, Campus Technology Inventory. Documentation of the process includes meeting minutes, agenda, sign-in sheets, subcommittee folders with data reviewed and findings (completed worksheets from the Region 20 CNA tool), and the Fields Store Comprehensive Needs Assessment Summary.

# Demographics

## Demographics Summary

The student population of Fields Store Elementary School is: 1.5% African American, 55.3% White, 41.2% Hispanic, 2% all other races, 53.1% low socioeconomic status. The staff population of Fields Store is: .04% African American, 75% White, 0% Asian, 21% Hispanic, 0% Native American, .6% Male, 94.4% Female. Fields Store is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides). The average daily attendance rate for students is 96.21 %. Within various programs at Fields Store Elementary School, we serve a number of students. The numbers of students served are: 198 Limited English Proficient, 21 Gifted and Talented Program, and 73 Special Education Program.

\* Development classroom and/or campus incentives for attendance

Our School-wide Title I program consists of parent involvement activities, computer based intervention programs, reading and/or math campus based interventionists, campus academic tutors for core subject areas, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of STAAR Acceleration teachers, instructional aides to assist at-risk students, homebound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of NCLB Highly qualified, supplemental materials to assist the HR department in recruiting HQ employees, and professional development outside the district, as well as consultants hired within the district to provide professional development.

Our Title III program consists of computer based intervention programs, bilingual campus academic tutors for core subject areas, bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification trainings, summer programming for identified students, and parent involvement activities.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

## Demographics Strengths

- Small group interventions helping with SpEd and LEP population

- Able to give appropriate accommodations and label LEP students
- 4 or more parent events
- 76%-100% ESL participates in ESL or bilingual

# Student Achievement

## Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school, year. **Fields Store Elementary** met all four targets:

- Domain 1 - Student Achievement. Fields Store Elementary Score: Met
- Domain 2 - Student Progress. Fields Store Elementary Score: Met
- Domain 3 - Closing performance Gaps. Fields Store Elementary Score: Met

These scores result in Fields Store Elementary receiving a **2018 Texas Accountability Met Standard Rating**. The campus also earned one distinction:

- **Science**

Although we are proud of our scores, we know there is much more work to be done. On the 2018 STAAR, the following scores for all grades show the percentage at Approaches or above:

- All Subject -
- Reading Grade 3-73% (State 76, District 75)
- Reading Grade 4-83% (State 72, District 70)
- Reading Grade 5-88% (State 78, District 80)
- Math Grade 3 - 77% (State 77, District 80)
- *Math Grade 4 - 96% (State 78, District 84)*
- Math Grade 5 - 92% (State 84, District 85)
- Writing 4th Grade - 66% (State 61% District 60%)
- Science 5th Grade - 82% (State 75% District 80%)

A deep analysis of the above scores at grade level and by each student group reveals that almost all student groups have shown positive growth when comparing the 2017 and 2018 STAAR data. Intervention strategies will be implemented to accelerate learning and close this gap.

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2018 STAAR scores listed below:

- 3rd Grade Reading: 79% Whites - 58% Hispanic
- 4th Writing: 72% Whites - 0% Special Ed
- 5th Grade Science; 78% Whites - 61% Special Ed

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As earlier, individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Fields Store Elementary met all the State System Safeguards.

### **Student Achievement Strengths**

- LLI worked well for bilingual students
- STAAR scores



# School Culture and Climate

## School Culture and Climate Summary

- Communication with administration team
- After School Program
- Direct counseling services with kids in need
- Faculty and team communication
- Transition throughout campus

## School Culture and Climate Strengths

- Teachers creating strong reading and math scope and sequence
- Blue Ribbon School
- PTO
- Chromebook carts and iPad carts, 2nd-5th one-to-one devices
- Greetings in car rider line
- Safety - drills and procedures
- Positive school environment
- Remind 101d
- PRIDE
- Data Driven

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

- Campus website not specific
- Insurance rates and quality of insurance
- Benefits Package
- Increased substitute population
- Additional trainings for paraprofessionals

## Staff Quality, Recruitment, and Retention Strengths

- Hire HQ teachers
- Retention of teachers
- Professional Development in core subjects
- Opportunities to move into positions of interest
- Job fair
- Starting salary and competitive pay
- Staff attendance

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

- Follow-up trainings to programs introduced so questions can be answered after using the program in the classroom and a good balance between formal and informal assessments to be used for interventions.
- More detailed and adjusted curriculum Scope & Sequences
- Science kits (Stem Scopes)
- Training on Rapid Assessments, DreamBox, and iStation

## Curriculum, Instruction, and Assessment Strengths

- Developing Assessments according to the state standards
- Classroom decisions and instruction are based on data
- Professional development brought in from experts
- Data to assess needs
- Collaboration - Vertical and Horizontal

# Parent and Community Engagement

## Parent and Community Engagement Summary

- Increase in parental involvement in PTO, classroom, and planned activities throughout the year
- Activities that give back to the community
- More involvement of Watch Dog Dads
- Student calendars sent home in a timely manner

## Parent and Community Engagement Strengths

- Internet for those who do not have it
- Drive Program
- YMCA available at parent cost
- Family Literacy Nights
- PTO supports family involvement with fundraisers and activities for kids
- Movie Night
- PTO/Spring Fling
- Career Day
- Science Night
- Communication - Remind101 and Calendar
- Relay for Life
- Curriculum Night
- Red Ribbon Week
- Angel Tree
- Games & Glitz and Boots & Bling

# School Context and Organization

## School Context and Organization Summary

- Consistent calendar program and schedule
- Monitor parent influence
- Volunteer home space (Confidential)
- Improve communication
- Increase Interventions

## School Context and Organization Strengths

- Student ratio, 22:1 (Except 5th)
- Ability for teachers to identify and give input for students in need of interventions
- Gradelevels working on scheduling
- In-Class support scheduling
- STAAR camp
- Interventions devoted to math and reading
- Even distributions of students in classes
- Campus wide committees
- Family Involvement

# Technology

## Technology Summary

- Grade level specific staff development
- Computers as specials rotation
- Google classroom training and SMART training
- Earbuds and headphones for students

## Technology Strengths

- 3-D printer
- every room has a smartboard
- accessible color printer
- poster maker
- iphones
- chromebook and ipad carts, 2nd-5th one-to-one
- new teacher ThinkPads and iPads
- maker space

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent Involvement Rate

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

- Organizational structure data
- Communications data



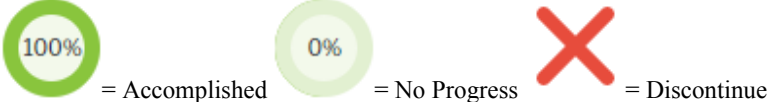
# Goals

## Goal 1: WISD and Fields Store Elementary will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 1:** Special education writing scores will improve from 0% to 30% on STAAR Writing.

**Evaluation Data Source(s) 1:** 2018 STAAR scores compared with 2019 STAAR scores

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Training's provided to teachers to implement effective writing in the classroom: * Writer's Workshop *New Curriculum (Elizabeth Martin Training)	Lead - Instructional Facilitator  Others Responsible - * Principal * Assistant Principal * All classroom teachers * Special Education teacher * Curriculum Coordinators	Implementation can be measured by confirming that teachers are including strategies in lesson planning.  Impact can be measured through CBA and benchmark assessments, showing that achievement gaps between student groups are closing.			
2) Target 2nd, 3rd, 4th and 5th grade writing skills in all sub-pops.	Leader: Teachers Other: Instructional Facilitator, Campus Administrators	CBA and Benchmarks, increase score over the prior year.			
					

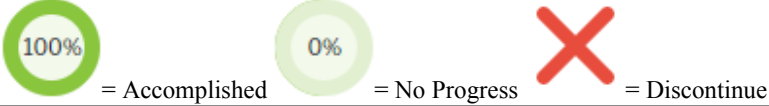
**Goal 1:** WISD and Fields Store Elementary will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 2:** All student groups in grade K-5 will meet or exceed the standard on and of the year district or state reading assessments

**Evaluation Data Source(s) 2:** STAAR 2018 and 2019 data will be compared, along with CBA/Benchmark data.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Target 2nd, 3rd, 4th, and 5th Grade Reading to add value to our students, and increase the advanced academic performance level, through various enrichment programs such as Accelerated Reader Program, Fast ForWord, and I-Station. STAAR Ready Test Practice materials 2nd Grade.	Lead: Instructional Facilitator, Classroom Teacher Other: Campus Administrators, Teachers	Higher percentage of students masters from the 2017-2018 school year.			
2) Target Kinder - 5th grade Reading by providing targeted Tier 2 and Tier 3 interventions to help move students to grade level using programs such as Countdown, Phonics Boost, Phonics Blast, and Soluciones.					



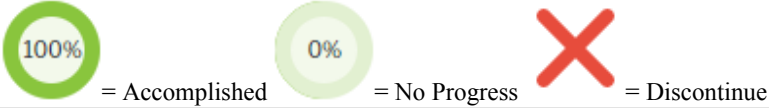
100% = Accomplished    0% = No Progress    X = Discontinue

**Goal 1:** WISD and Fields Store Elementary will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

**Performance Objective 3:** EL reading scores will increase from 61% to 65% or above and EL writing scores will increase from 46% to 50% or above on STAAR.

**Evaluation Data Source(s) 3:** 2018 STAAR/TELPAS scores  
 PBMAS 2018  
 Lesson plans will document usage.

**Summative Evaluation 3:**

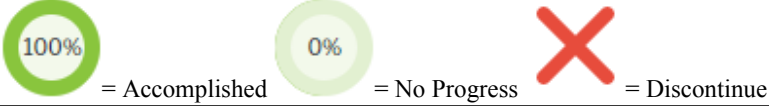
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Develop and implement a plan to practice for the online Listening and Speaking TELPAS test using online tools, for 2nd-5th grade.	Campus administrators, instructional facilitators, teachers, EL Coordinators, Bilingual/ESL Director	Improved listening, speaking, and composite TELPAS scores.			
					

**Goal 2: WISD and Fields Store Elementary will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)**

**Performance Objective 1:** Various teacher groups will collaborate in order to address various curriculum needs throughout the school year.

**Evaluation Data Source(s) 1:** M&M Meetings, Vertical Meetings, Team Meetings, Faculty Meetings

**Summative Evaluation 1:**

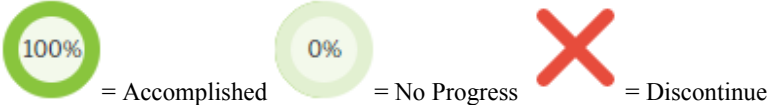
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Conduct campus vertical meetings within the various content areas, to include a bilingual strand and a technology focus.	Leader: Academic Lead Teacher Other: Instructional Facilitator, teachers	100% participation through all the grade levels every 6 weeks			
2) Weekly team meetings have an instructional focus through data analysis	Leader: Instructional Facilitator Other: Teachers	100% participation with grade level teachers			
3) Faculty meetings are conducted once a month to support instruction	Leader: Principal	100% participation			
					

**Goal 2:** WISD and Fields Store Elementary will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 2:** Teachers and instructional leaders will meet throughout the school year to investigate specific areas of needs.

**Evaluation Data Source(s) 2:** CBA and Benchmark data, Teacher Formative Assessment

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Within team meetings look at data for student weaknesses and areas of need, beginning with STAAR data from 2018 and continuing with on-going campus data and comparative data - team-wise.	Leader: Team Leader Other: Campus Administrators, Instructional Facilitators	Weekly meetings, current updated list of students in interventions			
2) Use early release days to review data of various assessments and formulate a plan of action.	Leader: Content Directions Other: Teachers, Instructional Facilitator	100% participation			
3) Use early release days in district to devise a common scope and sequence and discuss best practices and latest information from the state.	Leader: District Specialist Other: Teachers, Instructional Facilitator	100% participation			
					




**Goal 2:** WISD and Fields Store Elementary will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

**Performance Objective 3:** Staff will receive high quality professional development

**Evaluation Data Source(s) 3:** Sign-in sheets, certificates

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population: *ELPS *Valley Speech *Lead4Ward *State Conferences (TASM, CAST, TCTELA, CREST, CAMT, TSELA) *HCDE Trainings *Stem Scopes*Scientific Spelling *Seidlitz Group ELL Trainings *The Curriculum Project *The DBQ Project *Stetson and Associates *Guided Reading *Neuhaus *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *SDE Math Training *Reader's & Writer's Workshop, *Patterns of Power, *Handwriting without Tears, Sistema de evaluacion de la lectura, grados K-2. PreK New Teacher Academy training, PD provided by Houghton Mifflin for Everyday Calendar Math for PreK along with training materials needed for PD. and classroom materials for implementation of new Texas PreKindergarten Guidelines updated 2015. Math Institute professional development for Pre-K through 5th grade math teachers with Garland Linkenhoger and Debbie Wells, along with materials needed for PD. HWOT. Training materials and professional books to support balanced literacy. Targeted 4th grade writing training from Gretchen Bernadei	Lead: Curriculum Content Coordinators, Campus Administrators Others involved: Consultants, such as: Shonda Guthrie, Elizabeth Martin, Dr. Elsa Cardenas-Hagan, Liz Evans, Linsey McCoun, John Seidlitz, Nicole Shanahan, Nicole Frazier, Patricia Morales, John Samara, Mathlink Consulting - Garland Linkenhoger, Debbie Wells, Rebecca Koesel, Dawn Vinas, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei	Completion of the minutes, agendas, and sign-in sheets from professional development events. Observation, through walk throughs, that the specific skills and knowledge acquired in training have been implemented.			
2) Bil. Director/ ELL Coordinator will provide trainings through Title III Funds and/or utilizing information acquired by attending conferences; such as Region IV, TEA, Strategic Teaching, Valley Speech Language and Learning Center w/ Presenter Dr. Elsa Hagan for WOWS/WELLS, JELLS, and ESPERANZA.	Bilingual/ESL Director ELL Coordinator	Certificates, Sign-in sheets			

<p>3) Using Title III Funds teachers will be trained to use academic language and vocabulary across grade levels using Neuhaus Materials, EPS Initial Reading Deck, Esperanza/Valley Speech, Voyager Passporte, WOW/WELLS, JELLS, Valley Speech Early Exit Model Consultation, LRI Spanish phonics PK thru 1, poetry lessons and Read Aloud materials from Booksource. Math, Reading, and Writing STAAR related intervention materials in both Spanish and English for recent immigrants in their year 1 and 2 in US. Sheltered Instruction Plus Manuals PK-5 from Seidlitz Education distributed among Bilingual and ESL Teachers to use second language acquisition strategies for all TELPAS proficiency levels while teaching content area standards. SLAR-ELAR PK-2 TEKS Training with Dr. Patricia Morales. Guided Reading Toolkits materials PK-1st, and PK-2 book study materials. Bilingual Kinder shared reading materials from OKAPI. Bilingual Guided Reading. Math Training for elementary Bil/ESL Teachers on Anchor Charts, Journals, and Manipulatives. Dr. Hagen Cardenas training materials are WELLS 2-updated curriculum for Bilingual Frameworks, Big Books by George, Curriculum Associates: STAAR Ready 2nd Grade Spanish, Pre-K books, and parent literacy bags.2018 NAC Summer School Ballard &amp; Tighe Materials</p>	<p>District Coordinators, Principal, Teachers</p>	<p>Campus Vertical Meetings District Horizontal Meetings</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

# Goal 3: WISD and Fields Store Elementary will provide a safe, secure and respectful learning environment for students and staff. (Safety)




**Performance Objective 1:** 100% of staff will be trained and knowledgeable in procedures that guarantee the physical and emotional safety of children.

**Evaluation Data Source(s) 1:** Implementation will be measured through documented drills, observations, and staff development.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>1) Provide updated training for faculty and staff on crisis management, bullying, and provide staff with an emergency care kit.</p> <p>Develop and implement duty schedule to maximize supervision in all areas</p> <p>Participate in monthly fire drill, one obstructed exit drill per semester, one lock-down drill per semester and emergency procedures.</p> <p>Maintain a core team trained in TBSI protocol policies and procedures.</p>	<p>Lead: Assistant Principal</p> <p>Others Involved: Principal, District Safety Officer,</p>	Sign-in sheets, drill logs, Training Certificates, Updated and Current EOP			
<p>2) Maintain a Core Team trained in TBSI protocol, policy and procedures.</p>	<p>Lead: Campus Administration</p>	Certificates of completion			
<p>3) Fields Store Elementary will maintain a school-wide positive behavioral support system through the PRIDE framework.</p>	<p>Lead: Assistant Principal</p> <p>Other: Principal, Teachers</p>	Written School Plan			
<p>4) 100% of staff will be trained and knowledgeable in guaranteeing student freedom from all forms of harassment.</p>	<p>Lead: Campus Administration</p> <p>Other: Teachers and Staff</p>	Implementation will be measured through staff development.			
<p>5) 100% of staff will complete all required compliance training.</p>	<p>Lead: Campus Administrators</p>	Staff certificates of completion.			
<p>6) Staff will be made aware and address the transition needs, academically, socially, and emotionally of students transitioning from early childhood programs into elementary school.</p>	<p>Campus Instructional Staff, Counselors</p>	Smooth transitions for students based on academic performance and behavior			



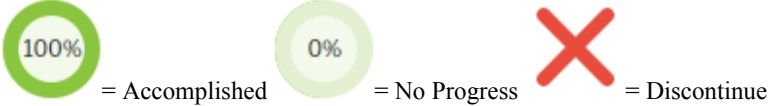
7) Fields Store Elementary will assess and support the growth of social and emotional skills and learning through Apperture Education DESSA.	Lead: Counselors Other: Campus Administration and Campus Instructional Staff	Data Driven Universal Screeners			
8) Title IV funds will allow campus counselors to attend professional development training and events which further promote the safety and health needs of all students.	District and campus administrative team, school counselors	Campus counselors will attend professional development throughout the 2018-2019 school year. Counselors will be better equipped to support the physical, social, and emotional needs of our students.			
9) Through Title IV funding, students will participate in KINDNESS WEEK at school. Students will participate in activities to educate them on what bullying is and how to stop bullying or report bullying appropriately.	Leader: Counselor Others Involved: Principal, Assistant Principal, grade level teachers, special area teachers	1. Implementation: Each day throughout the week, students and teachers follow the plan provided by the school counselor that promotes no bullying week. Incentives are given to make this week successful, as well as school wide program to wrap it up. 2. The impact will be a decrease in referrals related to bullying incidents as well as students feeling confident in reporting and stopping incidents of bullying.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

# Goal 4: WISD and Fields Store Elementary will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

**Performance Objective 1:** Fields Store Elementary will hire 100% Highly Qualified educators.

**Evaluation Data Source(s) 1:** Highly Qualified status documentation

**Summative Evaluation 1:**

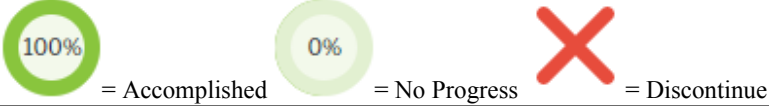
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) New teachers will be assigned to a mentor teacher.	Leader: Principal Other: Mentor	Mentors will communicate with mentees bi-weekly and mentors will communicate with administration for collaboration.			
2) Teachers are encouraged to obtain a higher level degree and additional certifications, to include ESL.	Leader: Principal	Increase in staff participating in high level degree programs and 100% of staff highly qualified with an ESL certification.			
3) Teachers and Paraprofessionals will attend training to enhance their knowledge and skills to meet student needs.	Leader: Principal Other: Curriculum Directors, Instructional Facilitator, Special Education Director	Use of training and skills on the job.			
4) Staff Development provided for teachers and paraprofessionals to obtain staff development hours to maintain certification.	Leader: Campus Administrators Other: Instructional Facilitator	100% of staff highly qualified			
					

**Goal 4:** WISD and Fields Store Elementary will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

**Performance Objective 2:** Provide a challenging curriculum that follows 100% of the districts scope and sequence and ensure that all TEKS are addressed successfully.

**Evaluation Data Source(s) 2:** Universal Screeners, CBA assessments, benchmark assessments, iStation reports

**Summative Evaluation 2:**

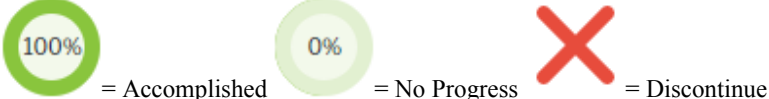
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Weekly team meetings to focus on data, M&M Meetings (monitor and motivate)	Leader: Instructional Facilitator Other: Teachers	M&M meetings each Tuesday			
2) District and campus instructional specialist will meet with teacher and administration to support instruction	Leader: Campus Administrators Other: Curriculum Coordinators, Instructional Facilitators, Teachers	Each teacher will be supported in appropriate researched-based instructional strategies to benefit all students			
3) Provide instructional support in Math, Reading, Writing, and Science to grade level teams	Leader: Curriculum Content Coordinators	Regular informal observation, modeling of lessons, and collaborative conversations among coordinators and teachers			
					

# Goal 5: WISD and Fields Store Elementary will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

**Performance Objective 1:** 100% of Fields Store Elementary teachers will perform distinguished or accomplished as established in their goals they wrote in T-TESS appraisal system.

**Evaluation Data Source(s) 1:** Individual conferences on T-TESS goals written by teachers

**Summative Evaluation 1:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) 1) Campus administrators will conduct walk-throughs and observations based on TEA guidelines and board approved T-TESS calendar.	Leader: Campus Administrators Others: Curriculum Director, Human Resources Director	Walk-Throughs, observations, summative compared year-to-year, goal setting meetings			
					

# Goal 6: WISD and Fields Store Elementary will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

**Performance Objective 1:** All teachers will attend technology training throughout the year

**Evaluation Data Source(s) 1:** Agenda and Sign in sheet

**Summative Evaluation 1:**

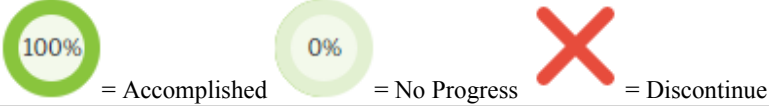
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Instructional Technologist will provide training to staff by grade level or based on individual need, incorporating Google classroom.	Lead: Instructional Facilitator  Others Involved: Principal, Asst. Principal, teachers	Sign-In Sheets, Technoloy use in lesson plans			
 = Accomplished  = No Progress  = Discontinue					

**Goal 6:** WISD and Fields Store Elementary will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

**Performance Objective 2:** 100% of FSE students will regularly use technology to enhance their learning

**Evaluation Data Source(s) 2:** Students using technology in their classes

**Summative Evaluation 2:**

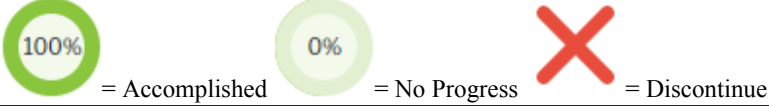
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students will have access to numerous technology based programs to target supplemental learning needs (iStation, Reading A-Z, Fast Forward, Dreambox)	Leader: Classroom Teacher Other: Instructional Facilitator	Student use reports and academic summary reports.			
					

**Goal 6:** WISD and Fields Store Elementary will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

**Performance Objective 3:** All parents will have access to student/campus information via the campus/district websites

**Evaluation Data Source(s) 3:** Campus and District websites kept updated

**Summative Evaluation 3:**

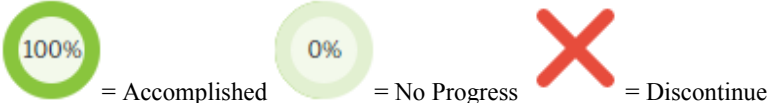
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Parents have access to computer resources, computers available to parents each day  2. Teachers provide parents a SMART night training with access to computers to review family access and student computer programs.	Lead: Counselors  Others Involved: Principal, Asst. Principal, teachers	Sign-in sheets for parent meetings			
					

# Goal 7: WISD and Fields Store Elementary will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

**Performance Objective 1:** In the 2018-2019 school year, Fields Store Elementary will increase the percentage of parent participation in both academics and social events by 10% when compared to the previous year.

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) More parent participation/membership for PTO.</p> <p>2. Increased parent representation at events such as evening performance and informational meetings.</p> <p>3. Title I Parent Involvement funds will be used to provide strategies to help work innovatively with parents and families to contribute to student success through a professional development opportunity at Region IV: "Building Capacity and Strengthening Partnerships for Family Engagement."</p>	<p>Leader: Principal</p> <p>Others involved: Assistant Principal, Classroom Teachers</p>	Implementation can be measured through the V-soft program and sign-in sheets.			
					

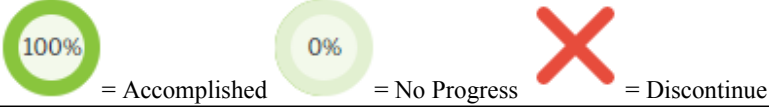


# Goal 8: WISD and Fields Store Elementary will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

**Performance Objective 1:** Supplement local funding with federal funding and discretionary grant funding

**Evaluation Data Source(s) 1:** All funds are expended in a compliant manner

**Summative Evaluation 1:**

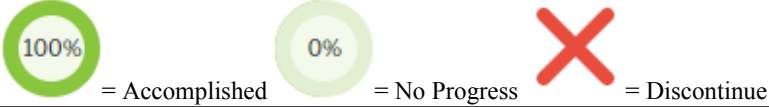
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Local funding to support curriculum, staffing, and foundation program	Principal, Business Office, Campus Book keeper	All regular classes staffed and funded with local funds			
2) Use Title II funding to provide professional learning in needed areas based on student data	Principal, Content Coordinator, and Curriculum Director	Student achievement data increase			
3) Use Title IA funding to provide supplemental services to struggling and at risk students	Principal, Content Coordinator, Curriculum Director	Student achievement data increase for the targeted population			
4) Administrative supplies to be used for reviewing ELL data and progression toward campus and district goals.	Bil/ESL Director	Sign-in sheets, walk throughs, observations, test scores, meeting agenda			
5) Through Title III funding, dictionaries of various types for ELL's were purchased to supplement learning strategies. NAC Students will be provided headsets for Language Acquisition.	Instructional Facilitator, LPAC coordinator, teachers	Student achievement increase through classes and assessments used			
6) Use Title IV Funding to purchase "The Texas Model Guide for Comprehensive School Counseling programs" 5th Edition to help develop and enhance campus counseling program.	Counselors, District Counselor Coordinator	Improved/Enhanced School Counseling Program			
					

**Goal 9: WISD and Fields Store Elementary will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)**

**Performance Objective 1:** Address the special needs and enrichment interests of all students in the school

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

**Summative Evaluation 1:**

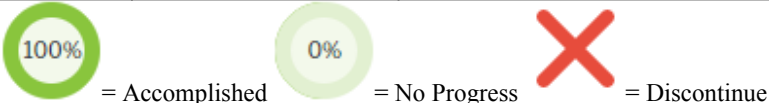
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Implement practice for UIL events during the regular school day.	Leader: UIL Coordinator Other: Grade Level Teachers, support staff	Offer life experiences to all students			
					

# Goal 10: WISD and Fields Store Elementary will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

**Performance Objective 1:** Share responsibility achievement incorporating: Parenting Skills, Learning at Home, Decision-making, and Collaboration

**Evaluation Data Source(s) 1:** Agendas and sign in sheets

**Summative Evaluation 1:**

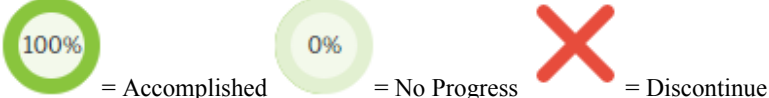
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide Pre-K Orientation "Make and Take" Materials. Training funded through Title I and III.	ELL Coordinator, Bilingual/ESL Director, Curriculum Director, Family Engagement Specialist, Campus Administration Team	Agenda and sign in sheets			
2) Provide Family Literacy Night and Curriculum Nights	Teachers, Title 1 Teachers, Instructional Facilitator and Principal	Agenda, sign in sheet with parent and student involvement			
					

**Goal 10:** WISD and Fields Store Elementary will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

**Performance Objective 2:** Host community events focused on academic content and/or the development of fine arts, such as Family Literacy Nights, Family Fitness Night and FSE Art Showcase

**Evaluation Data Source(s) 2:** Invitations, Agendas, and Sign-In Sheets

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Coordinated planning of events over a variety of topics including Pre-K summer outreach literacy program.	Principal, Classroom Teachers, summer school librarian	Calendars, Sign in sheets			
					

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**