

Waller Independent School District
Turlington Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The district believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty-first century workplace. It is therefore the intent of the district to serve all students regardless of their ability, environment, or national origin. Students will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

Vision

Turlington Elementary School will live by the Mission Statement of Waller ISD to ensure it is providing the best educational experience for each and every student so they can graduate from Waller High School and achieve great things as citizens of our community. We will add value to each student academically and emotionally!

Value Statement

Turlington Elementary School will add value to each student academically and emotionally! All staff members will invest in our students to meet all needs and prepare them for junior high and high school and beyond.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population of Turlington Elementary School is: 3 % African American, 41.4% White, .1% Asian, 52.1% Hispanic, 1.4% Native American, 1.8% Two or More Races 0.1 % Pacific Islander, 49% Male, 51% Female, 65.7% low socioeconomic status. The staff population of Turlington is: 5.4% African American, 71.3% White, 0% Asian, 23.3% Hispanic, 0% Native American, 5.4% Male, 94.6% Female. Turlington is proud that 100% of the instructional staff is state certified (teachers and instructional aides)

The average daily attendance rate for students is 96.6%. The percent of students with disciplinary placement is 0%.

Within special programs in Turlington Elementary School, we serve a number of students. The number of students served are: 298 Limited English Proficient, 35 students in the 504 Program, 47 Gifted and Talented Program, and 58 in the Special Education Program.

Priorities are:

- Hire more Certified Teachers that are fluent in both English and Spanish
- Hire Paraprofessionals who are bilingual

Special Programs:

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 state standards for certification and licensing, supplemental materials to assist the HR department in recruiting 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

Turlington Elementary has many strengths. Some of the most notable demographics strengths include: 1. Student absences are excused. 2. The attendance rate at Turlington Elementary increased in 2016-2017 3. Families are moving to the area for our schools. Because our families value education we have many supportive parents and students who are committed to success.

Student Achievement

Student Achievement Summary

Turlington Elementary School met standard in all areas of accountability and earned 3 distinction designations. All SPED students who took STAAR Alt 2 also met standard. The three distinction designations earned are Academic Achievement in Science, Top 25% Closing performance gaps and Postsecondary Readiness.

Student Achievement Strengths

Turlington Elementary has a population of hard-working and high achieving students. Turlington is proud of the many strengths including:

- Bilingual students stronger in math
- All students' scores are compatible
- All classrooms have smart- board and technology integration in the classroom
- Earning 3 distinction designations
- Closing performance gaps

School Culture and Climate

School Culture and Climate Summary

Priorities are:

- Involve more teachers in the decision making process
- Stakeholders feedback survey

School Culture and Climate Strengths

- Administration treats staff with respect
- Quality work is expected of teachers and students
- Data driven decisions
- Staff clear about their roles and responsibilities
- Have all information needed to perform job
- Targeted interventions

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- Staff development in the areas of reading and writing
- Staff development in the area of technology integration
- Staff development in the area of Writing

Staff Quality, Recruitment, and Retention Strengths

- Having candidates for employment bring lessons to share at the interview
- Hire teachers who are state certified and meet state standards
- Retention of teachers
- Hiring process – use committees

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

- Dedicate time for Horizontal / Vertical meetings
- Look at Special Education Curriculum

Curriculum, Instruction, and Assessment Strengths

- Horizontal/vertical team meetings
- Curriculum alignment
- AWARE for data analysis
- District curriculum planning days
- Data chats weekly in teams

Parent and Community Engagement

Parent and Community Engagement Summary

- Create a parent center
- More communication to parents about family and adult education classes
- Host curriculum night
- Parent training classes
- PTO and volunteer organization

Parent and Community Engagement Strengths

- Adult English and Spanish classes
- Summer programs
- Variety of classes offered to parents in the community

School Context and Organization

School Context and Organization Summary

- Consistent calendar program
- Survey for student perspective (Principal's Club)
- Campus based meetings

School Context and Organization Strengths

- Counselor grade level groups
- Organization

Technology

Technology Summary

- Professional development on I pads and smart- boards to create interactive lessons
- Integrate technology in lessons
- Technology integration in lessons to enhance instruction
- Chrome books and ipads carts in all grade levels

Technology Strengths

- Exposure of technology to students-equipment (smart boards, devices for students, I pads, chromebooks, digital cameras, smart response, ipad carts, and video conferencing equipment)

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results

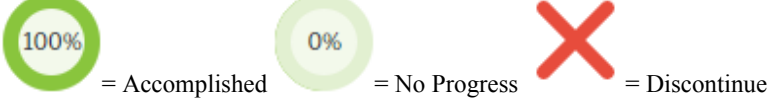
Goals

Goal 1: WISD/TES 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: Limited English Proficiency writing scores will improve from 49% to 65% on STAAR Writing.

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

Summative Evaluation 1:

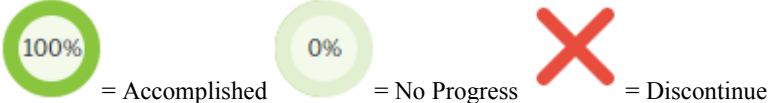
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Turlington Elementary School will implement a solid writing curriculum and foundation for students utilizing: Reader's / Writer's Workshop to support the needs of all students and increase achievement levels.</p>	<p>Leader: Instructional Facilitator</p> <p>Others involved: Principal, Elementary Reading Coordinator, Instructional Coach, Interventionist, and all writing teachers</p>	<p>1) Implementation: All teachers will attend on-going training of the workshop model and will be given the option of refresher courses during the summer.</p> <p>2) Impact: Overall awareness in writing in all grade levels. Vertical alignment in writing instruction Kinder - 5th grade. Increase in LEP student writing scores on 4th grade Writing STAAR.</p>			
					

Goal 1: WISD/TES 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 students in 5th grade will maintain reading scores at 90% on STAAR reading after 1st and 2nd administration

Evaluation Data Source(s) 2: 2018 STAAR scores compared with 2019 STAAR scores.

Summative Evaluation 2:

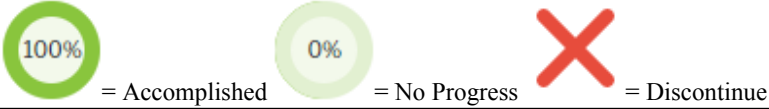
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>1) Leveled Literacy Instruction (LLI) A small group reading intervention for students who are below grade level. Istation for all students K-5. Soluciones for K - 2 bilingual interventions, Countdown and Phonics Blast for Kinder and 1st grade interventions, Fast ForWord for 3-5, Phonics Boost for 3 - 5 interventions, RAVE-O for 2-5, and Rewards for 4-5 interventions.</p>	<p>Leader: Reading Interventionist Others involved: Principal, Instructional Facilitator, Elementary Reading Coordinator, Early Intervention Specialist/Assistant Principal, Instructional Coach, Bilingual/ESL Coach, Classroom Teachers</p>	<p>1)Implementation: Using data, a designated team will identify which students qualify for a research based intervention and will place students in leveled reading groups. 2)Impact: Students reading level will be monitored and tracked by the EOY Form in Aware. Reading scores on STAAR will increase for students participating in the research based intervention.</p>			
<p>2) WOW/WELLS program for bilingual classrooms from Kinder - 2nd grade and new comers in 3rd, 4th and 5th grade. Bilingual Kinder shared reading materials from OKAPI, 2018 NAC Summer School Ballard & Tighe Materials, and JELLS for K-1.</p>	<p>Leader: Bilingual/ESL classroom teachers Others involved: Principal, Assistant Principal, Instructional Facilitator, Bilingual/ESL Instructional Coach</p>	<p>1) Implementation: Using the WOW/WELLS program in the reading/writing framework as provided by the district. 2)Impact: EL students make the transition to English. Increasing reading levels and reading scores on district based assessments.</p>			
					

Goal 1: WISD/TES 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: Special education population will improve in all content areas by 15% - 20% on all standardized testing and all STAAR Alt 2 students will meet standard.

Evaluation Data Source(s) 3: 2018 STAAR scores compared with 2019 STAAR scores.
 District benchmarks.
 IEP goals.

Summative Evaluation 3:

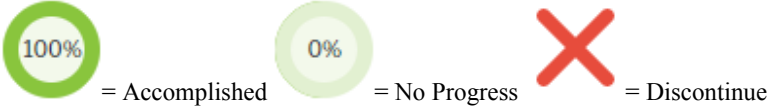
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Inclusion with the special education teacher or paraprofessional in the general education classroom.	Leader: Principal Others Involved: Special Education Director, Inclusion teachers, Assistant Principal, Paraprofessionals.	1)Implementation: Following required allotted minutes in ARD paperwork. All teachers, general ed, special ed and paraprofessionals attend training provided by special education department. 2)Impact: Students will improve in all content areas with by 15% - 20% on all standardized testing.			
					

Goal 1: WISD/TES 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 4: Increase in overall attendance rate to 96% or above.

Evaluation Data Source(s) 4: Daily Attendance Reports

Summative Evaluation 4:

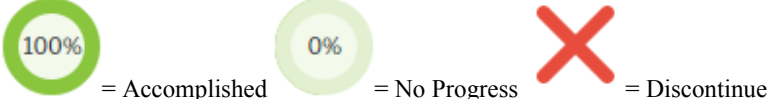
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Bulldog Attendance - weekly winners by grade level of each classroom with the highest attendance will be announced and celebrated. There will be monthly attendance incentives for all students as well as teacher chosen grade level incentives for perfect attendance and attendance goals.	Leader: Assistant Principal Others Involved: Principal, Counselor, All teachers	1) Implementation: Attendance reports are used to determine which teacher in each grade level had the highest attendance. The weekly winners are announced. After 20 days of perfect attendance, a class earns a reward. 2) Impact: Increase of attendance rate to stay above 96.5%.			
2) Three A's Wall-Academics, attitude and attendance. Students will be celebrated as their name is added to the wall each six weeks, based on criteria.	Leader: Principal and Assistant Principal Others involved: Homeroom teachers	1) Implementation: grade reports, discipline referrals, and attendance reports at the end of a grading period. 2) Impact: Positive increase in academics and attendance and reduction in referrals.			
3) Daily phone calls home	Leader: Assistant Principal and Attendance clerk	1) Implementation: daily absence report after 9:35 AM 2) Impact: Increase in attendance rate to 96% or above.			
					

Goal 1: WISD/TES 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 5: Increase Masters performance in all categories for grades 3, 4 and 5 by 10%.

Evaluation Data Source(s) 5: 2018 STAAR scores compared with 2019 STAAR scores.

Summative Evaluation 5:

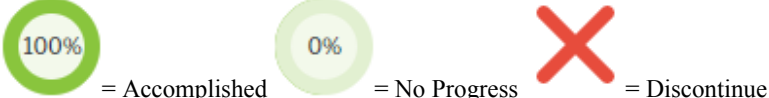
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Using data from Aware to identify students who are 1 to 2 questions away from reaching Masters level and providing them with targeted instruction.	Leader:Class room teachers Others Involved: Principal, Assistant Principal, Instructional Facilitator, Instructional Coach, Interventionist	1) Implementation: Classroom teachers will use data from Aware to track student scores on CBAs and Benchmarks to identify students who are 1 to 2 questions away from scoring at Masters level. Once students have been identified teachers will pull these students and work on targeted skills to help improve student achievement. 2)Impact: Students scoring Master on STAAR in all categories will increase by 10%.			
					

Goal 2: WISD/TES 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: Content area teachers will use data in team meetings weekly to plan and adjust instruction in all content areas in all grade levels

Evaluation Data Source(s) 1: Data from meeting to meeting, teacher lessons plans, and data meeting recording sheet.

Summative Evaluation 1:

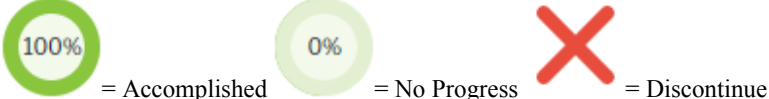
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Grade level teams will have data meetings weekly using data from Aware to make informed decisions and adjust instruction.	Leader: Instructional facilitator, and classroom teachers. Others responsible: Principal, Assistant Principal, Content Coordinators, ELL Coordinator, Early Intervention Coordinator, Instructional Coach	1)Implementation: Teams will meet weekly to look at data in Aware for CBAs, Universal Screeners, DRAs, Benchmarks, and STAAR and Istation for ISIP scores. Teachers will record monthly ISIP scores and CBA/Benchmark in data folders. Teachers will create a plan based on lowest and highest TEKS, which TEKS need to be retaught, and set goals for the next assessment. 2)Impact: Teachers will track which students are making improvement and which students need specific intervention. Teachers will make data based decisions that will drive classroom instruction.			
					

Goal 2: WISD/TES 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: Content area teachers, PreK - 5th, will meet and plan three times a year as a vertical team. ie Math, Reading/Writing, and Science

Evaluation Data Source(s) 2: Teachers share and participate in vertical meetings.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Vertical content meetings	Leader: Instructional facilitator and classroom teachers Others responsible: Principal, Assistant Principal, Reading and Math Interventionist, Content Coordinators, Instructional Coach	1)Implementation: Vertical meetings will be set for three times throughout the school year. At least one teacher from each grade level will be required to attend per content. In meetings instructional facilitator will lead discussions on school wide curriculum issues based on each content area. Teachers will participate, collaborate and share ideas and best practices. 2)Impact: Teachers will take back the information to their grade level teams and share what they learned with their team.			
					

Goal 2: WISD/TES 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: All staff members will attend quality research based professional development opportunities to improve instruction, management, assessment, and over all job performance.

Evaluation Data Source(s) 3: Implementation of strategies learned will be evident in lesson plans, classroom walk throughs, observations and improvement in student achievement.

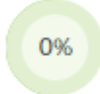
Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) 1) All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population: *ELPS *Teaching, Valley Speech Language and Learning Center w/ Presenter Dr. Elsa Hagan for WOWS/WELLS, JELLS, and ESPERANZA using Title III Funds* *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 *PK New Teacher Academy Training and Materials Needed for New TX PK Guidelines (2015), PD provided by Houghton Mifflin for Everyday Calendar Math for PreK along with training materials needed for PD. Math Institute professional development for Pre-K through 5th grade math teachers including materials needed for PD. HWOT. Training materials and professional books to support balanced literacy</p>	<p>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 - Dawn Vinas, Rebecca Koesel, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Garland Linkenhoger, Debbie Wells</p>	<p>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.</p>			

<p>2) Title III Funds will be used for teacher trainings using the following vendors; (Strategic Teaching, and Dr. Hagan) for Bilingual Guided Reading and Esperanza/WOWS, also in academic language and vocabulary across grade levels using Neuhaus Materials, EPS Initial Reading Deck, Early Exit Model Consultation, LRI Spanish phonics PK through 1 poetry lessons and Read Aloud materials from Booksource. , and PK-2 book study materials. Math, Reading, and Writing STAAR related intervention materials in both Spanish and English for recent immigrants in their year 1 and 2 in US. Math Training for elementary Bil/ESL Teachers on Anchor Charts, Journals, and Manipulatives.</p>	<p>District Coordinators, Principals, Teachers</p>	<p>Campus Vertical Meetings District Horizontal Meetings</p>			
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= Accomplished



= No Progress



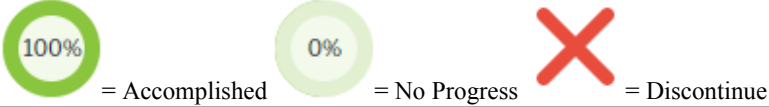
= Discontinue

Goal 2: WISD/TES 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 4: PreK - 5th will focus on intervention in both literacy and math to close achievement gaps.

Evaluation Data Source(s) 4: District assessments, early reading instruments and universal screeners.

Summative Evaluation 4:

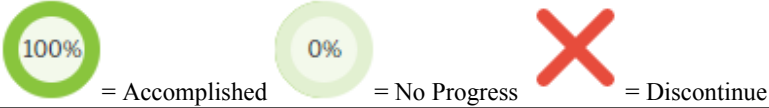
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy 1) Use the following research-based interventions, programs and assessments to close the achievement gaps within the ELL Reading and Economically Disadvantaged Reading subgroups: Istation, LLI, Universal Screeners, Fountas and Pinnell, and Dreambox.</p>	Teachers IF Counselors Administrators Instructional Coach Interventionist	Implementation weekly along with benchmark assessments			
					

Goal 2: WISD/TES 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 5: Campus wide focus in the area of literacy to improve reading and writing across grade levels.

Evaluation Data Source(s) 5: Fountas and Pinnell BOY to EOY will improve, iStation, lower the amount of students falling in the 10% or below category on Universal Screeners.

Summative Evaluation 5:

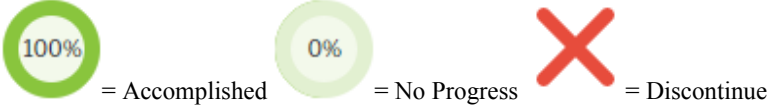
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy Targeted Support Strategy 1) Fast ForWord will be used to motivate reading across genres for at-risk readers in grades 3-5. It will give assessment data and help monitor progress.</p>	Leader: Instructional Facilitator Others responsible: Principal, Assistant Principal, Classroom Teachers, Reading Interventionist, Instructional Coach	Implementation: daily 45 minute lesson with teacher monitor and data collection. Student sets their goals.			
Funding Sources: Local (199) - 0.00					
2) Academic language and vocabulary used across grade levels using Big Books By George, Neuhaus materials, Eseranza/Valley Speech, Voyager Passporte, WOW/WELLS, JELLS Spanish phonics PK thru 1, poetry lessons. Reading and Writing STAAR related materials in both English and Spanish for recent immigrants. 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. Dictionaries of various types for ELL's to supplement learning strategies. Guided Reading Toolkit materials PK-1st, Handwriting without Tears for Pre-K, Sistema de evaluacion de la lectura, grados K-2	District Coordinators, Principal, Teachers	Campus Vertical Meetings District Horizontal Meetings			
					

Goal 2: WISD/TES 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 6: By the beginning of the school year, 100% of PK-12 core area teachers are using the district's scope and sequence to plan instruction.

Evaluation Data Source(s) 6: Lesson plans reveal alignment with scope and sequence documents. Team planning minutes reveals the use of scope and sequence during planning.

Summative Evaluation 6:

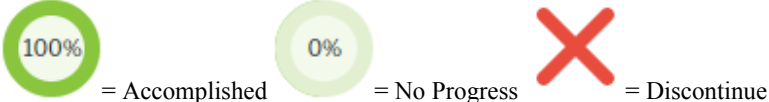
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Prior to the beginning of the school year, all PK-12 educators will create/modify an instructional pacing calendar documenting the objectives to be taught each 6-weeks period, completing all required TEKS by the end of the school year.	Lead: Curriculum Content Coordinators Others involved: Classroom Teachers, Instructional Facilitators, Campus Administrators, Instructional Coach	Students will receive high-quality instruction over the entire district curriculum in each content area.			
					

Goal 3: WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1: Provide staffing and procedure training that guarantees physical safety for children.

Evaluation Data Source(s) 1: 100% participation in training, monthly drill practice record sheet, safety audit

Summative Evaluation 1:

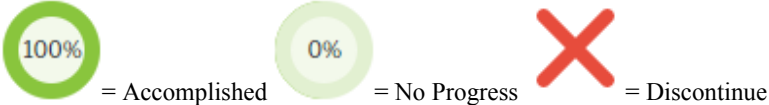
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Provide updated training for faculty and staff on crisis management and provide staff with and emergency care kit.	Leader: Assistant Principal and Principal Others involved: District Safety Officer, all teachers and staff	1) Implementation of a crisis management plan with 100% active participation from all staff members 2) Impact: Staff is prepared to handle a crisis incident or emergency to ensure safety of students			
2) The CATCH program will be implemented school-wide	Leader: PE teacher Others involved: Principal, Assistant Principal, PE aide, nurse, grade level teachers, and cafeteria staff	1) Implementation of strategies and techniques of the research based program-Coordinated Approach to Child Health 2) The impact will be student improvement with physical fitness and nutrition awareness as measured in the state approved test.			
3) All staff will participate in monthly fire, obstructed exit and lock-down drills, and emergency procedures. Invite local fire department to talk with our students about fire safety.	Leader: Assistant Principal Others involved: All teachers, paraprofessionals, Principal, support staff, cafeteria staff and special area teachers.	1) Implementation: 100% participation with Fire Code during all drills conducted. 2) Impact: Student and staff awareness of how to handle and react in fire or emergency situations.			
4) Monitor and provide support to the homeless students identified in on our campus.	Leader: Principal Others involved: Assistant Principal, Registrar, Grade level teachers, and nurse	1) Implementation: Identify students who are enrolled with the homeless status 2) The impact will be to provide the support they need to be successful in school.			
					

Goal 3: WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 2: Provide staffing and procedures that guarantee emotional safety for children.

Evaluation Data Source(s) 2: Less than 5% of students will have discipline referrals.

Summative Evaluation 2:

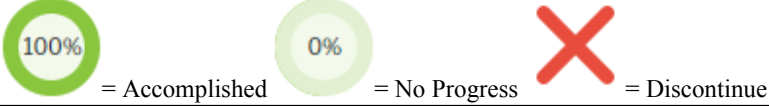
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Counseling groups provided for student support in identified areas such as: divorce, bullying, anger and social skills.	Leader: Counselor Others involved: Principal, Assistant Principal, nurse and teachers	1) Implementation: Students who are dealing with struggles beyond academics will be given the opportunity to work/collaborate in small groups or individually with the school counselor. 2) The impact of these groups will provide emotional safety for children as well as coping techniques.			
2) Focus on intentionally building relationships with students and parents.	Leader: Principal Others involved: All staff members	1) Implementation: All staff members make a conscious effort to build relationships with all students. 2) The impact of building relationships guarantees emotional safety, physical safety and well being for all students.			
3) Through Title IV funds, the Core Essentials Curriculum will be taught to all grade levels. Monthly recognition for exemplifying the character traits will be given.	Counselors Other involved: Classroom teachers, music teacher, and technologist	The impact of this curriculum will be students improving their interpersonal skills which will result in a reduction of discipline referrals.			
4) Through Title IV funds will allow campus counselors to attend professional development training and events which further promote the health and safety needs of all students.	District and campus administrative team, school counselors	Campus counselors will attend professional development sessions throughout the 2018-2019 school year. Counselors will be better equipped to support the physical, social, and emotional needs of our students.			
					

Goal 3: WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 3: Campus wide focus on bullying prevention and identification.

Evaluation Data Source(s) 3: Less than 1% of students will have referrals for bullying.

Summative Evaluation 3:

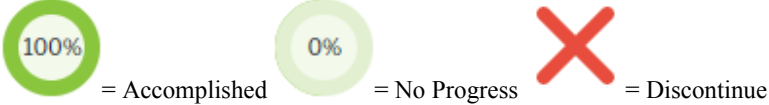
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Through Title IV funding, students will participate in KINDNESS WEEK at school. Students will participate in activities to educate them on what bullying is and how to stop bullying or report bullying appropriately.	Leader: Counselor Others involved: Principal, Assistant Principal, grade level teachers, special area teachers	1) Implementation: Each day for 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.			
					

Goal 3: WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 4: 100% participation and completion on the required compliance bundle.

Evaluation Data Source(s) 4: Staff certificates of completion

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) All staff members will create a log in and complete the Region 10 Compliance Training by the due date created by District administration. Certificates will be printed and turned into Principal for records.	Principal	Certificates for each bundle showing completion.			
					

Goal 3: WISD/TES will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 5: 100% of Waller ISD Campuses will maintain a positive behavioral intervention and supports (PBIS) system.

Evaluation Data Source(s) 5: Comparison of discipline reports from year to year

Summative Evaluation 5:

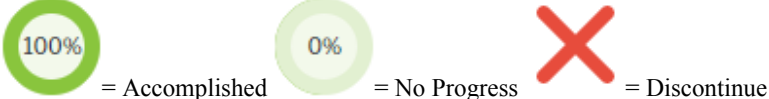
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Staff members will be trained on PBIS and strategies will be evident on a daily basis. Teachers will track using PAWS and reward system will be in place.	All staff	Decrease in discipline referrals and increase in recognizing students for positive behavior			

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

Performance Objective 1: All staff meet the criteria of state certification and licensing.

Evaluation Data Source(s) 1: 100% compliance with ESSA requirements.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) All staff hired will meet state standards and licensing for certification before they are hired.	Principal Assistant Principal District Admin/HR	100% meet standards			
					


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

Performance Objective 2: All staff members will attend quality research based professional development opportunities to improve instruction, management, assessment, and over all job performance.


Evaluation Data Source(s) 2: Implementation of strategies learned will be evident in lesson plans, classroom walk throughs, observations, and improvement in student achievement.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) K-5 will attend Reader's and Writer's workshop provided by the district.	Principal Instructional Facilitator	Workshop model evident in walk through and observations			
2) Neuhaus Language Enrichment provided to new K-2 teachers	IF	Strategies evident in class instruction			
3) 3-5 grade Science Teachers attend CAST and CAMT	Principal IF	Common language on campus lesson plans and student work samples			



= Accomplished



= No Progress



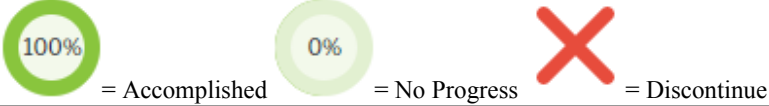
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Goal 4: WISD/TES will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 3: First year teachers and new teachers to our campus will be assigned a mentor teacher and they will meet regularly with to collaborate.

Evaluation Data Source(s) 3: 100% retention of highly qualified new teachers.

Summative Evaluation 3:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) First year teachers will be assigned a mentor and will meet a minimum of twice every six weeks.	Principal Team Leaders	Teacher retention			
					

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

Performance Objective 4: Paraprofessionals who provide in class support to students will meet with special education teachers for support, planning and evaluation.

Evaluation Data Source(s) 4: In class support logs are completed accurately and submitted in a timely manner.

Summative Evaluation 4:

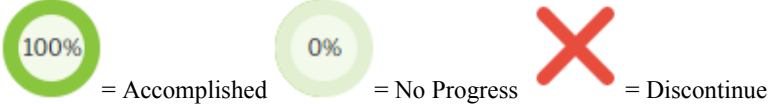
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>Comprehensive Support Strategy Targeted Support Strategy 1) Paraprofessionals will attend district half day trainings as well as attend weekly meetings with Special education teachers.</p>	Special Education Teacher	Meeting minutes and sign in sheet			
2) In class support personnel must collect student progress monitoring data that will be used as documentation for student progress reports and IEPs.	In Class Support Teacher, Paraprofessionals	In class support documentation will support student IEP.			
 = Accomplished  = No Progress  = Discontinue					

Goal 5: WISD/TES will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: 100% of TES teachers will perform in the Proficient to Distinguished range on their T-TESS.

Evaluation Data Source(s) 1: T-TESS rubric

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Campus administrators will conduct walk-throughs along with Pre/Post conferences in conjunction with the 45 minute observations based on TEA guidelines and board approved T-TESS calendar.	Leader: Campus Administration	Walk-Throughs, observations, summatives compared year-to-year			
2) Bilingual Director/ELL Coordinator will provide training and/or utilizing information acquired by attending conferences; such as TABE, Region IV, TEA, Seidlitz, Title III Symposium 2018 and HCDE.	Bilingual/ESL Director ELL Coordinator	Sign-in Sheets and/or Certificates			
					


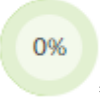

Goal 6: WISD/TES will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 1: Establish a procedure for using technology throughout the school.

Evaluation Data Source(s) 1: 100% of teachers and staff using technology

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) All teachers will attend technology training throughout the year.	Technologist Teachers Principal Assistant Principal Instructional Facilitator	Agenda and Sign in Sheet			
2) 100% of TES students will regularly use technology to enhance learning.	Teachers Technologist	Students using technology in their classes.			
3) Blackboard will be used to notify parents and staff of important updates concerning Turlington and Waller ISD.	Administrative Team District Office	95% success rate on delivery of messages			
4) All parents will have access to the TES website where the school related news, calendar, and information is located.	Administrative Team Teachers Technologist	Campus website will be updated regularly to keep parents informed.			
5) All appropriate staff will have access to students' data using AWARE.	Administrative Team Teachers Technologist	Instructional staff will use information obtained from AWARE to regularly monitor students progress.			
6) All students will have access to various types of programs using technology such as: Istation, Lone Star Learning, Raz Kids, Fast ForWord, and Dream Box.	Teachers Technologist	Students using the programs.			

 = Accomplished
  = No Progress
  = Discontinue

Goal 7: WISD/TES 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: Build the capacity for parents and school staff to interact and collaborate.

Evaluation Data Source(s) 1: Increase in parent volunteer organization members/parent sign in log. Increase by 20% the amount of parents who participate in parent conference. Have at least 2 parents serving on district site based committee.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Create a volunteer program for any parent to volunteer in multiple ways. Have an active PTO. Schedule family events that increase community involvement. Have parents active on the district site based committee. (i.e. Title I Parent Involvement funds will be used to purchase 101 Ways to Create Real Family Engagement for each campus and designated district employees to provide additional options for family engagement activities throughout the school year.)attend 2018 Statewide Parental Involvement Conference	PTO board Principal Teachers	PTO meeting agenda and sign in sheets Volunteer reports generated by district.			
2) Title 1 funds will send a staff member to Region IV for: Building Capacity and Strengthening Partnerships for Family Engagement training.	Principal	Attendance of the training			

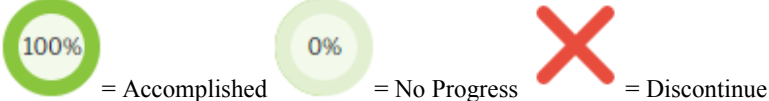
100% = Accomplished
 0% = No Progress
 X = Discontinue

Goal 7: WISD/TES 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 2: Establish a systematic communication system between school and home.

Evaluation Data Source(s) 2: Over 50% participate in parent survey specific to Turlington.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Ensure that all communication with parents is provided in the appropriate language.	Bilingual Director Translator	Copies of all communications on file in both English and Spanish.			
2) Use multiple sources to communicate with families. (i.e Title 1 Parent Involvement funds will be used to provide additional options for family engagement activities throughout the school year.)	Teachers Principal	Increase in parental involvement			
					




Goal 8: WISD/TES 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 (Title) 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 used to support curriculum, staffing, and foundations programs.	Principal Business Office Campus Bookkeeper	All regular classes staffed and supported with local funds.			
2) Use Title II funding to provide professional development in needed areas based on student data.	Principal Content Coordinators Curriculum Director	Student achievement data increase			
3) Use Title IA funding to provide supplemental services to struggling and at risk students.	Principal Content Coordinators Curriculum Director	Student achievement data increase for the targeted population.			
4) Use Title III funding to provide supplemental services to ELL students. Provide NAC Students with headsets for Language Acquisition.	Principal, Content Coordinators, Curriculum Director, Bilingual/ESL Director	Student achievement data increase for this targeted population.			
5) Utilize Special Education funds to provide ARD determined services for Special Education students.	Principal, Special Education Director	Student achievement data increase for this targeted population.			
6) 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			
7) Use Title IV funding to provide opportunities for students to accelerate a grade level through credit by exam.	Principal, Counselor	Identified students are tested to accelerate a grade level.			
8) Use Title IV Funding to purchase :The Texas Model Guide for Comprehensive School Counseling programs to help develop and enhance campus counseling program.	Counselors, District Counselor Coordinator	Improved/Enhanced School Counseling Program			

 = Accomplished
  = No Progress
  = Discontinue


Goal 9: WISD/TES 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 additional needs of all children in the school.


Evaluation Data Source(s) 1: Students will participate in co-curricular activities.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Students will participate in College Week and Red Ribbon Week.	Counselor School Staff	College and Red Ribbon Week activities			
2) Implement student council in 5th grade.	Student Council Advisor	Encourage and demonstrate campus leadership			
3) Students in grades 2 - 5 will participate in academic UIL events.	UIL Sponsors and Coaches	Students will compete in a district wide UIL event in the Spring of 2019.			
4) Students will participate with peers in a grade level musical performance.	Music Teacher	Students involved in grade level musical performances			
5) Students in grades 2-5 will compete in a campus Spelling Bee.	Spelling Bee Coordinator	Students participating the Spelling Bee.			
6) Students will participate in Odyssey of the Mind.	Counselor	GT Students enrichment			
7) Students will participate in Curriculum Night.	Entire School Staff	Engage students and families in curriculum activities.			



= Accomplished



= No Progress



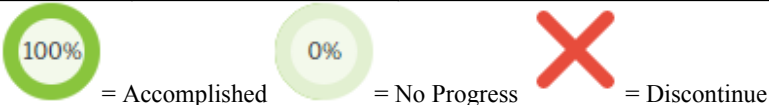
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Goal 10: WISD/TES will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1: Turlington will create an awareness for post-secondary education.

Evaluation Data Source(s) 1: Distinction Designation for Index 4 - Post Secondary Readiness

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Education Go Get it Week is planned in the month of October.	Counselor	Education Go Get it Week activities			
2) 4th and 5th graders will participate in Lone Star College Career exploration program.	Counselor Teachers	Job profile			
					

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

Performance Objective 2: Adults and parents will have the opportunity to attend educational classes.

Evaluation Data Source(s) 2: Agendas and sign in sheets

Summative Evaluation 2:

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 Title III.	ELL Coordinator, Bilingual/ESL Director, Curriculum Director, Family Engagement Specialist, Campus Administrative Team	Agenda and sign in sheets			
2) 3) Provide a Pre-K summer outreach literacy program for parents and students	Summer School Librarian	Sign-In Sheets			
					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Turlington Elementary School will implement a solid writing curriculum and foundation for students utilizing: Reader's / Writer's Workshop to support the needs of all students and increase achievement levels.
2	3	1	1) All teaching staff and paraprofessionals will attend professional development relating to their content area/instructional strategies/data analysis/targeted sub population: *ELPS *Teaching, Valley Speech Language and Learning Center w/ Presenter Dr. Elsa Hagan for WOWS/WELLS, JELLS, and ESPERANZA using Title III Funds* *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 *PK New Teacher Academy Training and Materials Needed for New TX PK Guidelines (2015), PD provided by Houghton Mifflin for Everyday Calendar Math for PreK along with training materials needed for PD. Math Institute professional development for Pre-K through 5th grade math teachers including materials needed for PD. HWOT. Training materials and professional books to support balanced literacy
2	4	1	Use the following research-based interventions, programs and assessments to close the achievement gaps within the ELL Reading and Economically Disadvantaged Reading subgroups: Istation, LLI, Universal Screeners, Fountas and Pinnell, and Dreambox.
2	5	1	Fast ForWord will be used to motivate reading across genres for at-risk readers in grades 3-5. It will give assessment data and help monitor progress.
4	4	1	Paraprofessionals will attend district half day trainings as well as attend weekly meetings with Special education teachers.

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)

Campus Funding Summary

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00