

Lancaster Independent School District

West Main Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25% Student Progress

Top 25% Closing Performance Gaps



Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The current enrollment is 676 students in grades Pre-K4 through 5th versus 259 students last year. The increase of 417 students is due to the attendance boundaries being re-zoned and subsequent merger with Lancaster ES. The ethnic breakdown at this time is approximately 65% African American, 30% Hispanic, 5% White and about 91% economically disadvantaged. To date we have 39 special education students, with 10 of those being in the life skills class, 17 students receive services under Section 504, 19 students are in foster care, 338 students are identified as at-risk, 16 students are homeless, 72 students are identified as Gifted and Talented, 278 students in K-2nd have been flagged on the Early Reading Indicator as being in Tier II or III on BOY iStation assessment and 37 students are receiving ESL services.

The teaching staff includes 33 classroom teachers, 1 music teacher, 1 physical education teacher, 1 blended learning teacher, 1 art teacher, 1 piano teacher, 1 dance teacher, 1 theater teacher, 1 library assistant and 1 SPED inclusion teacher. Our support staff includes 8 teaching assistants (one bilingual), a school secretary, an attendance clerk, a full-time nurse assistant, 5 custodians and 6 food service positions. The front office is staffed with 1 principal, 1 assistant principal, 1 assistant principal intern, 1 assistant fine arts director, 1 counselor, 2 master teachers and 1 reading interventionist.

Demographics Strengths

1. Diverse student population
2. Student enrollment has more than doubled

Problem Statements Identifying Demographics Needs

Problem Statement 1: The recruitment of highly qualified Hispanic teachers must be a priority to be more reflective of the student body. **Root Cause:** The number of Hispanic students continues to increase.

Problem Statement 2: The recruitment of highly qualified male teachers must be a priority to be more reflective of the student body. **Root Cause:** There are more male students than there are female students on the campus.

Student Achievement

Student Achievement Summary

Grade 3	2013	2014	2015	2016	2017
	STAAR	STAAR	STAAR	STAAR	STAAR
Reading	74%	54%	58%	59%	67%
Math	42%	58%	76%	59%	89%

Grade 4	2013	2014	2015	2016	2017
	STAAR	STAAR	STAAR	STAAR	STAAR
Reading	53%	70%	50%	71%	61%
Math	38%	57%	61%	67%	70%
Writing	47%	71%	68%	74%	53%

Grade 5	2013	2014	2015	2016	2017
	STAAR	STAAR	STAAR	STAAR	STAAR
Reading	94%	55%	81%	65%	71%
Math	74%	60%	78%	69%	83%
Science	78%	50%	69%	62%	75%

Student Achievement Strengths

WME earned ALL 6 distinctions during the 2016-2017 testing season:

- Academic Achievement in ELA/Reading
- Academic Achievement in Math
- Academic Achievement in Science

- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Academic progress was made across the board, thus all distinctions were rewarded for the 2016-2017 school year. However, much progress is still needed in all areas. **Root Cause:** Student performance has been inconsistent over the years. Systems need to be implemented and solidified during the 2017-2018 school year so that student performance begins to stabilize.

School Culture and Climate

School Culture and Climate Summary

At WME, our motto is "Exemplary is the Expectation." This motto shows in what we do for kids on a daily basis. We realize the expectation starts with every adult in the building and translates to the student body through what they hear us say and what they see us do. Teachers know that going the extra mile in the instructional planning process goes even longer with students' learning and achieving at high levels. We believe that ALL students can learn.

In the same token, teachers take care of each other and collaborate on a daily basis. Teachers are included in and give input on most decisions that affect their classrooms. They feel empowered, confident, and supported in making decisions that directly affect the learning of students in their classrooms.

Disciplinary policies and practices are proactive because we believe all students deserve an opportunity to learn in a safe, orderly, bully-free, classroom environment. Teachers are afforded the opportunity to deliver instruction with minimal disruptions due to the campus-wide discipline system in place.

School Culture and Climate Strengths

1. Teachers are proud of what they have accomplished throughout the years and this competitive nature drives them in their daily quest to be the best.
2. Teachers know that service and support is available.
3. The various outlets are available for students to participate in throughout the year: Step team, Tiger Beats, Honors Choir, Art Club, Student Council (5th Grade only), My Brother's Keeper (3rd-5th boys only), Sister 2 Sister (3rd-5th girls only) and Quiz Bowl Teams. The Fine Arts Academy offers 105 students (3rd-5th only) intensive study in dance, piano, visual arts, theatre and music. However, all non-academy students, prek through 5th grade matriculate through these classes as well.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teacher and student performance should be consistently recognized and celebrated. **Root Cause:** More measures will be explored during the 2017-2018 school year and implemented to ensure teacher and student effort is valued.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

RETENTION

Due to the merging of WME and LES, more class sections were added. As a result 14 teachers were hired.

STAFF QUALITY

At WME, teaching and learning is our number one priority. When a teacher fails to consistently plan for and deliver instruction at a level conducive to high levels of student attainment and achievement several corrective actions are put into play to ensure immediate support and growth. We have a campus based mentoring model in accordance with the district model.

RECRUITMENT

All potential hires are screened by campus administrators via TalentEd before being offered an interviewed. Interview candidates have to prepare a model lesson to share with a interview panel that consists of the counselor, campus administrators, classroom teachers, and Master teachers.

Staff Quality, Recruitment, and Retention Strengths

1. The campus leadership team have worked together for multiple years.
2. Pre-K, 1st, 3rd and 5th grade teams are comprised of returning teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers need a lot of instructional support. **Root Cause:** Due to the number of new teachers hired, a high level of instructional support must be given to ensure strict alignment between curriculum, instruction and assessment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM

Increasing the quality of instruction is a key component of ensuring student attainment and achievement. Staff will consistently and effectively implement professional development strategies modeled in weekly PLC meetings. In addition, staff will use the following adopted curriculum with fidelity: Owl, Texas Treasures (Reading), Texas Go Math, Science Fusion, and My World (Social Studies). The following supplemental programs will also be used with fidelity to enhance the core instruction: iStation and other approved district instructional learning sites.

INSTRUCTION AND ASSESSMENT

Teachers consistently review multiple student data sources to plan for and deliver instruction following the lesson cycle. Teachers informally assess students' learning on a daily basis via demonstrations of learning and formally administer a weekly assessment. Other formal embedded assessments throughout the school year include: district common formative assessments, district benchmarks, mock STAAR assessments, and the STAAR. These assessment/accountability pieces foster alignment between what is expected to be taught, what is actually taught, and what students master. When a student does not meet standard on assessed curriculum, immediate intervention and reteach is performed to ensure student mastery.

Curriculum, Instruction, and Assessment Strengths

1. Teachers will continue to attend weekly, campus-based professional development trainings focused on scientifically-based research and best practices.
2. Teachers will attend monthly district horizontal and vertical alignment professional development trainings.
3. We have a vibrant RtI Model (to include intervention blocks, pull-out interventionists, computer-based intervention programs, etc.) to assist Tier II and Tier III students.
4. Teachers will continue to utilize demonstrations of learning on a daily basis to assess students to ensure concepts have been taught to the depth and complexity outlined in the standard/TEKS.
5. We offer after-school tutoring from October-April for Tier II students (K-5th only).
6. We offer Friday Night Live from January-April for Tier III students (3rd-5th only).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Parameters for planning for and delivering Tier I instruction need to put in place campus-wide. **Root Cause:** There were a lot of new teachers hired this school year.

Problem Statement 2: Teachers need to incorporate 21st century learning skills into their lessons to support students' ability to think critically and problem solve. **Root Cause:** The 21st skills are a set of abilities that students need to develop in order to succeed in the information age.

Problem Statement 3: Early childhood teachers will continue to focus on phonemic awareness (Prek-2nd). **Root Cause:** Student data necessitates this focus.

Problem Statement 4: Science (especially vocabulary), Social Studies and Writing concepts need to be consistently taught at all grade levels. **Root Cause:** Student data necessitates this focus.

Problem Statement 5: Figure 19 comprehension skills and strategies for reading expository text need to be consistently taught at all grade levels. **Root Cause:** Student data necessitates this focus.

Family and Community Involvement

Family and Community Involvement Summary

We recognize the implications for involving and partnering with parents and the community at large as it relates to nurturing and educating the whole child. We created the parental involvement committee to spearhead initiatives towards getting parents into the school. Some events we plan for parents and extended family members include, but are not limited to: Meet the Teacher night, Open House, Parent/Teacher conferences, Muffins with Mom, Donuts with Dad, father/daughter dance, Grandparents' Day, Family Movie Nights, STEM Family nights, Curriculum Family nights for Reading, Math and Science.

Aside from the aforementioned events, the school strives to communicate and keep parents informed by sending home monthly by sending home a newsletter (in English and Spanish), breakfast and lunch menus for the month, calendar of events, and other community communication pieces. The school also sends progress reports home every 3 weeks. Report cards go home at the end of each 6 week period.

Teachers keep parents informed by sending home weekly newsletters that explain lesson objectives and homework assignments. Teachers take the expectation of regularly communicating a step further by using an mobile app called Class Dojo to immediately notify parents of classroom events and/or behavioral and academic concerns on a daily basis. This is addition to the use of student agendas, 2nd-5th grade; and student folders, Pre-K through 1st.

Family and Community Involvement Strengths

1. We have a parental involvement committee to plan and oversee family engagement events.
2. All students participate in at least 2 community service projects throughout the year.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: WME has not had a chartered PTA for the past 6 years. **Root Cause:** Staff members will work with the National PTA chapter in Austin and parents to re-charter during the 2017-2018 school year.

Problem Statement 2: WME does not have a lot of established community partnerships. **Root Cause:** The school counselor will meet with local community partners to establish a line of communication in order to assess how to bridge this gap.

School Context and Organization

School Context and Organization Summary

With an eagle-eye precision emphasis on teaching and learning, instructional time is protected and sacred at WME. All barriers and/or distractors that would have a negative impact on students learning, is minimized if not all together eliminated. This starts with the building of the master schedule. In looking at the master schedule, teachers have their planning period, lunch time and students' recess grouped together in one block. This maximizes time on task for students and cuts down on loss of instructional time due to unnecessary transitions. The school's STEM pipeline is Health Science Technology. We are committed to providing awareness to our students in this area as it relates to post-secondary career options.

School Context and Organization Strengths

1. We have 2 Master teachers. Not only do they plan for and deliver weekly cluster meetings (professional development), they intervene with Tier III students in a pull-out setting. They also work with Pre-K through 5th grade teachers to plan for and deliver solid Tier I instruction.
2. We have 1 Reading interventionist. She works with Kindergarten through 2nd grade teachers to plan for and deliver reading instruction. This teacher also pulls Tier III reading students in small group for K-3rd.
3. Systems for data review, reflection, and sharing are in place.
4. The leadership team meets weekly to address teaching and learning specifics.
5. Students work on PBLs throughout the school year.
6. There are 3 outdoor garden plots for students to utilize.
7. There is an outdoor amphitheater for student performances.
8. The library has indoor/outdoor learning spaces.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We need to allocate multiple times throughout the year for teachers to vertically align and collaborate at the campus level. **Root Cause:** It is important to trace data strands as it relates to campus hot spots and address them at each grade level so they are not continual hot spots year after year.

Technology

Technology Summary

The "NEW" WME is a beautiful state of the art facility. Please see specific highlights below.

Technology Strengths

1. Prek-2nd grade classrooms have a crate of devices (6-8)
2. 3rd-5th grade classrooms have a cart of devices (at least 24)
3. All classrooms are outfitted with dry erase boards, projectors, and document cameras.
4. All teachers have laptops and are able to operate them without being hardwired.
5. Teachers have wireless classroom phones.
6. The cafeteria, gym and learning space on the staircase areas have blue-tooth capability.
7. There are large projector screens in the library and cafeteria.
8. We have a portable PA system (with a wireless microphones) for assemblies and other campus events.
9. There are 4 large TVs mounted throughout the building for instructional and display purposes.
10. There is an electronic marquee in front of the building.
11. There are 2 learning labs.

Problem Statements Identifying Technology Needs

Problem Statement 1: Wi-fi connectivity campus wide is problematic/slow. **Root Cause:** When teachers are using their document cameras, there is a 10 second delay (buffering event) any time they adjust or switch out modeling pieces during instruction.

Problem Statement 2: The administrative assistant is not able to buzz parents in and out of the building because the buzzer is not working on the front doors. **Root Cause:** This was an added safety feature in the new building design that is not in place at this time.

Problem Statement 3: The administrative assistant is not able to communicate with parents because the intercom is not connected on the front doors. **Root Cause:** This was an added safety feature in the new building design that is not in place at this time.

Problem Statement 4: Master teachers and the campus interventionist need projectors installed in their offices. **Root Cause:** These positions are instructional and require they intervene with students in small group settings.

Problem Statement 5: The flat screen TV has not been installed in the Principal's office. However the hardware has been installed on the wall. **Root Cause:** The principal should be able to video conference and meet with staff and/or parents and display information on the TV while doing so.

Problem Statement 6: Teachers are not able to utilize their wireless phones at this time. When you dial a teacher's extension, it goes directly to voicemail. **Root Cause:** They need to be trained immediately by district support staff to better ensure safety in emergency situations. The only mode of front office to classroom communication right now is the PA system.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- 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
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data



Goals






Goal 1: 90% of students will read on or above grade level as measured by the Universal Screener (iStation) and 90% of students in grades 3-5 will pass all versions of the STAAR Test in Reading with 45% meeting the grade level standard and 25% mastering the grade level standard.








Performance Objective 1: West Main Elementary School will implement a balanced literacy approach that will reinforce and/or improve every student's reading skills as measured by standardized reading assessments and increased student reading achievement scores by at least one grade level in one school term.

Evaluation Data Source(s) 1: STAAR, CFAs, Benchmark Assessments, EOY Universal Screener, EOY Running Records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5</p> <p>1) Every family will receive a curriculum overview for PK-5th Reading. Specific instructional areas of strength and growth will be defined and communicated thus outlining the campus goals for 2017-2018.</p>	6	Principal Strategy Funding- Parental Involvement Amount- \$100.00	Communicate campus needs, focus and goals for the 2017-2018 school year				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Instructional staff will meet vertically to discuss reading content, align instructional strategies, and analyze data each six weeks</p>	1, 2, 4, 8	Principal, AP, Master teachers and instructional staff Strategy Funding- None needed Amount- \$0	Streamline instructional practices K-5th				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) All will be trained in administering and analyzing iStation testing data and implement leadership team guided action plans to respond to student deficits.</p>	4, 9	<p>Principal, AP, Master teachers and instructional staff</p> <p>Strategy Funding-None needed</p> <p>Amount- \$0</p>	<p>By the end of 36 instructional weeks, 90% of students will be at or above benchmark performance on iStation</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will utilize Accelerated Reader and Tumblebooks to receive grade level appropriate reading practice.</p>	2	<p>Library Assistant and classroom teachers</p> <p>Strategy Funding-District funds</p> <p>Amount- \$0</p>	<p>By the end of 36 instructional weeks, 90% of students will read at or above current grade level as evidenced by STAAR and iStation.</p>				
<p>Critical Success Factors CSF 1</p> <p>5) All students will receive explicit instruction that enhances vocabulary acquisition.</p>	2	<p>Principal, AP, Master teachers, and classroom teachers</p> <p>Strategy Funding-None needed</p> <p>Amount- \$0</p>	<p>Improved student performance on weekly comprehension based assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) All students will be assessed for mastery weekly of TEKS in Reading and served in intervention/enrichment groups based on their level of mastery</p>	2, 9	<p>Principal, AP, Master teachers, and classroom teachers</p> <p>Strategy Funding-None needed</p> <p>Amount- \$0</p>	<p>Improved student performance on weekly comprehension based assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) All Tier II and III reading students will be pulled into small groups at least twice a week for 30 minutes by the classroom teacher; all Tier III students will be pulled out the classroom at least 2 a week to receive a more intense level of instruction from a member of the campus leadership team</p>	2, 9	<p>Principal, AP, Master teachers, and classroom teachers</p> <p>Strategy Funding-None needed</p> <p>Amount- \$0</p>	<p>Students will be able to perform on grade level</p>				

<p>Critical Success Factors CSF 1</p> <p>8) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.</p>	<p>1, 2</p>	<p>Principal, AP, and Master teachers</p> <p>Strategy Funding- Title I</p> <p>Amount- \$4,500</p>	<p>Increased student performance</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 2: All students will receive writing instruction that exemplifies best practices in writing that is developmentally appropriate that will lead to 90% of students in grade 4 passing both the composition and revising/editing parts of the STAAR Test with 45% meeting the grade level standard and 25% mastering the grade level standard.

Performance Objective 1: All students will receive writing instruction that exemplifies best practices in writing in accordance to the 2017-2018 Campus Writing Plan. This will lead to at least a 90% STAAR passing rate with at least 25% of students scoring at the advanced level.

Evaluation Data Source(s) 1: Cumulative student writing portfolio containing a minimum of 6 samples of student writing at the Good or Excellent level of the campus approved writing rubric, which is aligned to the Texas Education writing standards for grades K-2; and levels 4-8 of the STAAR Writing Rubric in grades 3rd- 5th.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Staff development in WME Campus-Wide Writing Plan (Components of New Jersey Writing Project & Ready Write, 4 Square Writing Model, STAAR Writing Rubric) for all ELAR Instructional staff each six weeks</p>	2, 4	Principal, AP, Master teachers, and 4th Grade Writing teachers Strategy Funding-None needed Amount- \$0	90% of student will score 4-8 on the expository written compositions as measured by 4th grade STAAR Writing test				
<p>Critical Success Factors CSF 1</p> <p>2) Students in Grades Pre-K through 5th will complete at least 3 writing prompts within each 6 week period to address specific types of writing appropriate to their respective grade level TEKS</p>	2	Principal, AP, Master teachers, and classroom teachers Strategy Funding-None needed Amount- \$100	Create consistent opportunities for students to produce final drafts				
<p>Critical Success Factors CSF 7</p> <p>3) Teachers will be required to seek out additional professional development trainings through Region 10 or the state of Texas as aligned to the TEKS</p>	4	LT and lead writing teachers Strategy Funding-General budget Amount- \$1,000	Enhance teacher capacity and instructional prowess				




<p>Critical Success Factors CSF 1</p> <p>4) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.</p>	<p>1, 2</p>	<p>Principal, AP, and Master teachers</p> <p>Strategy Funding- Title I</p> <p>Amount- \$1,300</p>	<p>Increased student performance</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							












Goal 3: All students will receive rigorous mathematics instruction at a cognitive level that meets their individual learning needs and 90% of all students in grade 3-5 will meet or exceed standard on the STAAR assessment with 45% meeting the grade level standard and 25% mastering the grade level standard.

Performance Objective 1: West Main Elementary School's daily mathematics instruction in general, special, ESL and Gifted and Talented education will reinforce and/or improve every student's computational and problem solving skills as measured by standardized mathematics assessments and increased student math achievement scores by at least one grade level in one school term.

Evaluation Data Source(s) 1: 90% of students will meet standard on the STAAR Math test in grades 3rd- 5th and Campus/District EOY Assessments for grade levels K through 2; with at least 25% of students in grades 3-5 performing at the advanced level on STAAR.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Administrative team will meet with all teachers, faculty & staff to establish expectations and instructional non-negotiables in the area of Mathematics.</p>	2, 4	Principal, AP and Master teachers Strategy Funding-None needed Amount- \$0	100% implementation of campus instructional non-negotiables by mathematics teachers as measured through walk- thru observation and feedback.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will use DMAC to analyze data and adapt/modify teaching strategies to plan for math instruction and intervention.</p>	2, 4, 8, 9	Principal, AP, Master teachers and Classroom teachers Strategy Funding-None needed Amount- \$0	Increased student performance on Campus and District Benchmarks and cumulative assessments specifically on retested skills.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Professional staff will vertically meet to discuss Math content and identify gaps created with the movement of TEKS, align instructional strategies, and analyze data each 3 weeks.</p>	1, 2, 4, 8	Principal, AP, and Master teachers Strategy Funding-None needed Amount- \$0	Streamline instructional practices K-5th				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) All mathematics teachers will implement the use of daily math problems as well as utilize the district problem-solving model to review current and spiraled problem solving skills.</p>	2, 9	Principal, AP, and Master teachers	Student work in math journals (evidence of the Tiger's Design Process must be observed)				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) All mathematics teachers will implement the use of exit tickets (demonstrations of learning) as informal assessments of students learning of current concepts daily.</p>	2, 9	Principal, AP, and Master teachers	1) Increase in student performance 2) Ensure alignment with curriculum, instruction and assessment pieces				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Tier II and III students will be provided with an extra 30 minutes of Math Intervention at least 2-3 times a week.</p>	2, 9	Principal, AP, and Master teachers	Students are able to perform on grade level				
<p>Critical Success Factors CSF 1</p> <p>7) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.</p>	1, 2	Principal, AP, and Master teachers	Increased student performance				
<p>Critical Success Factors CSF 7</p> <p>8) Teachers will be required to seek out additional professional development trainings through Region 10 or the state of Texas as aligned to the TEKS.</p>	4	LT and lead math teachers	Enhance teacher capacity and instructional prowess				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							









Goal 4: All students will have access to a science program that provides for hands on science labs and opportunities to use the scientific method to solve real world problems through a STEM lens. This exposure will lead to 90% of students at grade 5 passing the Science STAAR test with 45% meeting the grade level standard and 25% mastering the grade level standard.

Performance Objective 1: West Main Elementary School's daily science instruction in general, special, ESL and Gifted and Talented education will reinforce and/or improve every student's conceptual understanding of science vocabulary and scientific process as measured by standardized science assessments and rubric graded hands on laboratory activities.

Evaluation Data Source(s) 1: 90% of 5th Grade students will meet standard on the STAAR Science test and Campus/District EOY Assessments for grade levels K through 2; with at least 25% of students in 5th Grade performing at the advanced level on STAAR.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Instructional staff will analyze K through 5th grade district science data, identify instructional trends and student needs and modify and adjust instructional and intervention plans to address those trends and needs.</p>	1, 2, 4, 8, 9	Principal, AP and Master teachers Strategy Funding-None needed Amount- \$0	Increase in student performance				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Science instructional staff will meet vertically to support teachers in choosing and implementing effective instructional strategies to build student conceptual understanding of science TEKS.</p>	1, 2, 4, 8	Principal, AP and Master teachers Strategy Funding-None needed Amount- \$0	Enhance teacher capacity and instructional prowess				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Science teachers will explicitly teach science vocabulary via concept webs, thinking maps, interactive word walls, other advanced graphic organizers, journal writing, instructional videos such as Flocabulary, BrainPOP, Bill Nye the Science Guy, PBS Kids, etc.</p>	2	Principal, AP and Master teachers Strategy Funding-General budget Amount- \$500	Increase in student performance				




<p>Critical Success Factors CSF 1</p> <p>4) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.</p>	<p>1, 2</p>	<p>Principal, AP, and Master teachers</p> <p>Strategy Funding- Title I</p> <p>Amount- \$1,300</p>	<p>Increase in student performance</p>				
<p>Critical Success Factors CSF 7</p> <p>5) Teachers will be required to seek out additional professional development trainings through Region 10 or the state of Texas as aligned to the TEKS</p>	<p>4</p>	<p>LT and lead math teachers</p> <p>Strategy Funding- General budget</p> <p>Amount- \$1,000</p>	<p>Enhance teacher capacity and instructional prowess</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							



Goal 5: All parents will be encouraged and supported to become more involved in all school activities and events, especially those related to academic achievement.

Performance Objective 1: All parents will have multiple opportunities during the school year to engage in their child's learning process in addition to monthly PTA events and programs.

Evaluation Data Source(s) 1: Parental involvement will increase by 25% during the 2017-2018 school year as evidenced by sign-in logs.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) PTA will be chartered at WME (there was not a chartered PTA during the 2016-2017 school year). The PTA will facilitate activities including but not limited to:</p> <p>Donuts with Dads Muffins with Mom Campus fundraisers</p>	1, 2, 6	Principal Strategy Funding- General budget Amount- \$550	Give parents multiple opportunities to engage and formally participate in school business				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) There will be a school bulletin board designated in the front foyer area strictly for parents where pertinent information regarding academics and school business will be shared.</p>	6	Counselor and office manager Strategy Funding- General budget Amount- \$100	Keep parents and school community informed				
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>3) All teachers will be properly trained on how to effectively and consistently use Class Dojo to communicate with parents daily.</p>	2, 6	Principal, AP and Master teachers Strategy Funding- None needed Amount- \$0	Establish a two way mode of communication between home and school				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Dads will be engaged through the inclusion of the "All Pro Dads" program</p>	6	<p>Principal and team captain</p> <p>Strategy Funding-Parental Involvement</p> <p>Amount- \$300</p>	Engage Dads with the school community				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Parents will be recognized for the involvement and volunteer efforts at the EOY awards assemblies with certificates.</p>	6	<p>Principal</p> <p>Strategy Funding-Parental Involvement</p> <p>Amount- \$50</p>	Reward those parents that are consistently engaged with the school community				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 6: All students at WME will be citizens of a safe and nurturing learning environment that will provide them with the character education that will enable them to succeed academically and socially through the guidance and counseling program.

Performance Objective 1: All students will display positive character traits on a daily basis as a result of being consistently exposed to character education initiatives throughout the school year.

Evaluation Data Source(s) 1: There will be at least a 25% decrease in discipline referrals and at least a 25% decrease in referrals to the counselor.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The counselor will see all classes bi-weekly and teach them the components of character education.</p>	2	<p>Principal, AP and Counselor</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p>	Acclimate students to the six pillars of character				
<p>Critical Success Factors CSF 6</p> <p>2) Staff members will provide students with incentives that reward their demonstrations of the character traits.</p>	2	<p>Principal, AP and Counselor</p> <p>Strategy Funding- Combination of general budget and PTA Fundraisers</p> <p>Amount- \$2,000</p>	Exemplify expectations as highlighted in the PBIS model				
<p>Critical Success Factors CSF 6</p> <p>3) Take all students in grades 2-5 to the movies to see "Wonder"</p>	2	<p>Principal, AP and Counselor</p> <p>Strategy Funding- Combination of general budget and PTA Fundraisers</p> <p>Amount- \$3,500</p>	<p>1) Consistently reinforce and communicate anti-bullying</p> <p>2) Teach students to embrace differences and practice acceptance of others</p>				










 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 7: All West Main Elementary staff will integrate technology into their classroom instruction to promote student use of 21st century learning opportunities and skills.

Performance Objective 1: All teachers will model the use of 21st century technology on a consistent basis and create learning opportunities for students to apply these skills.

Evaluation Data Source(s) 1: At least 90% of students in grades 3-5 will be able to proficiently apply 21st century technology skills.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will be trained throughout the school year on how to create 21st century technology skills learning opportunities for students.</p>	2, 4	Principal, AP and Blended Learning Specialists Strategy Funding- None needed Amount- \$0	Enhance teacher capacity and instructional prowess				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) Campus leadership team will model the use of 21st century technology skills when applicable (such as staff meetings, cluster meetings, and campus-based professional development days).</p>	4	Campus leadership team Strategy Funding- None needed Amount- \$0	Model for teachers how to effectively implement technology in their lessons				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Purchase additional technology devices for Pre-K through 2nd to facilitate all classrooms having at least a class set of netbooks or iPads for instructional purposes as already evident in grades 3-5.</p>	1	Principal Strategy Funding- General budget Amount- \$0 (cannot provide an approximate amount at this time without doing further research)	Eventually have a 1:1 campus where all students are afforded access to a technology device to work on while at school.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Campus Administrator	Nakesha Reddick	Principal
Campus Administrator	Gail Rodgers	Assistant Principal
Campus Administrator	Philia Stewart	Assistant Principal Intern/PTA Treasurer/Parent
District-level Professional	Stacey Lotten	Assistant Fine Arts Director
Non-classroom Professional	Alterice Sadler	Master Teacher
Non-classroom Professional	Shamaro Roberts	Master Teacher
Non-classroom Professional	Jacqueline Rasheed	Counselor
Non-classroom Professional	DaShonda Perkins	Reading Interventionist
Classroom Teacher	Carolyn Halton	5th Grade Science Teacher/PTA President/Parent
Classroom Teacher	James Foster	Blended Learning Specialist/PTA Vice President/Parent
Classroom Teacher	Kenyetta Hickmon	Special Education Inclusion Teacher/PTA Secretary/Parent
Business Representative	Lazonda Gardner	Owner/Director of The Gardner Preparatory School II