

# Big Spring Independent School District

## Washington Elementary

### Campus Improvement Plan

2020-2021



# **Mission Statement**

Excellent teaching for every student, every day.

## **Vision**

Instill respect and pride in all by empowering our community of learners, staff, and students to unite and commit to educational excellence.

## **Value Statement**

Recruit and retain highly qualified staff.

Maintain integrity and professionalism at all times.

Provide a caring and safe environment.

Ensure instructional time is valued.

Provide ongoing meaningful professional development.

Design and deliver relevant and engaging instruction.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: 70% of Washington 3rd grade students will perform at or above approaches or higher on the STAAR test.	11
Goal 2: All Washington students will be supported with high academic standards and will improve their academic performance by participating in a structured environment of accountability, support, and growth mindset.	14
Goal 3: Washington Elementary will develop partnerships with Big Spring business organizations, parents, and community members.	16
Goal 4: Washington Elementary will determine the professional development and support needs of our workforce to ensure the goals of our district are met.	17
Goal 5: Washington Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.	18
Goal 6: Washington Elementary will increase the overall success rate of our Bilingual, ESL, and Migrant students on the end of year STAAR exams.	21
State Compensatory	24
Budget for Washington Elementary	24
Campus Improvement Committee	25
Addendums	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Washington has 64% socio economically disadvantaged, 67% Hispanic, 28% white, and then the rest divided between African American and two or more races. Washington has overcome several obstacles in the last several years. Working as a K-4 campus, Washington had maintained an "Improvement Required" status for the its previous 5 years. Big Spring ISD, in an effort to improve student outcomes, decided the best course of action was to undergo a complete elementary reconfiguration. This meant that Washington Elementary, for the first time in its history, would no longer be serving multiple grade levels. Beginning with the 2017 school year, Washington became a 3rd grade only campus. This meant that all BSISD students enrolled in the 3rd grade would be housed under one roof. It was also this year that the Texas Education Agency sent a letter to the district stating that if the scores for students didn't improve and the campus had another year in "Improvement Required," that the campus would face consequences from the state.

At the end of the 2017-2018 school year, after state scores were announced, Washington did in fact make enough progress to have "Met Standard". With this progress, the school was able to work the next year with less state oversight. Although the campus did change students to just one grade level, it did not impact the averages of the students served. The greatest benefit from that change was the opportunity for all third grade teachers to learn and grow from one another through a daily PLC.

There are two feeder schools that bring students to Washington: Marcy and Moss. These K-2 campus schools have a strong network of parents. We utilize the systems and protocols that they have in place to continue to grow these relationships for the next year. We want our transitions to be seamless. We utilize the same behavior plans, attendance plans, and common language to make it easier for the third grade students and their parents to transition. As a campus, we foster conversations with the teachers below us through vertical alignment planning and professional development. We host family nights where our students can showcase their learning and where we teach families the strategies their student is using in class.

### Demographics Strengths

We have a strong social media presence which allows our families to be intertwined in our culture even when they can't physically come to the school. We value our parent input and we create multiple opportunities to receive the same information to accommodate busy work and family schedules. We utilize phone, email, and online surveys as a means of seeking feedback.

We strive to make open lines of communication with our community through social media, and a low pressure environment helps parents want to engage.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our students who are in the socio-economically disadvantaged group show little growth or skills when entering into third grade for the 2020-2021 school year. **Root Cause:** Because of the months of absence from the second half of second grade for students due to the COVID-19 shut down, gaps were created in knowledge in skills, especially for student's who families could not mentally, physically, or monetarily support their child's education.

# Student Learning

## Student Learning Summary

During the first 6 weeks of the school year, teachers and administrators perform a data dig on incoming students. With being able to look at NWEA testing, district benchmark scores, and Fountas and Pinnell Guided reading levels, we are able to assess areas of weakness and strengths of incoming students.

The current trend for the last three years is that students are performing higher in math than in reading in all domains. This is also correlated on our end of year STAAR results. Also, teachers identified TEKS that were missed in latter half of second grade due to the COVID-19 shut down in order to intervene early and teach misconcepts before they are built on.

We see that we are able to close student gaps faster in math than in reading. The student gaps in math currently are seen most poignantly in the reporting category of algebraic reasoning. This is also reflected in the district benchmarks that test 3.4k and 3.4a both of which are multi step word problems with addition, subtraction, multiplication, and division. Knowing that this is an area our students have struggled for some time, our math team has redesigned their instructional period and their scope and sequence to better allow students more opportunity to practice and reteach these skills when needed.

In reading, students struggle with the comprehension of text. Our district has hired a Balanced Literacy consultant who is training our teachers on how to create meaningful mini lessons that guide independent reading, then engage in a workshop while the teacher pulls small guided reading groups. It has also been identified that we are not serving our higher achieving students. We wanted to be able to serve those and continue to push them as well. With this in mind we use that small group time to be able to offer enrichment activities for students who come in beyond grade level. We are adding a pull out Gifted and Talented time for our students to participate in the Texas Performance Standards.

## Student Learning Strengths

We know that students are making growth and gains as indicated by our district assessments from year to year. We have seen that students from the grade level prior are coming in more prepared than that of the previous year. Our teachers have been able to build capacity in each other so that we can utilize the strengths of the lesson from the previous year, and springboard that to propel us to greater lessons for our students. Teachers are also participating in monthly learning walks.

Washington plans to begin using data from checkpoints, CFA's, Running Records, and teacher observations to drive and strive for better instruction. Interventions will be used for students not meeting the level of achievement expected of each checkpoint.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students are as low as 1-2 years behind in reading levels upon entering 3rd grade. **Root Cause:** We have not been trained to use, or use, a balanced literacy model to ensure learning at student level.

# School Processes & Programs

## School Processes & Programs Summary

We are always striving to recruit teachers who want to be in Big Spring. We are often faced with hiring teachers who are completing an Alternative Certification Program (ACP). Most of these teachers do a fantastic job, but that does mean we have to ensure support and training systems are in place. One of the best ways we build capacity in our teachers is through our daily Professional Learning Community (PLC) time.

PLC is a set apart hour in our schedule where teachers of the same content get together to discuss data, create lesson plans, model lesson plans, and enrich their content knowledge. We use this embedded time as a measure for growing teachers and ensuring that our Tier 1 lessons are the best lessons that we can compile for students. We use this time to model and correct the lessons before they ever get in front of students as well as a time to create exemplars so that teachers know the standard of work to expect from students. While teachers are in this time, students have the opportunity to do enrichment and intervention.

The master schedule is built on the premise that instructional minutes are valuable and are not to be wasted. Our schedule reflects this through the various times that teachers are not with kids, their is still valuable learning happening. When teachers are not with students, they are using computers to increase typing skills and reading and math intervention, library, music, PE, science, and art. These times in these locations are spent enriching the students life socially, emotionally, and intellectually.

Teachers have 120 minutes for reading and math with each class, plus an hour conference time with their partner teacher and an hour PLC time with their content peers.

The modeling in PLC is done on a rotation so that all teachers, administrators, and curriculum support model. This allows for greater buy in from all to invest in the process. Teachers are also given the opportunity via assigned peer observations to go into another teacher's classroom for the purpose of seeing a lesson in front of students. This is a way our newer teachers can be guided into greater gains quicker. They fill out a campus created peer evaluation form, and then have a discussion with the teacher they observed to ask questions and offer feedback. Veteran and new teachers alike enjoy this process as they both gain valuable insights and are seeing new ways of tackling tough learning problems.

## School Processes & Programs Strengths

Our daily schedule that allows for daily PLC for Math and Reading is our greatest asset to building teacher capacity quickly. Our campus assistant principal, who is an instructional specialist, attends every PLC to offer input and guidance.

Our master schedule is solidly built with input from all of school from support staff, specials staff, teachers, campus and district admin. We want to always have a schedule that reflects our value of protecting the learning time. We ensure no disruptions to the learning environment except for the case of emergencies. With this, we plan ahead for changes and if time is lost, we find a way to repay for the sake of turning out better student outcomes.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Teachers are brought in with little to no experience. **Root Cause:** District teacher turnover rate has caused us to hire new or alternatively certified personnel due to lack of applicants.

# Perceptions

## Perceptions Summary

The teacher retention rate has climbed from the 2018-2019 school year into the 2019-2020 school year. In the summer before the 2018 school year, there was a 65% turnover rate of teachers. During the 2018-2019 school year, within the first semester three additional reading teachers had to be replaced. Of the three that were replaced in that semester 2 of the 3 were replaced with non-certified personnel. Starting the year 2020-2021, only one math teacher resigned but did not need to be replaced. There were several teaching adjustments that had to be made including adding one self-contained Bi-lingual teacher and transitioning two teachers to teach virtually for students who were not comfortable attending school in person due to COVID-19.

With new leadership, summer conferences were held with teachers to meet and discuss strengths and weaknesses that they felt needed to be addressed for the following school year. This allowed teachers to have ownership in what school would look like for the 2020-2021 school year. The intention was to create buy-in and confidence in the new year.

The teachers are strong advocates on the behalf of our students. Teachers truly want what is best. They recognize that students are coming in with gaps. Due to this knowledge and because routines are established, they can plan for that. Teachers do not have to start from scratch with plans. They have began a plan to save lessons and materials made. That is now their starting point for lessons. By keeping their Daily Assessment Data on the lesson plan template itself, they are able to use that as a modality to spring from and assess the effectiveness of that lesson before utilizing it for another year.

Our parents have limited engagement with our classrooms. Teachers have began utilizing ClassTag as a means of better communicating with parents outside of school. Teachers video lessons in the classroom and upload them to either ClassTag or Google Classroom for viewing. Our parents are highly engaged with us on Facebook. Our parents enjoy the daily posts and contests that we encourage our students to participate in. We do get feedback from parents on post and via Messenger. Our parents don't hesitate to call the school or leave a message for the teachers on ClassTag when there are issues that arise. Parents often comment on how much their child enjoys school, their teachers, and they love that the teachers communicate with them so much. We would like to see more parent initiated engagement, but recognize we can do more to get that to happen.

## Perceptions Strengths

Teacher consistency from 2019-2020 to 2020-2021 has been a great asset. They have built routines and procedures that they have been able to strengthen from year to year.

This year has given us challenges when it comes to meeting and talking with parents; however, teachers are making the extra effort to keep parents informed. Most meetings have been virtual or over ClassTag, but it has been difficult to build relationships with parents this way.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parent engagement has become increasingly difficult. **Root Cause:** The COVID-19 restrictions do not allow for much parent access to activities and events at school.

# Priority Problem Statements

**Problem Statement 1:** Our students who are in the socio-economically disadvantaged group show little growth or skills when entering into third grade for the 2020-2021 school year.

**Root Cause 1:** Because of the months of absence from the second half of second grade for students due to the COVID-19 shut down, gaps were created in knowledge in skills, especially for student's who families could not mentally, physically, or monetarily support their child's education.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students are as low as 1-2 years behind in reading levels upon entering 3rd grade.

**Root Cause 2:** We have not been trained to use, or use, a balanced literacy model to ensure learning at student level.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Teachers are brought in with little to no experience.

**Root Cause 3:** District teacher turnover rate has caused us to hire new or alternatively certified personnel due to lack of applicants.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Parent engagement has become increasingly difficult.

**Root Cause 4:** The COVID-19 restrictions do not allow for much parent access to activities and events at school.

**Problem Statement 4 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- TTESS data

# Goals

## Goal 1: 70% of Washington 3rd grade students will perform at or above approaches or higher on the STAAR test.





**Performance Objective 1:** Washington teachers will use best instructional practices to increase student learning progress from previous year in reading and math.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Local Checkpoints, Benchmarks, Formative Assessments, Guided Reading Benchmarks, NWEA MapGrowth

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will begin to use the Balanced Literacy model from Leach's Literacy Professional Development to create minilessons, workshop, and intentional guided reading groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to move students more fluidly through each reading level using texts and strategies that are custom to student groups. This includes students who are far below to far above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> - <b>Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Math teachers will engage in Math Workshop from Dr Nikki Newton.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to create a math environment similar to reading workshop, where they can provide small group instruction on a daily basis as well as frequent spiraling of low performing standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Leadership Walk-throughs--These are brief 3-5 minute walk throughs by administrators to observe one TTESS dimension at a time.</p> <p><b>Strategy's Expected Result/Impact:</b> The information collected in the walk through process will be used to provide teachers feedback to help them to deepen their instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

<p><b>Strategy 4:</b> Formative Loop math fluency program will be used with fidelity so that 3rd graders increase math fact practice and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> The use of a daily formative assessment allows students to demonstrate mastery of skills. When students can master the entire loop, they will be able to have mastery of their mathematical computation skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers, Paras</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** 70% of Washington 3rd grade students will perform at or above approaches or higher on the STAAR test.

**Performance Objective 2:** Washington teachers will provide instructional interventions for all students to increase performance from the "Did Not Meet" to the "Approaches" level or higher.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Students will demonstrate success on the 2020 STAAR test.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The master schedule will be built to reflect priority in instructional minutes given to Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus leadership team will work to look at all instructional areas so that our master schedule reflects a well rounded opportunity for all students. This should allow for areas of enrichment as well as for times to provide intervention to those students who are in need.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Accelerated Reader--Accelerated Reader is a school wide initiative to help motivate students to develop a love of reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have monthly challenges and an opportunity to earn points to exchange for prizes. The more we can encourage our students to read, the better they become on reading comprehension passages and assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** 70% of Washington 3rd grade students will perform at or above approaches or higher on the STAAR test.

**Performance Objective 3:** Washington Teachers will provide accelerated services for students at risk of not meeting the challenging state standards to increase performance to the approaches or higher standard in reading and math.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Students who show below grade level indicators on the beginning of year NWEA MapGrowth assessment and their Fountas and Pinnell beginning of year benchmark will increase performance to the approaches or higher standard in reading and math. Growth will be measured by STAAR.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> NWEA is a universal screener for reading and math taken three times a year. Based on results, students are placed on instructional level and lessons are designed to monitor and help them grow. LLI is used for Tier III students in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR performance at the end of year, due to early and targeted interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> 30 minutes, 2 times a week of RTI/one on one pullouts as needed--RTI is the response to intervention where data has shown they are in need of immediate intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Early interventions and skills based learning result in higher results with end of year STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers, retired teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 3:</b> Tutorials after school as needed--These tutorials typically target students in the level 2 or 3 tier in reading and math after each checkpoint.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive skillsbased intervention after each lesson. Tutorials will serve as target practice. The students who receive this help will be monitored from checkpoint to checkpoint for effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 2:** All Washington students will be supported with high academic standards and will improve their academic performance by participating in a structured environment of accountability, support, and growth mindset.

**Performance Objective 1:** Campus practices and policies demonstrate high expectations and shared ownership for student success with a drive towards meeting readiness standards.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student tracking and goal sheets that are monitored by teachers after every checkpoint.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Student data binders will be created and kept by all students in order to monitor their set goals and reflect on their learning</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to show consistent progress from skills specific learning targets. They will be able to articulate areas of refinement and reinforcement for their own learning, with being able to set effective goals. They will be able to advocate on their own behalf, for skills not yet mastered.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers, Curriculum Dept.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Students will have the opportunity to use the computer program, Waggle. This program is a means of RTI as they are based on the students present levels of performance based on an initial diagnostic.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are given a diagnostic via HMH Growth Measure. These then build pathways for students that are skills based. The programs allow for teachers to monitor student progress and assign lessons for repetition. Students home usage is also monitored.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Computer Lab Managers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Reading teachers will be trained in Balanced Literacy process.</p> <p><b>Strategy's Expected Result/Impact:</b> Learning the Balanced Literacy process will allow teachers to support all students levels in their classroom as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, School Improvement Director, Curriculum Dept.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** All Washington students will be supported with high academic standards and will improve their academic performance by participating in a structured environment of accountability, support, and growth mindset.

**Performance Objective 2:** Washington staff will support the BSISD's Curriculum Management Plan with fidelity.

**Evaluation Data Sources:** Washington students will show growth after receiving quality instruction from well-trained staff.

**Summative Evaluation:** None

<b>Strategy 1:</b> A balanced Literacy Program will be implemented in all grade levels. <b>Strategy's Expected Result/Impact:</b> Formative---PLC's, Walk throughs, STAAR results <b>Staff Responsible for Monitoring:</b> Teachers, Principals, Curriculum Dept. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 2:</b> All teachers will use Capturing Kids Hearts behavior strategies. <b>Strategy's Expected Result/Impact:</b> Formative---referral reductions, character building, earning gold coins for positive behavior. <b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, MCL's, Teachers <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 3:</b> All staff will use TEKS resource system as a resource to guide the curriculum being taught. <b>Strategy's Expected Result/Impact:</b> Formative--Lesson plans, PLC data <b>Staff Responsible for Monitoring:</b> Teachers, Principals, Curriculum Dept. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 4:</b> Teachers will use the Know/Show strategy from Get Better Faster to increase knowledge in TEKS. <b>Strategy's Expected Result/Impact:</b> Formative---Walk Throughs, PLC's <b>Staff Responsible for Monitoring:</b> Teachers, Principals, MCL's, Leadership Team <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 5:</b> After implementing Lead4ward, teachers will have a complete understanding of readiness, supporting, and process standards. Teachers will also use Lead4ward quintiles to monitor progress in students. <b>Strategy's Expected Result/Impact:</b> Formative--Lesson plans, DMAC data, STAAR results <b>Staff Responsible for Monitoring:</b> Teachers, Principals, Curriculum Dept. <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 3:** Washington Elementary will develop partnerships with Big Spring business organizations, parents, and community members.

**Performance Objective 1:** Washington teachers will provide parental opportunities for involvement in order to increase student performance to the approaches or higher standard in all content areas.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Increase the opportunities for parents by giving them an increased opportunity to see what their student is doing in the classroom. This includes the teacher filmed lessons online and make and take night as a means of demonstrating learning strategies that can help their student be more successful.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Give all parents the opportunity to monitor student progress via Parent Portal.</p> <p><b>Strategy's Expected Result/Impact:</b> With parents getting their students formative and summative grades in a timely manner, they are able to facilitate conversations with their child's teacher about student progress and interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, Teachers, Technology Director</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> ClassTag for the use of communicating with families and sharing class videos and pictures.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers record and share lessons on ClassTag to assist parents in helping them assist their students with assignments. They also share school notes. They use for parent sign ups for class parties, parent teacher conferences, and volunteer opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Various activities such as Block Party and other outdoor, COVID-19 compliant activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative--parent participation and feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, MCL'S, Teachers, Parent volunteers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Washington Elementary will determine the professional development and support needs of our workforce to ensure the goals of our district are met.

**Performance Objective 1:** Washington Elementary will hire and retain highly qualified staff in order to increase student performance to the Level 2 Standard in all content areas.

**Evaluation Data Sources:** Students receive quality consistent instruction and show growth on the 2021 state assessment.

**Summative Evaluation:** None





<b>Strategy 1:</b> District job postings <b>Strategy's Expected Result/Impact:</b> Formative--Retention of qualified teachers <b>Staff Responsible for Monitoring:</b> HR Director, Leadership Team, Principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 2:</b> Access and use of teachers in alternative programs such as Region 18, UTPB, and I-Teach. <b>Strategy's Expected Result/Impact:</b> Formative--Retention of qualified teachers <b>Staff Responsible for Monitoring:</b> HR Director, Leadership Team, Principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 3:</b> Target staff development to meet staff needs <b>Strategy's Expected Result/Impact:</b> Formative---Retention of qualified teachers, Teacher feedback <b>Staff Responsible for Monitoring:</b> Curriculum Director, Leadership Team, Principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 4:</b> Washington school climate <b>Strategy's Expected Result/Impact:</b> Formative---retention of qualified teacher, teacher feedback <b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, MCL'S, Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Washington Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 1:** Washington Elementary will increase the overall attendance rate in order to increase student performance to the Level 2 Standard in reading and math.

**Evaluation Data Sources:** Attendance records at the end of the year will show an increase of 1% in attendance from their same end of year attendance from 2nd grade.

**Summative Evaluation:** None








<b>Strategy 1:</b> Attendance tracking <b>Strategy's Expected Result/Impact:</b> Formative--attendance rate <b>Staff Responsible for Monitoring:</b> Attendance clerk, teachers, principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 2:</b> Perfect attendance assemblies <b>Strategy's Expected Result/Impact:</b> Formative---attendance rate <b>Staff Responsible for Monitoring:</b> Leadership Team, MCL's, Teachers, Principals	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 3:</b> Attendance incentives and No Tardy Party incentives <b>Strategy's Expected Result/Impact:</b> Formative---attendance rate <b>Staff Responsible for Monitoring:</b> Principals, Leadership Team, MCL'S, Teachers, attendance clerk	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Washington Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 2:** Washington Elementary will continue to provide a safe environment for students.

**Evaluation Data Sources:** Attendance will increase and student performance will increase when provided with a safe environment for learning.

**Summative Evaluation:** None

<b>Strategy 1:</b> Teachers will continue using Capturing Kids Hearts on a daily basis. <b>Strategy's Expected Result/Impact:</b> Formative---reduction in office referrals <b>Staff Responsible for Monitoring:</b> Teachers, Principals, Leadership team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 2:</b> Students will be engaged in a monthly character education development program. <b>Strategy's Expected Result/Impact:</b> Teachers will engage students in a character education word of the month. At the end of the month, teachers will select one student from their homeroom who best exemplifies the character word and will be recognized at an assembly. <b>Staff Responsible for Monitoring:</b> Teachers, Leadership Team <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Washington Elementary will continue to promote awareness of integral components that impact student achievement and the school environment.

**Performance Objective 3:** All Washington staff members will follow all BSISD protocol safety and security measures.

**Evaluation Data Sources:** Practice lockdown and safety procedures. Time the drills for evacuation and fire safety. Work with our district Safety and Security administrator to ensure that we are following most up to date practices.

**Summative Evaluation:** None





**Goal 6:** Washington Elementary will increase the overall success rate of our Bilingual, ESL, and Migrant students on the end of year STAAR exams.

**Performance Objective 1:** Washington Elementary will provide instruction to improve English language proficiency for ESL students to increase performance to the Level 2 Standard in reading and math.

**Evaluation Data Sources:** ESL students will show growth on the end of year STAAR exams in all content areas.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide training to all Migrant Education Program administrators and other staff on the significance and requirement by TEA to generate, print, and share Priority for Services Reports with all instructional personnel working with migrant students.</p> <p><b>Strategy's Expected Result/Impact:</b> Participants List</p> <p><b>Staff Responsible for Monitoring:</b> All Migrant Education Program (MEO) Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Conduct a presentation at the districts' beginning of the school year required staff development to inform all district personnel of the definition of PFS students and significance of prioritizing all instructional services for these students for compliance issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Participants List</p> <p><b>Staff Responsible for Monitoring:</b> District Migrant Contact</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Determine individual needs of every migrant identified student and family for instructional and support services; identify available resources to address said needs; coordinate with campus administrators, other district staff, and local entities to ensure that each child and family has access to the appropriate services; and follow-up to monitor and document progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Preliminary Family Needs Assessment Form, PFS Migrant Student Assessment, Migrant Student Monitoring</p> <p><b>Staff Responsible for Monitoring:</b> All MEP Staff District Migrant Contact</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 4:</b> Coordinate training for migrant students, teachers, and campus administrators to inform them of individual needs of migrant students in their class and on their campus. Stress the significance of prioritizing all instructional services for these students to meet specific needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Contact Log; Participants List</p> <p><b>Staff Responsible for Monitoring:</b> District Migrant Contact</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 5:</b> Make periodic home visits to update parents on the academic progress of their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Contact Log</p> <p><b>Staff Responsible for Monitoring:</b> All MEP Staff, District Migrant Contact</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

<p><b>Strategy 6:</b> Monitor academic progress of migrant students while working cooperatively with district administrators and staff to implement a total instructional and supportive program that addresses the specific needs of migrant students. Maintain documentation of services provided for Compliance Reporting.</p> <p><b>Strategy's Expected Result/Impact:</b> Migrant Student Monitoring, Counseling Notes, PFS Student Assessment</p> <p><b>Staff Responsible for Monitoring:</b> All MEP Staff, District Migrant Contact</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 7:</b> Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS/STAAR in any content area are accessing local, intrastate, remediation.</p> <p><b>Strategy's Expected Result/Impact:</b> TMIP Student Referral Form (if applicable)</p> <p><b>Staff Responsible for Monitoring:</b> All MEP Staff, District Migrant Contact</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 8:</b> Generate PFS report for every SSA district in the region on a monthly basis and submit and/or mail to the SSA district migrant contact.</p> <p><b>Strategy's Expected Result/Impact:</b> NGS PFS Reports</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Specialists</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 9:</b> SSA district disseminates a copy of the PFS report to the appropriate campus personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> NGS PFS Reports</p> <p><b>Staff Responsible for Monitoring:</b> District Migrant Contact</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 10:</b> Provide campus administrators, appropriate campus staff, and parents the PFS criteria and updated PFS reports.</p> <p><b>Strategy's Expected Result/Impact:</b> NGS PFS Reports</p> <p><b>Staff Responsible for Monitoring:</b> All MEP Staff District Migrant Contact</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Budget for Washington Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19923611901113730000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$18,066.00
199116122100113730000	6121 Extra Duty Pay/Overtime - Support Personnel	\$500.00
19911612200113730000	6122 Salaries or Wages for Substitute Support Personnel	\$500.00
19911612201113730000	6122 Salaries or Wages for Substitute Support Personnel	\$250.00
19911614100113730000	6141 Social Security/Medicare	\$479.00
19923614200113730000	6142 Group Health and Life Insurance	\$1,260.00
19911614300113730000	6143 Workers' Compensation	\$60.00
199236146113730000	6146 Teacher Retirement/TRS Care	\$1,177.00
<b>6100 Subtotal:</b>		<b>\$22,292.00</b>



## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Amber Hansen	Teacher
Administrator	Kristen Joslin	Principal
Administrator	Shae Harman	Assistant Principal
Classroom Teacher	Amy Arehart	Virtual Teacher
Administrator	Cadet Bryant	Counselor
Classroom Teacher	Vanessa Parra	Inclusion Teacher

# Addendums