

**Spring Independent School District**  
**Winship Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Our mission is to provide engaging learning opportunities that encourage academic and social growth for each student in a nurturing environment with community support.

## Vision

Every child at Winship Elementary will leave our school achieving at his or her highest level possible.

## Core Beliefs

1. Reach Every Student
2. Excellence in Every School
3. High Performance from Every Employee
4. Engaged Stakeholders in Every Community
5. Opportunities and Choice for Every Family

# Comprehensive Needs Assessment

Revised/Approved: June 22, 2018

## Needs Assessment Overview

STAAR 4th Grade Writing scores showed a decrease from 57% to 52%. STAAR Writing and EOY Campus Writing assessments indicate minimal student growth. Winship Elementary needs more emphasis on a unified district approach to teaching writing through vertical alignment. Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing. More professional development in teaching revising and editing components to scholars is needed to support campus academic goals.

# Demographics

## Demographics Summary

Winship Elementary School has a diverse student population which is composed of the following subgroups: Hispanic (43%), White (24%), African American (28%), Asian (2%), Mulit-race (1%), American Indian (.5%), and Native Hawaiian (.5%). There are currently 565 students enrolled. The campus has 39 students who are being served as English Language Learners. The learning community is serving 54 students under the 504 program, while 36 are represented in the Gifted and Talented program. Our special education program encompasses 50 students. Although a portion of our population is ambulatory (14%), we have been able to sustain consistency in the number of students who remain enrolled for a significant portion of the school year. Our school supports our economically disadvantaged population (54%) as well as our at-risk population (32%). The average mobility rate is 19%. The campus is a neighborhood school. The average daily attendance for the first semester was 97.2% and the second semester was 96.5%. ADA for the 2017-18 year was 96.4%.

## Demographics Strengths

- The campus Met Standard based on the 2017 accountability standards and received a distinction designation for Top 25% Student Progress.
- Math performance on S.T.A.A.R. increased from 81% to 88%.
- Reading performance on S.T.A.A.R. increased from 74% to 78%.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our Writing performance on S.T.A.A.R. decreased from 58% to 53%. **Root Cause:** The 4th grade ELA teachers require targeted professional development in integrating reading and writing.

## Student Academic Achievement

### Student Academic Achievement Summary

All schools in Texas must meet standards set in three domains. STAAR reports indicate that Winship Elementary met all domain targets for the 2017-18:

- Domain 1: Student Achievement - 76
- Domain 2A: Student Progress (Academic Growth) - 85
- Domain 3: Closing the Gaps - 85
- Total Score - 85 (Recognized Performance)

As a result of these scores, Winship Elementary received a 2018 Texas Accountability Met Standard rating. Our overall campus instructional strengths are in the areas of Math, Reading, and Science. While the campus is showing overall growth, the amount of growth among the SPED students is not equal. This will be a focus for the campus next year. To address the gaps in performance, the campus has analyzed scores for each student and by each standard. These students will be targeted for intervention and PLC's will be intentional in addressing SPED data and student needs.

### Student Academic Achievement Strengths

- Student success in 3rd and 5th grade is attributed to highly qualified teams which implement our intervention period rotation with fidelity.
- Our overall math scores increased from 81% to 88%.
- Our overall reading scores increased from 74% to 79%.
- Our overall science scores increased from 72% to 82%.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** STAAR 4th Grade Writing scores showed a decrease from 57% to 52%. **Root Cause:** There is a lack of emphasis on grammar in the primary grades and a lack of emphasis on a unified district approach to teaching writing through vertical alignment.

**Problem Statement 2:** STAAR Writing and EOY Campus Writing assessments indicate minimal student growth. **Root Cause:** Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.

**Problem Statement 3:** Our 2018 data reveals that Special Education students score significantly below all other student groups in Math, Reading and Writing. **Root Cause:** It was difficult for SPED teachers to follow their schedules and deliver support with fidelity.

## School Processes & Programs

### School Processes & Programs Summary

- Winship Elementary employs 34 Teachers, 5 Professional Support and 5 Educational Aides.
- Faculty and staff members are highly qualified.
- All but five staff members are ESL-certified.
- The district hires a Student Support Specialist for every campus. This person leads the committee and conducts campus decision point meetings every six weeks to discuss the documented progress of each student.
- We have established our campus committees around HB5 domains to ensure the implementation of the categories in each domain for compliance.
- Our district has funded a full-time Literacy Coach and Math Coach for every campus. Weekly grade-level PLCs are held with an administrator and an Instructional Coach or Intervention Specialist.
- Student decision-point meetings are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student goes through the RtI process.
- Special educationsp Programs implemented at Winship include: 2 Resource/Inclusion Teachers, 1 Speech Therapist, 1 SILC Classroom, 1 Structured Learning Classroom.
- Staff members are trained in the implementation of CHAMPS.

### School Processes & Programs Strengths

- RtI is being utilized effectively with students being referred to appropriate special populations.
- The staff is highly effective in interpreting common assessment data to drive instructional decisions.
- The staff values professional development and seeks opportunities to participate in staff development inside and outside of the district.
- Grade-level PLC's strengthen instruction through the alignment of the curriculum, lesson plans, and instructional calendar.
- Teachers accommodate special populations with more time and individualized instructional plans.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teacher mobility (resignations) were higher than expected at the end of the 2017-18 school year. **Root Cause:** There number of district initiatives/professional expectations are increasing.

# Perceptions

## Perceptions Summary

Winship Elementary will celebrate its 46th anniversary since opening in 1972. We have created a culture of family and team support. We believe that teachers need to have a passion for working with children. We value coaching teachers so that they grow professionally and deliver effective instruction. We believe that all children can learn, but not in the same way. We do our best to have students experience some form of success every day. We want our children and families to feel that Winship is their home and this is where they belong. Our campus is driven by data, and we do what is best for ALL students as we monitor systems, expectations, instruction, achievement and follow-through. If there are areas of concern, we have been trained in the implementation of the Continuous Improvement Process to reflect, consult, plan and act. We have built a culture where all teachers believe all students can learn and achieve, and students know they are valued and loved.

Our campus has a strong focus on health and wellness. Our students are scheduled for physical education class and structured recess. We participate in activities held in the community such as Jump Rope for Hearts, Be Fit NFL Challenge, Play 60 Challenge and Dynamo Fit 4 Kids. Compliance with state immunization standards is at 100%.

Winship Elementary is very intentional in establishing a family-friendly school environment. Our district has provided funds to every campus to identify a Parent Liaison to help strengthen connections between home and school. Our PTA Board has effectively planned for growth in PTA membership and participation for the 2018-19 academic year. Winship's routines include sending home a Tuesday Folder every week. We take pride in the fact that parents and district visitors report our office staff is friendly and accommodating; and our ambience is warm and inviting.

## Perceptions Strengths

School Quality Survey results indicate:

- Comparing 2016-17 and 2017-18 overall parent and staff satisfaction, there has been growth in the areas of: Academic Support, Student Support, School Leadership, Family Involvement and Safety & Behavior.
- 61% of parents rate the overall quality of our school as Excellent and 32% gave a rating of Good.
- 96% of our parents believe school encourages families to volunteer.
- 92% of our parents say our school has high learning standards for all students, up from last year 86%, as well as students being challenged by their schoolwork.
- 97% of staff feel the school's learning standards and expectations are clearly explained to students and that Administrators clearly communicate the school mission and vision.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Minimal increase in parent participation on the School Quality Survey (40 parents in 2016-17 to 42 parents in 2017-18). **Root Cause:** Parent email address have not been updated to support a significant increase in participation.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey 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 for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: Reach Every Student

**Performance Objective 1:** Winship Elementary will implement school-wide reform strategies to identify struggling students and ensure the learning needs of all students are met to achieve campus goals of 80% overall in Writing, 95% overall in Reading, 90% overall in Science, and 95% overall in Math.

### Evaluation Data Source(s) 1: MAP Data

DRA Data







Checkpoint/Benchmark Data

2019 STAAR Results

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  1) Enhance K-2 writing instruction by utilizing the Lucy Calkins' Units of Study, Writing Academy, Robberson Educational Services.	2.4, 2.5, 2.6	Administrators Literacy Coach K-2 ELL Coordinator	Result: Teachers will have lesson plans that are TEKS-aligned and rigorous. Teachers will provide better initial instruction.  Impact: Gradual increase of 5% in student performance on campus assessments, checkpoints, and benchmarks.				
				Problem Statements: Demographics 2 - Student Achievement 1, 2 Funding Sources: 211 Title I, Part A - 8020.00			
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  2) Continue to implement and support technology as an instructional tool to integrate curriculum across the content areas. Provide necessary instructional resources, and general supplies to improve learning needs for Math, Reading and Writing from sources such as Lakeshore Learning Materials, Teacher Haven and Scholastic.	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator	Result: Students will be able to receive support needed to master academic standards.  Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.				
				Problem Statements: Demographics 2 - Student Achievement 1, 2 Funding Sources: 211 Title I, Part A - 10000.00			

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Provide identified students with individualized small-group, pull-out instruction based upon formative assessments.</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 211 Title I, Part A - 20000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Provide before-/after-school tutorials for identified students.</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 199 State SCE - State Compensatory Education (PIC - 11500.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) Update the leveled books in the library to provide more texts for students and teachers as a component of the district literacy plan.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Literacy Coach ELL Coordinator Library Paraprofessional	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 211 Title I, Part A - 5650.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Increase the daily student attendance rate to 98%.</p>	2.4, 2.5, 2.6	Administrators Attendance Clerk Teachers	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 199 General Fund - 3000.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) Provide the necessary instructional resources and general supplies to teachers to enhance the maturation of grade-level skills for all students and increase the number of students identified as Gifted and Talented.</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator Student Support Specialist Teachers	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 211 Title I, Part A - 2983.00, 199 General Fund - 650.00							
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>8) Provide an ELL Coordinator to better serve our ELL population, an Student Support Specialist (district funded) to serve all students, Library Media Specialist (district funded), Literacy Coach (district funded) and Math Coach (district funded) to serve all students through planning, teacher coaching, providing professional development, and performing student assessments.</p>	2.4, 2.5, 2.6	Adminstrators	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 263 Title III, LEP - 56511.00							
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Our campus did not meet the system safeguards for in 4th grade Writing for the following subgroups: ALL (52%), Hispanic (50%), and Economically Disadvantaged (52%). <b>Root Cause 2:</b> There is no cohesive writing curriculum for the district.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> STAAR 4th Grade Writing scores showed a decrease from 57% to 52%. <b>Root Cause 1:</b> There is a lack of emphasis on grammar in the primary grades and a lack of emphasis on a unified district approach to teaching writing through vertical alignment.</p>
<p><b>Problem Statement 2:</b> STAAR Writing and EOY Campus Writing assessments indicate minimal student growth. <b>Root Cause 2:</b> Our ELA staff needs focused support in writer's workshop with an emphasis on conferencing.</p>

## Goal 2: Excellence in Every School


**Performance Objective 1:** Winship Elementary will provide and engage parents in at least two academic enrichment sessions with at least 40% parent/guardian attendance.

### Evaluation Data Source(s) 1: Parent Surveys

Sign-in Sheets  
Campus Website  
Marquee  
Flyers  
Agendas

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Provide in-house professional development for parents to promote the academic, emotional, and social maturation of all students.</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 211 Title I, Part A - 2000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide substitute teachers to cover teachers during vertical-content professional development on the campus.</p>	2.4, 2.5, 2.6	Administrators	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 199 General Fund - 6016.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Provide identified students with individualized small-group, pull-out instruction based upon formative assessments.</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 199 General Fund - 2500.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Create an atmosphere of safety and security for staff, students, and stakeholders.</p>	2.4, 2.5, 2.6	Administrators	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 199 General Fund - 530.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>5) Provide physical activity through physical education for a minimum of 135 minutes weekly in grades K-5.</p>	2.4, 2.5, 2.6	PE Teacher	<p>Result: Students will be able to receive TEKS-based physical education class or a TEKS-based structured physical activity.</p> <p>Impact: Increase in student performance on fitness examination.</p>				
							



### Goal 3: High Performance from Every Employee







**Performance Objective 1:** Winship Elementary will ensure our staff is trained to address the needs of all learners in order to increase student performance on STAAR in Reading, Math, Writing, and Science by 5 percentage points.

**Evaluation Data Source(s) 1:** 2018 STAAR Results

- MAP Data
- DRA Data
- Checkpoint/Benchmark Results
- Agendas
- Sign-in Sheets
- Lesson Plans
- Walkthrough Observations

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Support the district writing plan through the use of Lucy Calkins Units of Study. (High Priority)</p>	2.4, 2.5, 2.6	Administrators Literacy Coach ELL Coordinator	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 211 Title I, Part A - 17000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Require ESL Certification for all teachers to support the ELL learners.</p>	2.4, 2.5, 2.6	Administrators	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Allow administrators and counselor to attend role-specific professional development to enhance the academic achievement of students and growth of the staff.</p>	2.4, 2.5, 2.6	Administrators	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 199 General Fund - 1504.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Implement Teach Like a Champion strategies to enhance teacher effectiveness.</p>	2.4, 2.5, 2.6	Administrators	<p>2018 STAAR Results MAP Data DRA Data Checkpoint/Benchmark Results Agendas Sign-in Sheets Lesson Plans Walkthrough Observations</p>				
Funding Sources: 199 General Fund - 500.00							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>5) Students performing below 70% will be identified through analyzing assessment data. Individualized instructional plans will be created to target weak objectives.</p>	2.4, 2.5, 2.6	Administrators Math Coach Literacy Coach Teachers Student Support Specialist	<p>Result: Students will be able to received daily interventions to accelerate learning.</p> <p>Impact: The interventions will also target our Closing the Gap populations resulting in an increase of more than 5%.</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

## Goal 4: Engaged Stakeholders in Every Community







**Performance Objective 1:** Winship Elementary will implement specific strategies/programs to increase parental and community involvement by 5%.

### Evaluation Data Source(s) 1: Parent Surveys

Sign-in Sheets  
Campus Website  
Flyers  
Surveys  
Marquee

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Increase two-way communication with parents and community stakeholders.</p>	2.4, 2.5, 2.6	Administrators	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 199 General Fund - 1800.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Provide a technology work station for parents with the library.</p>	2.4, 2.5, 2.6	Administrators	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 211 Title I, Part A - 2016.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Create campus committees to involve stakeholders in the following events:</p> <p>Career Day G/T Expo Volunteer Reception S.N.A.P.P. Program No Place for Hate Program</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators Counselor G/T Team Lead</p>	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
<p>Funding Sources: 211 Title I, Part A - 3517.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Create campus committees to involve stakeholders in the following events:</p> <p>Career Day G/T Expo Volunteer Reception S.N.A.P.P. Program No Place for Hate Program</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators Counselor G/T Team Lead</p>	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
<p>Funding Sources: 199 General Fund - 517.00</p>							
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

## Goal 5: Opportunities and Choice for Every Family

**Performance Objective 1:** Winship Elementary will provide and engage families in a minimum of four curriculum-based activities with 50% of our parents/guardians in attendance

**Evaluation Data Source(s) 1:** Sign-in Sheets

Campus Website







Marquee

Flyers

Agendas

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Schedule and host family involvement nights which include: Family Reading/Writing Night Family Math Night Family Science Night STAARy Night</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
Funding Sources: 211 Title I, Part A - 760.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Provide opportunities for student choice through classroom seating, learning celebrations, homework, assessments, choice boards, summative projects, and unstructured innovation time.</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator Teachers	<p>Result: Students will be able to receive support needed to master academic standards.</p> <p>Impact: Increase in student performance in all content areas on campus common assessments, checkpoints, benchmarks, and S.T.A.A.R. tests. Increase in student performance as measured by Domains 1-3 on S.T.A.A.R. tests. Increase in percentage of students scoring "Meets" and "Masters" on S.T.A.A.R.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Implement a half-day pre-kindergarten schedule that splits literacy and math time 67% to 33% respectively per day.</p>	2.4, 2.5, 2.6	Administrators Literacy Coach Math Coach ELL Coordinator Pre-K Teacher	<p>Result: Scholars will receive an increase in instruction in literacy.</p> <p>Impact: Scholars will leave pre-kindergarten reading on or above level.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5</p> <p>4) Implement academic and social Bridge Program for rising 6th graders and their parents.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators Counselor Teachers</p>	<p>Result: Scholars dropout rate will decrease.</p> <p>Impact: There will be an increase in the number of scholars accepted into college.</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Enhance K-2 writing instruction by utilizing the Lucy Calkins' Units of Study, Writing Academy, Robberson Educational Services.
1	1	8	Provide an ELL Coordinator to better serve our ELL population, an Student Support Specialist (district funded) to serve all students, Library Media Specialist (district funded), Literacy Coach (district funded) and Math Coach (district funded) to serve all students through planning, teacher coaching, providing professional development, and performing student assessments.
3	1	5	Students performing below 70% will be identified through analyzing assessment data. Individualized instructional plans will be created to target weak objectives.

# State Compensatory

## Budget for Winship Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
6118.TU	6118 Extra Duty Stipend - Locally Defined	\$5,500.00
<b>6100 Subtotal:</b>		<b>\$5,500.00</b>
<b>6300 Supplies and Services</b>		
6321.00	6321 Textbooks	\$3,000.00
<b>6300 Subtotal:</b>		<b>\$3,000.00</b>
<b>6400 Other Operating Costs</b>		
6494.UB	6410 Travel, Subsistence and Stipends	\$1,000.00
<b>6400 Subtotal:</b>		<b>\$1,000.00</b>



# **Title I Schoolwide Elements**

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

### **1.1: Comprehensive Needs Assessment**

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA). Sec. 1114(b)(6). The CNA was revised on June 25, 2018.

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

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Sec. 1114(b)(1-5). Sarah Schneider served as the parent representative. Francis Garcia will serve as a parent representative during the school year.

### **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students\* are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3) \* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2)) \* as well as "at-risk" students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.] The CIP was revised and evaluated on August 3, 2018.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4). The CIP is posted on the campus website and is distributed in English.

## **2.4: Opportunities for all children to meet State standards**

Winship Elementary will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards. (see pp. 12-21)

## **2.5: Increased learning time and well-rounded education**

Winship Elementary will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. (see pp. 12-21)

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

Winship Elementary will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. (see pp. 12-21)

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

## **3.1: Develop and distribute Parent and Family Engagement Policy**

To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, Winship Elementary shall

- Provide assistance to parents to understand the State’s academic standards, the State and local assessment standards and how to work with educators to improve their child’s achievement
- Provide materials and training to help parents work with their child, such as literacy and technology training
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners
- In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand
- Provide reasonable support for family engagement activities

(see pp. 12-21 )

## **3.2: Offer flexible number of parent involvement meetings**

Winship Elementary shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. (see pp. 12-21)



## Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Todd Armelin	Principal
Administrator	Brenda Kieso	Assistant Principal
Non-classroom Professional	Lisa Hayes	Counselor
Non-classroom Professional	Laura Rodriguez	Student Support Specialist
Non-classroom Professional	Jesenia Fernandez	Math Coach
Non-classroom Professional	Gina Pop	ESOL Teacher
Non-classroom Professional	Tiffany Geminden	Literacy Coach
Classroom Teacher	VaLissa Johnson	SPED Team Leader
Classroom Teacher	Deanna Wesner	Electives Team Leader
Classroom Teacher	Danielle Sowards	Team Leader
Classroom Teacher	Sarah Schneider	Team Leader
Classroom Teacher	Ivey Busby	Team Leader
Classroom Teacher	Marley Arevalo	Team Leader
Classroom Teacher	Kesline Petit-Mat	Team Leader
Classroom Teacher	Phillip Shasteen	Team Leader
District-level Professional	Phylicia Hill	District Committee Member
Business Representative	Mark Votsmier	Business Representative
Parent	Francis Garcia	Parent

## Campus Funding Summary

<b>199 General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	General Supplies	6399	\$3,000.00
1	1	7	General Supplies	6399	\$650.00
2	1	2	Discipline Management	6112.MG	\$6,016.00
2	1	3	Supplemental Pay-Professionals	6118	\$2,500.00
2	1	4	Contracted Maintenance	6249	\$50.00
2	1	4	Miscellaneous Contracted Services	6299	\$480.00
3	1	3	Staff Travel	6411	\$754.00
3	1	3	Staff Travel	6411	\$750.00
3	1	4	Books	6325	\$500.00
4	1	1	Printing Services	6295	\$600.00
4	1	1	Miscellaneous Contract Services	6299	\$350.00
4	1	1	Miscellaneous Operating Expenditures	6499	\$350.00
4	1	1	General Supplies	6399	\$500.00
4	1	4	General Supplies	6399	\$517.00
<b>Sub-Total</b>					\$17,017.00
<b>Budgeted Fund Source Amount</b>					\$20,000.00
<b>+/- Difference</b>					<b>\$2,983.00</b>
<b>199 State SCE - State Compensatory Education (PIC)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Tutorial Salary	6118.TU	\$5,500.00
1	1	4	Instructional Materials (Mentoring Minds, Triumph Learning, Neuhaus Education) for math and reading.	6321	\$3,000.00
1	1	4	After School Transportation Home	6494.UB	\$1,000.00

1	1	4	General Supplies (Mentoring Minds, Triumph Learning, Neuhaus Education)	6399	\$2,000.00
<b>Sub-Total</b>					\$11,500.00
<b>Budgeted Fund Source Amount</b>					\$11,500.00
<b>+/- Difference</b>					<b>\$0</b>
<b>211 Title I, Part A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials	6321	\$8,020.00
1	1	2	Computers/Printers/Scanners/Learning Alive (TM) Plus (PC/MAC)	6397	\$10,000.00
1	1	3	Instructional Materials	6321	\$20,000.00
1	1	5	Library Books	6325.35	\$5,000.00
1	1	5	Magazines	6329	\$650.00
1	1	7	General Supplies	6399	\$2,983.00
2	1	1	Parental Liason Stipend	6117	\$2,000.00
3	1	1	General Supplies	6399	\$7,000.00
3	1	1	Staff Travel Fees	6411	\$10,000.00
4	1	2	Computer/Printer/Scanner	6398	\$1,082.00
4	1	2	General Supplies	6399	\$500.00
4	1	2	General Supplies	6399	\$434.00
4	1	3	General Supplies	6399	\$3,517.00
5	1	1	Parental Involvement Supplies	6399	\$760.00
<b>Sub-Total</b>					\$71,946.00
<b>Budgeted Fund Source Amount</b>					\$68,963.00
<b>+/- Difference</b>					<b>-\$2,983.00</b>
<b>263 Title III, LEP</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Professional Salary--ELL Coordinator	263	\$56,511.00
<b>Sub-Total</b>					\$56,511.00

<b>Budgeted Fund Source Amount</b>	\$56,511.00
<b>+/- Difference</b>	\$0
<b>Grand Total</b>	\$156,974.00