

Goose Creek Consolidated Independent School District

James Bowie Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Mission: James Bowie Elementary commits to create a safe environment with high expectations of all scholars to achieve their greatest potential, socially, emotionally, and academically.

Vision

Vision: James Bowie Elementary is a place where all scholars connect, learn, grow, and succeed.

Value Statement

Value Statement: We will work collaboratively with all stakeholders to ensure high levels of learning for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment was discussed and completed during our May, 2019 meetings by campus teams and instructional leaders. The findings were as follows:

- James Bowie serves grades PK-5.
- James Bowie currently serves 830 scholars.
- James Bowie is a diverse campus with scholars in various programs.
- James Bowie is self-contained in grades Pk-1, and departmentalized in grades 2-5.
- James Bowie provides the following district programs to our scholars: Behavior Support, Bilingual PPCD, and Life Skills.
- James Bowie has done a great job of improving employee retention, with only 8 new hires for the 2019-2020 school year. Our staff consists of highly qualified experienced teachers.

Demographics Strengths

- Bowie teachers do a good job of completing SST referrals and contacting parents after 2 consecutive absences.
- The SST team meets to determine needed interventions and the CS3 sets up conferences with parents to sign attendance contracts.
- Attendance is monitored in TEAMS and RaaWee. Our attendance rate for the 18-19 school year was 92.7%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates do not meet the state criteria. **Root Cause:** Mobility, excessive absences and lack of accountability for parents contributes to low attendance rates.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment was discussed and completed during our May, 2019 meetings by campus teams and instructional leaders. The findings were as follows:

- James Bowie made significant growth this year. There were notable increases in reading and writing. Fourth grade students increased by 9 points on reading and 10 points in writing. Bowie was ranked #5 in the district among elementary campuses for academic growth.
- STAAR data for the 18-19 school year indicates that we need to improve in math, we made the least amount of growth in this area.
- We will focus on improving the achievement of All Students, and White student groups.

Program Evaluation was completed and the following information was determined:

Gifted and Talented-Strengths:

- Highly qualified teachers
- Campus GT Coordinator,
- Kinder GT pull-out teacher
- Enrichment programs during PIE
- Science Honor Club

Needs Include:

- Training on implementing Genius Hour

Special Education-Strengths include:

- Experienced and highly qualified teachers
- Effectively implementing students IEP goals with fidelity

Needs Include:

- Providing dyslexia training for our SPED teachers

SCE-Strengths include:

- Math tutor to assist with tier 3 interventions

- Bilingual tutor to assist ELL students struggling in reading and math

Needs include:

- Purchasing Reading A to Z to assist tier 2 students
- Purchasing Stemscores, an online technology program to assist 5th grade students in improving science skills and knowledge
- Purchasing DreamBox a research-based math intervention program for students identified as struggling with math

Bil/ESL-Strengths include:

- Highly qualified teachers
- Strong district-level support

Needs include:

- Additional training on making the ELPS-TELPAS connection to reinforce the benefits of using ELPS to teach ELs effectively throughout the school year

PreK-Strengths include:

- Implementation of Waterford with fidelity
- Small group stations
- Literacy and numeracy awareness

Needs include:

- Implementation of consistent PLCs

Title 1-Strengths include:

- ELA/Math CIS supporting classroom teachers during PLC, planning, modeling, and coaching teachers to improve instructional practices
- CS3 provides parental engagement activities, parent sessions, attendance support, and home visits

Needs include:

- Training parents on the importance of attendance

Student Academic Achievement Strengths

- James Bowie met standard for the 18-19 school year
- 74% of students passed reading
- 77% of students passed math
- 72% of students passed science
- Our ELs met their target in the area of closing the achievement gaps
- Increased inclusion for our SPED student group,so they are exposed to more grade level content

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Math scores in 3rd-5th grade showed the least amount of growth. **Root Cause:** Tier 1 instruction in math is not consistent and students are not making at least one years growth.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment completed by the campus committees and reviewed and accepted by the campus ILT indicated the following:

Instructional:

- Fundamental 5 Instructional Framework - Implemented School Wide
- Writing Across the Curriculum Initiative and Use of Common Assessments
- Reading, Writing, and Mathematics Intervention Plan and Assistance for Students
- Renaissance Reading Program for student interventions, instructional support, and enrichment for students
- Provide services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE)
- Will support students identified as dyslexic by providing reading support
- Gretchen Childs will continue to work with K-2 in reading instruction
- Kagen strategies are implemented in grades 1-5
- The LPAC Committee monitors the use of linguistic accommodation 3 times a year, and monitors ELL student progress by monitoring language acquisition through TELPAS

Curricular:

- Bowie will implement an instructional model to implement rigorous curricula and assessments aligned with state standards, and ensuring weekly PLC Meetings.
- Bowie will ensure the creation of lesson plans by successfully loading plans into eduphoria.
- Bowie will implement the research-based teaching practices while utilizing the district curriculum , and the Fundamental 5 routines/strategies
- Fountas and Pinnell will be implemented in K-3

Personnel:

- Treat faculty/staff as a valuable resource and provide professional development opportunities
- Implement collaborative structures (PLCs) to guide data driven decision making regarding instructional practices
- Support teacher growth (T-TESS) in the areas of planning, instruction, learning
- All teachers and staff are highly qualified
- Our staff retention rate improved significantly this school year

Technology:

- Bowie classrooms are equipped with white boards and clickers to support instruction
- Technology is used as remedial and enrichment during PIE
- Technology lessons are available during library time for students
- District technology specialist visit the campus weekly to assist staff with technology integration
- MyOn was purchased by Coversto to help our students develop a love for reading

School Processes & Programs Strengths

The data indicates:

- Teachers and Staff are aware of campus vision and mission.
- Our vision and mission is shared and followed by all stakeholders
- Campus supports policies and procedures/Fundamental five teaching model
- Gretchen Childs provides coaching and guided reading support based on Fountas and Pinell for all K-3 teachers
- We have Education Galaxy, and Reading A to Z, that provides individualized reading interventions
- Prodigy and Education Galaxy provides individualized math interventions to close achievement gaps
- Academic Interventionist provides support through LLI for our TIER 3 at-risk students
- Imagine Learning is utilized to help fluency and comprehension for English Language Learners.
- Accelerated Reader is used as a resource to help students maintain motivation to Read with fluency and comprehension
- We have set reading and math STAAR goals to show growth and increase our overall STAAR performance
- Grades 3-5 have 1-1 technology (laptops or ipads)
- Waterford is being implemented with fidelity in grades K-2
- District technology specialists assist teachers with integrating technology into their lessons
- Bowie has effective instructional planning, and support resource and inclusion teachers
- Bowie has high expectations for behavior and uses the PBIS approach to promote positive behavior
- Activities that help promote learning: Career Day, Science Night, Literacy Night, GT Night, After school tutorials, Bilingual Night, Game Night, STAAR Night and UIL

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During planned intervention and enrichment time, there is inconsistency in the instruction students receive. **Root Cause:** Teachers are not turning in lesson plans denoting technology lessons needed for students during PIE time.

Perceptions

Perceptions Summary

The comprehensive needs assessment completed by the campus committees and reviewed and accepted by the ILT.

Culture and Climate:

Based on parent, staff, and student surveys, the following responses were noted:

- Parents were highly satisfied with the amount of communication provided by the campus
- Parents felt that their child was safe at school
- Parents agreed that campus leaders support an inclusive environment for parents and children
- Parents are supportive of engagement activities throughout the year
- Staff felt supported by the administrative team
- Staff felt that there needs to be better communication among the administrative team
- Students felt safe inside and outside of school
- Students responses indicated that they felt their perspectives were valued, even if different
- Students felt that teachers make learning fun
- Higher parental involvement at activities/events is needed
- Staff enjoy participating in Bowie's annual community walk
- Parent communication has increase through monthly newsletters, school website, twitter and parent session conducted by our CS3
- Staff feels appreciated
- Bowie does a good job of building relationships with students and parents

Perceptions Strengths

The data indicates:

- Family Game Nights
- Community Walks
- Home Visits
- Partners in Education-Covestro
- Literacy Nights
- Fall Festival

- Math/Science Night
- CATCH night
- YMCA after school program
- PAWS-after school clubs
- Procedures for safety-hall buddy
- Keystone implemented with fidelity
- Positive Principal Referrals

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There were over 700 office referrals during the 18-19 school year. **Root Cause:** Teachers need training on effectively implementing CHAMPS and PBIS.

Priority Problem Statements

Problem Statement 1: Attendance rates do not meet the state criteria.

Root Cause 1: Mobility, excessive absences and lack of accountability for parents contributes to low attendance rates.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Math scores in 3rd-5th grade showed the least amount of growth.

Root Cause 2: Tier 1 instruction in math is not consistent and students are not making at least one years growth.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: During planned intervention and enrichment time, there is inconsistency in the instruction students receive.

Root Cause 3: Teachers are not turning in lesson plans denoting technology lessons needed for students during PIE time.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There were over 700 office referrals during the 18-19 school year.

Root Cause 4: Teachers need training on effectively implementing CHAMPS and PBIS.

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
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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 End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Other additional data

Goals

Revised/Approved: October 07, 2019




Goal 1: James Bowie Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: 80% of students will meet or exceed state and district expectations on standardized assessments.

Evaluation Data Source(s) 1: CBA, Benchmarks, DRA

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize PLCs to analyze and review assessment data for all students in order to plan for and provide effective TEKS instruction in all content areas as well implement intervention through additional PIE and tutorials for at-risk students.	2.4, 2.6	Principal Assistant Principal Teachers Campus Instructional Specialists	Increased STAAR results			
Funding Sources: Coordination of Local and State Funds - 12000.00						
2) Chart all K-2 students and struggling 3-5 students', DRAs, and Guided Reading Levels on a spreadsheet to track progress and make adjustments as needed, specifically with an emphasis on subgroups (AA, SPED, ELL & ED).		Principal Assistant Principal Teachers Campus Instructional Specialists	Increased student achievement			
Funding Sources: Coordination of Local and State Funds - 1800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Collaborate in PLC meetings for grades K-5 to focus on evaluating student learning, analyzing the standards, and creating intervention action plans for at-risk students.	2.6	Principal Assistant Principal Teachers Campus Instructional Specialists	Increased student achievement			
4) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area to increase learning for all students.	2.4	Principal Campus Instructional Specialists	Increased student achievement in Tier I instruction			
Funding Sources: Coordination of Local, State, and Federal Funds - 140000.00						
5) Reevaluate RtI process by providing at-risk students with structured interventions.		Principal Assistant Principal Campus Instructional Specialists At Risk Interventionist Teachers	Increased student achievement			
 = Accomplished  = No Progress  = Discontinue						

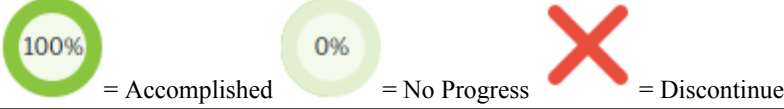
Goal 2: James Bowie Elementary will provide a well balanced and appropriate curriculum to all students.

Performance Objective 1: Provide staff members with information, materials, and training necessary to ensure rigorous and relevant curriculum is implemented for students academic success.

Evaluation Data Source(s) 1: Agendas, sign in sheets, surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement Common Formative Assessments to evaluate student learning to close achievement gaps.		Principal Assistant Principal Teachers Campus Instructional Specialists	Increase student achievement			
2) Conduct vertical content planning sessions once a semester with Language Arts, Math and Science teachers in order to implement common vocabulary and instructional focus.		Principal Assistant Principal Teachers Campus Instructional Specialists	Increase student achievement			
3) Provide coaching, modeling, focused training, technology and planning in the area of Language Arts and Math for teachers to improve instructional quality and incorporate strategies to enrich and accelerate the curriculum.	2.5	Principal Assistant Principal Campus Instructional Specialists	Increase student achievement			
4) Provide opportunities for staff to attend Behavior Management (mental health) training to improve classroom instruction and increase student success.		Principal Assistant Principal Counselor Teachers	Improved Tier 1 instruction			

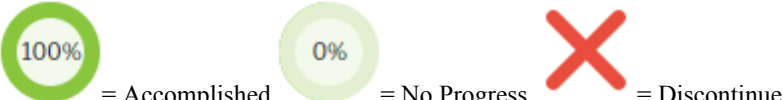
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Provide Literacy Training for K-2 by using research-based training experts such as Gretchen Childs to improve the delivery of balanced literacy components.		Principal Assistant Principal Campus Instructional Specialist Teachers	Improved Tier 1 instruction			
						

Goal 3: James Bowie Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Improve the daily attendance rate to or above 97% in order to increase the opportunities for students to be successful in school and to achieve college and career readiness.

Evaluation Data Source(s) 1: Attendance Report

Summative Evaluation 1:

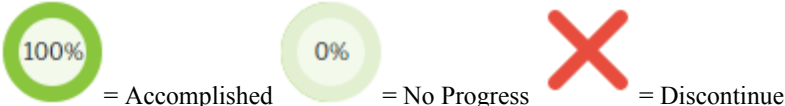
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide student success supports to identified students that are struggling with attendance, academics, and/or behavior.	2.6	Principal Campus Student Success Specialist CYS	Improved student success with attendance, academics, and/or behavior			
Funding Sources: Coordination of Local, State, and Federal Funds - 70000.00						
2) Promote high attendance (97%) or above school-wide and incorporate incentive programs for students and teachers.		Administrators Attendance Clerk Homeroom Teachers CSSS	Increase student achievement			
3) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	2.5	Principal Counselor Teachers	Promote college and career awareness			
4) Maintain collaboration with Partner in Education (PIE) to provide student learning opportunities like mentoring.		Principal Assistant Principal Counselor CS3 PIE Representative	Increase student achievement			
						

Goal 4: James Bowie Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: James Bowie Elementary will maintain high expectations toward a safe and structure environment including positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Source(s) 1: Discipline and attendance data, surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Continue PBIS initiatives school wide along with CHAMPS to promote a safe and orderly environment with the use of the school wide Behavioral Support Teams action plan.		Principal Assistant Principal CSSS Counselor Teachers	5% decrease in student discipline referrals			
2) Continue school-wide character education (Keystone), classroom guidance, OLWEUS, and conflict resolution to reduce discipline referrals and bullying incidents.		Principal Assistant Principal Counselor CSSS Teachers	Decrease discipline referrals and bullying			
3) Promote positive staff morale with a variety of incentives.		Principal Assistant Principal Teachers	Increase in staff morale			
4) Students participate in high interest hobbies and clubs with teacher sponsors and then perform or display their work at the PAWS showcase.	2.5	Principal Assistant Principal All Staff	Increase positive student relationships			
						

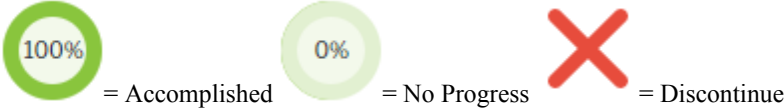
Goal 5: James Bowie Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: All students will be taught by a teacher who has met the requirement as highly effective or state certification.

Evaluation Data Source(s) 1: Certification report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Recruit and retain highly effective personnel.		Principal	All staff certified in respective assignment			
2) Encourage teachers to become ESL and GT certified.		Campus Administrators	Teachers with ESL and GT Certification			
3) Implement a mentor system for 1st and 2nd year teachers		Campus Administrators	Retention of Teachers			



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




Goal 6: James Bowie Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: James Bowie Elementary will provide family engagement opportunities, facilitate ongoing communication between home, school, and community.

Evaluation Data Source(s) 1: Engagement Opportunities Documents, Surveys, Community Report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	Principal Campus Student Success Specialist	100% Distribution			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Principal CSSS	Increase parental involvement			
	Funding Sources: Coordination of Local, State, and Federal Funds - 5000.00					
3) Utilize a variety of methods to communicate between school and home to support ongoing student success including Campus Newsletter, Tuesday Folders, and Grade Level Discipline Plans.		Principal CSSS Counselor	Increase communication from home and school			
4) Collaborate with community members and organizations to create and maintain partnerships that strengthen the academic program and support students as life-long learners.	2.5	Principal Assistant Principal Counselor	Increase community Partnerships			

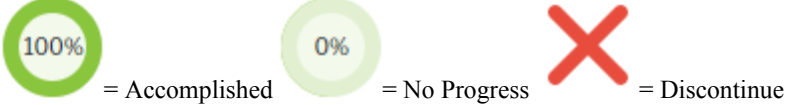
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 7: James Bowie Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Maximize student achievement through integrating technology in all content areas.

Evaluation Data Source(s) 1: Waterford, Fast Forward, Imagine Learning, I Station Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Integrate technology into all content areas by using available resources (EduSmart, Imagine Learning, Waterford, AR, Scholastic, Promethean Boards) in order to enhance the curriculum and reduce the achievement gap for at-risk students (including M1, M2, M3, and M4 students) with assistance from district-provided staff.	2.5	Principal Assistant Principal Teachers	Increase student engagement			
2) Increase access to technology to all students using resources in the classrooms, computer labs, and in the Library in order to support Technology TEKS.	2.4	Principal Assistant Principal Teachers	Increase student technology knowledge			
3) Utilize Fast Forward, and Imagine Learning to increase comprehension.	2.5	Principal Assistant Principal Teachers Counselor	Increased student achievement scores			
						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

- Friday, May 17, 2019-CNA meeting in the library @ 3:30
- Monday, May 20, 2019-CNA Committee meetings in classrooms @ 3:30
- Wednesday, May 22, 2019-CNA committee meetings in the library @ 3:30
- Wednesday, May 22, 2019-CNA/ILT committee meetings in the library @ 3:30
- Friday, August 9, 2019-Parent Meeting at 5:30

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Regina Sims	Principal
Administrator	Ahime Ornelas	Assistant Principal
Administrator	Brittany Griffith	SSA
Non-classroom Professional	Jennifer Wood	CS3
Non-classroom Professional	Erica Mares	Counselor
Non-classroom Professional	LaShon Jackson	CIS-Math
Non-classroom Professional	Ashley Mettlach	CIS-ELA
Business Representative	Ms. Carrie	Partner in Education
Parent	Tatiana Toliver	Parent
Classroom Teacher	Toni Springer	Kindergarten
Classroom Teacher	Leticia Chapa	1st grade
Classroom Teacher	Brittney Schultz	2nd grade
Classroom Teacher	Ciara Marks	3rd grade
Classroom Teacher	Miriam Augustin	4th grade
Classroom Teacher	Michelle McNally	5th grade

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Campus Instructional Specialists focused on instructional coaching	Title I Part A	\$140,000.00
3	1	1	Campus Student Success Specialist to support student success components	Title I Part A	\$70,000.00
6	1	2	Materials needed for conducting parent training sessions	Title I, Part A	\$1,000.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$215,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Payroll costs for tutors and supplemental intervention materials	SCE Funds	\$12,000.00
1	1	2	Supplemental materials to support instruction	Bilingual/ESL Funds	\$900.00
1	1	2	Supplemental materials to support instruction	Special Education Funds	\$500.00
1	1	2	Supplemental materials to support instruction	GT Funds	\$400.00
Sub-Total					\$13,800.00
Grand Total					\$228,800.00