

Judson Independent School District
Candlewood Elementary School
2016-2017 Campus Improvement Plan



Mission Statement

All Judson ISD students will receive a quality education enabling them to become successful in a global society.

Vision

Judson ISD is Producing Excellence!

Core Beliefs

We believe the following:

- – Learning mathematics is maximized when teachers focus on mathematical thinking and reasoning.
- – Learning mathematics is enhanced when content is placed in context and is connected to other subject areas and when students are given multiple opportunities to apply mathematics in meaningful ways as part of the learning process.
- – Computational skills and number concepts are essential components of the mathematics curriculum.
- – It is our responsibility to enable all students to formulate, analyze, and solve problems proficiently.
- – Students use diverse strategies and different algorithms to solve problems, and teachers must recognize and take advantage of these alternative approaches to help students develop a better understanding of mathematics.
- – The assessment of mathematical understanding must be aligned with the content taught and must incorporate multiple sources of information, including standardized tests, quizzes, observations, performance tasks, and mathematical investigations.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Candlewood Elementary School is an urban Pre-Kindergarten through Fifth Grade school within Judson Independent School District located in the Candlewood Park subdivision. Candlewood Elementary School is comprised of a diverse population of 640 students from various socioeconomic backgrounds. Candlewood Elementary School is committed to providing a safe and positive learning environment for all students.

2015 -2016 Campus Demographics

Hispanic Students	67%
African American Students	24%
White	7%
Other	2%

Demographics Strengths

Candlewood Elementary School has a diverse student population. The campus has frequent cultural and multicultural celebrations (i.e. Hispanic Heritage Month, Native American Heritage Month, Black History Month, Cinco De Mayo). The campus provides afterschool activities such as the Boys and Girls Club, to provide extended educational support.

Demographics Needs

The needs of the campus include increasing parental involvement, increasing the cultural awareness of the staff, and changing the mindset of students regarding the importance of learning.

Student Achievement

Student Achievement Summary

Candlewood Elementary School met standards on all four performance indicators for the 2015-2016 School Year. Candlewood's academic focus for the 2016–2017 School Year will be on implementing a STEM focused curriculum and writing literacy across the campus.

Student Achievement Strengths

The campus met targets on all four indexes.

Student Achievement Needs

When compared to state and district assessment scores, Candlewood Elementary School has needs in all content areas, especially in Writing.

School Culture and Climate

School Culture and Climate Summary

Candlewood Elementary School is a safe, friendly, and educational environment. The campus has had several new principals; therefore, the culture and climate are developing. Priorities include professional collaboration, affiliative collegiality (teachers support each other), and self-determination/efficacy.

School Culture and Climate Strengths

Candlewood administration and staff meet regularly to evaluate campus/community climate and culture. Presently, teachers and staff discuss instructional strategies and curriculum issues; along with staff collaboration on student behavioral issues.

School Culture and Climate Needs

The campus has a history of high discipline referrals. PBIS coupled with restorative discipline needs to be implemented school wide to ensure that students learn to take responsibility for their actions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Candlewood Elementary staff population includes two administrators, one academic facilitator, one counselor, one social worker, one librarian/media specialist, approximately 40 teachers, and 7 support staff/paraprofessionals. All instructional staff members are Highly Qualified and/or NCLB Certified. In order to ensure staff quality, the following efforts are implemented:

Promote teacher collaboration for lesson-planning in all subject areas by providing Bi-Weekly Extended Planning Time.

Promote teacher attendance and retention by offering incentives and recognizing faculty and staff at awards ceremonies held quarterly.

Staff Quality, Recruitment, and Retention Strengths

Candlewood Elementary employs the following: 100% of the Professional Staff is highly qualified, 100% of the Para Professional Staff are NCLB Certified; 100% of teachers who serve students in special programs are certified to teach these programs/cluster classes. Teachers are provided mentoring services with experienced teachers and a Mentoring Program that is led by an experienced Mentor Teacher.

Staff Quality, Recruitment, and Retention Needs

Staff attendance (high absences) continues to be a concern and will be monitored quarterly with attendance data presented to faculty members individually. The teachers and staff will continued professional development in classroom management, behavior management, Response to Intervention, and positive community engagement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Professional Learning Communities were implemented last year and will continue . During PLCs, teachers will review assessment data, plan for lessons after deconstructing TEKS, plan for re-teach, develop weekly assessments, evaluate RTI schedules/groups, and plan lessons for tutoring and small group instruction and to increase student performance. Vertical Planning opportunities will permit vertically aligned collaboration between grade levels to insure the seamless flow of instruction from one grade level to the next.

Curriculum, Instruction, and Assessment Strengths

Candlewood Elementary has created a master schedule that permits a common planning time for all grade levels, offers bi-weekly extended planning time for each grade level, ensures that grade levels participate in Professional Learning Communities to deconstruct TEKS, evaluate curriculum alignment, determine effective instructional strategies, design appropriate assessment based on student expectations/TEKS, and review ongoing student data. Content specific professional development is provided as well as ongoing RTI lesson planning and group evaluations/GIST meetings.

Curriculum, Instruction, and Assessment Needs

Based on State performance data of students requiring special programs, the following systems require ongoing program evaluation and modification including the RTI team as a part of grade level planning, ongoing Guided Reading Training and Daily 5 Training for teachers in grades K - 2; ongoing Readers and Writers Workshop Training for teachers in grades 2 – 5; continue to develop understanding readiness and supporting standards in reading, math, writing and science; and continue to evaluate curriculum alignment in all grade levels. In addition, the campus English Language Learner scores in Reading, Math, Writing, and Science are below the State and District standards. The campus has instituted a two-year Sheltered Instruction Observation Protocol training for all Bilingual teachers. The Sheltered Instructional Training will coincide with other training for Bilingual teachers, such as the Texas Gateway for ELPS Training. Candlewood continues to perform below district and state achievement standards in Math, Reading, Science, and Writing.

Family and Community Involvement

Family and Community Involvement Summary

Candlewood Elementary encourages all members of the educational community to work together to enhance student learning. The campus hosts events such as "Meet the Teacher/Administrator Night", Open House/STAAR Parent Information Sessions, Camp Invention, Fall/Spring Fests, breakfast with parents days, Grandparents Day Breakfast, TAG Open House, content specific parent information events (Literacy Night, Math/Science Night, etc.), hosts volunteers (Parent & Community) for Bike Rodeo and Special Events/Heritage Days, routinely updated campus communication (website, newsletters, all-calls, etc.), and weekly news updates "Eagle Notes" to all staff.

Family and Community Involvement Strengths

Candlewood has a moderate amount of parental involvement. Parents assist teachers with classroom materials and projects. The campus communicates with parents using a variety of methods: Blackboard Connect callouts, letters in home language, campus website, weekly grade-level newsletters, Communication calendars between school and home, Text Blasts, Teacher phone calls, and Teacher notes. Candlewood has its School Report Card on the campus website.

Family and Community Involvement Needs

Candlewood Elementary must continue to provide information and training to parents on how to use web-based parent information systems such as Parent Center to monitor student's grades and attendance. The campus also needs to increase PTO membership/volunteering so that current members are not called upon to organize events, volunteer repeatedly, and become discouraged. In addition, the campus needs to build relationships/partnerships with local business/professional entities and colleges/universities.

School Context and Organization

School Context and Organization Summary

Candlewood Elementary is a campus that provides opportunities for all students to receive a quality education, enabling them to become successful in a global society. The teachers and staff focus on meeting the needs of all children by providing support through research-based instructional strategies, encouraging student leadership opportunities and by participating in ongoing professional development/planning to address campus and community changes/needs (Campus Site Base Committee, Leadership Team/Grade Level Leaders, etc.). To provide extended, after school support for students in grades 3-5,

School Context and Organization Strengths

Candlewood Elementary has successfully incorporated the following: all areas (K-5, specials teachers, TAG, etc.) create a newsletter addressing content, assessments, extracurricular offerings, special parent programs, etc.; parents and the community utilize campus and teacher websites as a form of communication; specials schedules are created around instructional schedules; implemented structured PLC time and bi-weekly extended planning time that focuses on the ideals behind professional learning communities utilizing protocols that will lead to effective collaboration amongst grade level teachers (horizontally and vertically) and increase student achievement; all staff engage in beginning of the year planning so that all specials programs collaborate with grade levels regarding student expectations, student needs/information, review of IEP/BIP's with teams (dyslexia, RTI, etc.); and participation by all professional staff members on campus special committees.

School Context and Organization Needs

To continue enhancing a quality education for all students, the instructional leaders and staff at Candlewood will do the following: meet regularly to address vertical alignment and move towards the contextual phase; continue Instructional Planning (deconstructing the TEKS); to engage in effective planning during professional development days; and to optimize active instructional time throughout all grade levels (bell to bell instruction as well as appropriate times of instruction for specific content areas).

Technology

Technology Summary

Candlewood Elementary ensures that teachers and staff participate in technology driven District initiatives, attend professional development on current applications/programs, and implement instructional concepts in day to day instruction . Application of current instructional technology encourages students to be successful participants in an ever changing world of technology. Candlewood incorporates the use of Chrome Books; two computer labs with desktop computers; programs such as IStation, and STRIDE; hardware in classrooms (Elmos, teacher computer, student computers, projector, etc.) and provides a library media center for student and parent support.

Technology Strengths

Candlewood provides Chrome Books for use in the classroom, two computer labs with desktop computers; programs such as IStation, and STRIDE to assist in monitor students instructional performance strengths and weaknesses; classroom technology to include: Elmos, a teacher computer, student computers, projectors, calculator, etc. The library technology center is open before and after school to parents and guardians who wish to learn how to access Parent Center.

Technology Needs

Candlewood Elementary must evaluate current technology and budget for purchasing and replacing older/unusable technology equipment; provide on-going professional development for instructional technology tools, applications, and programs for students, staff, and parents; and ensure up to date technology is utilized with fidelity and installed for campus safety and security purposes.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating 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 ELL 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: CWE will increase student performance for all groups on STAAR Mathematics, Science, Reading, and Writing by 10%.

Evaluation Data Source(s) 1: Increased scores in common assessments, district CBAs, and STAAR Mathematics, Science, Reading, and Writing performance.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a 90 minute extended planning time to provide the structure for PLC activities and collaboration for each grade level.	1, 2, 4	Principal, Assistant principal, Academic Dean	Review of meeting notes Classroom walkthroughs Quality lesson plans and classroom activities				
Funding Sources: 199-7 -General Operating - \$2,000.00							
<p>State System Safeguard Strategy</p> <p>Federal System Safeguard Strategy</p> <p>2) Provide embedded professional development and resources for STAAR testing standards and student expectation (TEKS) in Reading, Math, Writing and Science</p> <p>Writers Workshop mentoring sessions (books and materials)</p> <p>Support from the District Science Specialist and modeling of lessons</p>	2, 4, 8, 9	Principal, Assistant principal, Academic Dean, Teachers	Development and delivery of lessons aligned to the state standards and Classroom Walk-throughs. Increased STAAR scores in Reading, Writing, Math, and Science for All Students, African American, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners.				
3) Provide opportunities for teachers a to improve in their area by conducting Instructional Rounds during Reflective Practice Model (RPM) sessions. Instructional Rounds will occur once every nine weeks.	2, 4	Principal, Assistant principal, Academic Dean, Grade Level Leaders	Campus-wide problem solving to address problem of practice Implementation of best-practices campus wide				
Funding Sources:							
4) Provide high-quality, on-going staff development by District Content Area Specialist to maintain 100% of classes taught by highly qualified teachers in core academic areas to enable all students to meet state standards	3, 4, 5	Assistant principal, Principal	100% of core courses taught by certified teachers. Implementation of strategies from staff development				

5) Provide extended day targeted tutoring for migrant and McKinney-Vento students.	1	Principal, Assistant principal, Social Worker	Migrant and McKinney Vento students will have an increase in classroom, CBA, and STARR performance of 10%.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: Meet or exceed proficiency on STAAR assessment with a minimum of 70% mastery in Math, Reading, Writing, and Science.

Evaluation Data Source(s) 2: Common assessments, district CBAs, ALL in Learning and Eduphoria Common Assessments, and STAAR performance.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) Analyze and disaggregate data to include gender disaggregation, for weekly common assessments, unit assessments, CBA assessments, and STAAR assessments to determine individual student needs and develop individual goals.</p>	2, 3, 8, 9	Reading, math, science social studies teachers, principal, assistant principal, and academic dean.	Increased academic achievement for all sub-populations on assessments (CBA, weekly formative assessments, unit assessment, STAAR). Increase STAAR scores in Reading, Writing, Math, and Science for All Students, African American, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Learners.				
Funding Sources:							
<p>2) Participate in weekly grade level meetings and collaborative planning meetings to discuss student progress, curriculum scope and sequence, TEKS deconstruction, common assessments and student tutorials (extended day)</p>	2, 4, 8, 9	Teachers, assistant principal, principal, Students with Disabilities Teachers	Collaborative planning agendas and meeting notes Lesson plans				

<p align="center">State System Safeguard Strategy</p> <p>3) Implement a school-wide writing program for all students</p> <ul style="list-style-type: none"> * Vertical planning meetings * Write across all content areas daily * Mechanics * Weekly revision and editing practice at all grade levels with an emphasis on the Hispanic and Economically Disadvantaged sub-population <p>Campus writing vertical alignment plan that includes grade level expectations and best practices strategies</p> <p>Writing portfolios Write to Learn strategies Writing assessments Professional development in writing for teachers by District ELA Specialist</p> <p>1) Ongoing coaching and modeling of writing strategies and expectations</p> <p>2) Readings and Writers Workshops (K-12)</p>	2, 9	Teachers, assistant principal, principal, team leaders	<p>Student writing products</p> <p>Professional development Agenda, sign-in sheets, meeting notes, follow up activities</p> <p>Vertical family meetings - agenda, PowerPoint presentation, meeting notes, teacher products</p> <p>Student work samples</p>				
<p>4) Response to Intervention</p> <ul style="list-style-type: none"> * Restructure the campus master schedule to include a 30-45 minute RtI block for each grade level in math and reading * RtI interventionists provide support to teachers and students * Ongoing RTI planning meetings * RtI - case managers * Ongoing administrative/RtI facilitator meeting with teachers regarding assessment results 	2, 3, 8, 10	Administrators, RtI facilitator	<p>RtI documentation in Aware</p> <p>Team meeting agendas and meeting notes</p>				
<p>5) Teachers will collaborate during Reflective Practice Model (RPM) and Professional Learning Community (PLC) meetings to develop assessments that meet the rigor of the state standards.</p>	2, 3, 4, 8	Principal, Assistant Principal, Academic Dean, Teachers	<p>PLC meet once per six weeks, RPM meets every other week. Sign-in rosters.</p>				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>6) Provide Summer program for low-achieving students, Students with disabilities, and English Learners.</p>	1, 2, 3	Principal, Assistant Principal, Academic Dean, Teachers	<p>80% of students score 75% or higher on summer post-test.</p>				
<p>7) Implement a STEM focused curriculum by using STEM SCOPE. Apply for a Elementary STEM Academy designation for the 17-18 school year.</p>	1	Principal, Assistant Principal, Academic Dean, Teachers	<p>Evidence of success will be determined by an approved designation as a STEM Academy by spring of 2017 with an overall improved math and science scores of 10% on standardized assessments.</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: Improve and sustain an improvement in STAAR Math scores by a minimum of 10% points.

Evaluation Data Source(s) 3: STAAR Math results

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Analyze STAAR Math data from 2015 2016 to identify low performance areas to determine instructional strategies and professional development for staff members	2, 8	Principal, Assistant Principal	Weekly assessments, common assessments, unit assessments, CBAs, math STAAR results				
2) Extended Planning Model every other week for all grade levels to allow teachers an opportunity to plan collaboratively, review student work, analyze data and determine strategies to improve student performance	2, 4, 9	Principal, Vice Principal, RTI Facilitator	Posted Student Work, weekly common assessments, Classroom walkthroughs, Unit Assessments, Benchmark Assessments				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> 3) Provide strategic and prescriptive math instruction and interventions through after school Extended Day and morning tutoring for at risk Language Learners, Students with Disabilities, and monolingual students.	2, 9	Principal, vice principal and Extended Day Coordinator, Classroom Teachers	Weekly Common Assessments, Unit Test, Benchmark Assessments				
Funding Sources:							
4) Utilize First in Math computerized program for independent math practice in school and at home for all students	2, 6	Campus Administrators, Classroom Teachers	Math weekly common assessments, unit test, CBAs				
5) Provide RTI Supplemental materials for students in Tier II and Tier III Interventions for math in English and Spanish as needed	2, 4, 9	RTI Facilitator RTI Teachers Campus Administrators	Progress Monitoring Data CBAs mini assessments Classroom Walkthroughs				
6) Provide embedded professional development and resources for STAAR testing standards and student expectation (TEKS) in Reading, Math, Writing and Science Writers Workshop mentoring sessions (books and materials) Support from the District Science Specialist and modeling of lessons	2, 4, 8	Principal, Assistant Principal, Academic Dean, and Teachers.	STAAR Results in Math. CBA Results				
7) Students will participate in STAAR Saturday Camps April 23 & 30 to prepare for STAAR Reading, Math and Science using learning centers, educational activities, and Math Focus materials. The camp hours will start at 8:00 AM and end at 11:00 AM.	2, 8	Principal, Vice Principal, Academic Dean, and Teachers	Improved STAAR scores in Reading, Math, Science and Writing				

8) Students will participate in a Math Camp June 15 - June 22, 2015. The camp will develop number concepts through counting, combining, comparing whole numbers, rounding whole numbers, and exploring place value to develop number understanding.	2, 9, 10	Principal, Assistant Principal, Academic Dean, and Teachers	Improved STAAR Scores and Improved Number Sense Skills on formative assessment.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 4: Improve and sustain an improvement in STAAR Reading scores by a minimum of 10% points.

Evaluation Data Source(s) 4: STAAR Reading results

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will attend training on effective techniques for ELA including writing, reading and Oral Communication from District ELA Specialist	2, 4	Principal, Vice Principal, RTI Facilitator	Classroom Walkthroughs, Observations, weekly assessments and increase in STAAR Results				
2) Implement 3 Instructional Systems to include Vertical Alignment, Weekly Collaborative Planning and RPM	2, 4, 8	Campus Administrators, Classroom Teachers, RTI Facilitator	PDAS, Campus Walk Throughs, Collaborative Planning Tools, Student journals				
3) Provide Professional Development on Readers Workshop by District ELA Specialist and ensure implementation with fidelity	2	Principal, Vice Principal, RTI Facilitator	Student Journals, weekly assessments, I Station, Common Formative Assessments				
4) Implement State Plan for students in the Talented and Gifted Program	2	Principal, Vice Principal, TAG Teacher	TAG Differentiation documents, Collaborative Planning tools, unit assessments, CBAs, STAAR Results				
State System Safeguard Strategy Federal System Safeguard Strategy 5) Provide reading tutoring before school and after school for at risk students to include high school student mentors for identified African American, Hispanic, Economically Disadvantaged and English Learners	2, 8	Classroom Teachers, Campus Administrators, and RTI Facilitator	CBAs, student journals, classroom walkthroughs, unit assessments				
6) Bilingual teachers will attend District and Campus sponsored professional development to foster improved academic achievement for ELL students.	2, 4, 5	Bilingual Teachers, Principals, Vice Principals	TELPAS, unit assessments, weekly assessments, CBAs				
7) Implement Battle of the Books and AR Reader 360 Reading Program to foster an increased interest in reading and improved reading comprehension	2	Library Media Specialist, Classroom teachers, Campus Administrators	Comprehension Assessments, student journals, Student Invitational Conferences				
Funding Sources: 199-6-General Operating - \$2,300.00							

8) Students will participate in STAAR Saturday Camps on 5/7 to prepare for STAAR Reading using learning centers, educational activities, and Math Focus materials. The camp hours will start at 8:00 AM and end at 11:00 AM.	2, 8	Principal, Vice Principal, Academic Dean, and Teachers	Improved STAAR Reading scores , Permission Forms, and Sign in documents.				
9) Candlewood ES achieved an overall score of 68% in Reading for 2016 STAAR. AR 360 is a web-based program that offers evidence-based tools for screening and progress monitoring within an RTI framework. Accelerated Reader offers thousands of trade books and all major reading textbooks. AR 360 will incentivize reading and increase reading STAAR scores because students will choose the books they want to read.	2, 9	Principal, Assistant Principal, Academic Dean, RTI Facilitator, Librarian, and Classroom Teachers	Accelerated Reader 360 Points Increase in STAAR reading scores Middle of the Year Reading Assessment				
10) Use iPad minis for intensified remedial math and reading instruction by Response to Intervention teachers with Tier II and Tier III At Risk students.	2, 9, 10	Principal, Assistant Principal, Academic Dean, RTI Facilitator, Librarian, and Classroom Teachers	RTI teacher Sign in documents, Math and Reading STAAR Scores				
Funding Sources: 171-6 State Compensatory Education - \$15,174.00							
11) Family Engagement Literacy Event 4/21/16 from 4:30 - 6:30 PM for K-5 parents and students. Parents will be taught strategies and given materials to assist their students with reading.	2, 6, 10	Principal, Assistant Principal, Academic Dean, RTI Facilitator, Librarian, and Classroom Teachers	Increased parental involvement, and increased STAAR reading scores				
Funding Sources: 211-6 Title I - \$500.00							
12) Gifted and Talented Family Event 5/26/16 from 5:00 - 6:30 PM for all students and parents. Students will showcase projects and products created in the classroom.	2, 6, 10	Principal, Assistant Principal, Academic Dean, RTI Facilitator, Librarian, and Classroom Teachers	Parent sign in rosters, increased parental involvement, and increased STAAR scores in all areas.				
Funding Sources: 211-6 Title I - \$250.00							
13) STAAR Bright reading materials will be used to assist monolingual and bilingual students with 4th Grade Reading strategies in preparation for the 2016 4th Grade Reading STAAR assessment.	2, 9, 10	Principal, Assistant Principal, Academic Dean, RTI Facilitator, Librarian, and Classroom Teachers	Facilitator Classroom Walkthroughs, Observations, weekly assessments and increase in STAAR Results				
Funding Sources:							






14) CWE teachers will use document cameras to actively engage students in the learning process. Visual learners will benefit from the use of a classroom document camera by seeing small items, text, demonstrations in a much bigger way. Hands-on learners can also benefit from the use of a document camera by allowing them to be the ones placing objects or items under the document camera and explaining what they are showing.	3, 8, 9	Principal, Assistant Principal, Academic Dean, RTI Facilitator, Librarian, and Classroom Teachers	Classroom walkthroughs, observations, weekly assessments and increase in STAAR Results				
Funding Sources:							
15) Create in-class opportunities for re-teach and use small group instruction to address the Reading deficiencies of the African-American and Students with Disabilities.	1, 2	Principal, Assistant Principal, Academic Facilitator, Academic Dean, RTI Facilitator, Rti Teachers, and classroom teachers	Classroom Walkthroughs, observations, weekly assessments, and increase in STAAR results.				
Funding Sources:							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 5: Improve and sustain an improvement in STAAR Writing scores by a minimum of 10% points.

Evaluation Data Source(s) 5: STAAR Writing results

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide ongoing Writers Workshop training, and Writing professional development for all staff members by the District ELA Specialist and Academic Dean to improve student performance in writing.	2, 4	Campus Administrators, Classroom teachers	DBQs, Student writing portfolios, student journals, CBAS, Hallway Displays				
Federal System Safeguard Strategy 2) Students will produce one published writing piece each 6 weeks after going through the full writing process. Students will also write for longer periods to build stamina for the Writing STAAR assessment.	2, 8	Classroom teachers, Principal, Vice principal	Published writing pieces, student writing portfolios, DBQs, student journals				
Federal System Safeguard Strategy 3) Provide SIOP training from the Bilingual Coordinator and Specialists for the Bilingual staff members to improve comprehension and writing skills for all students and specifically ELL students	2, 8	Classroom teachers, Principal, Vice Principal	TELPAS, CBAs, student journals, classroom walkthroughs, common assessments, STAAR Reading results, and STAAR Writing results.				
4) Students will participate in STAAR Saturday Camps on 4/23 and 4/30 to prepare for STAAR Writing using learning centers, educational activities, and Math Focus materials. The camp hours will start at 8:00 AM and end at 11:00 AM.	2, 8	Classroom teachers, Principal, Vice Principal	STAAR Writing Scores Sign In Rosters Permission Forms				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 6: Improve and sustain an improvement in STAAR Science scores by a minimum of 10% points.

Evaluation Data Source(s) 6: STAAR Science results

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 5th grade teachers will attend ongoing Science Professional Development with the District Science Specialist to foster improved science academic achievement	2, 4, 8	Principal, Vice Principal, Academic Dean	weekly mini assessments, student journals, CBAs, Classroom walkthroughs. Sign in for District provided training.				
State System Safeguard Strategy 2) Identify and monitor At Risk Hispanic, LEP, Language Learners and Economically Disadvantaged students as recorded in PEIMS to provide ongoing tutoring and interventions in the area of science to increase academic achievement	2, 8	Classroom teachers, Campus Administrators, Science and Bilingual Specialist	Science journals, collaborative planning tools, weekly common assessments, CBAs				
State System Safeguard Strategy Federal System Safeguard Strategy 3) Increase the number of Science Investigations and interactive lessons to ensure compliance with state standards at each grade level and foster increased academic performance	2, 8	Classroom teachers, Principal, Vice Principal	CBAs, weekly formative assessments, Collaborative Planning tools, student journals				
4) Family Science Night to provide parents with the tools needed to support science at home	2, 6, 8	Classroom Teachers Principals Vice Principals	Student journals Agendas Sign In Sheets				
5) Camp Invention will use Illuminate™ curriculum to encourage students to explore their inventiveness and problem solving skills with experiences that will harness their curiosity, inspire creativity and evoke a sense of accomplishment. The camp hours are from 8:00 - 3:30 PM.	2, 9, 10	Principal, Assistant Principal, Academic Dean, and Teachers	Improved Science STAAR Scores and Increased student interest in Science.				


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 7: Promote proper behavior, increased attendance and improve academic performance.

Evaluation Data Source(s) 7: Discipline Referrals, Attendance Data, Counseling and Social Worker Logs

Summative Evaluation 7:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS Team will work in conjunction with the TBIS team to promote positive behaviors throughout the campus	2, 4, 8	Campus Administrators, Counselor, Social Worker, RTI Facilitator	Decrease in office referrals. Safe school environment free of bullying and campus disruptions				
Funding Sources: 211-7 - Title I - \$2,000.00							
							

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 8: Provide Pre-K, Kindergarten, and 5th-grade with transitional skills.

Evaluation Data Source(s) 8: Completion of transition activities prior to promotion

Summative Evaluation 8:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) During Spring 2016, pre-Kindergarten students will meet their Kindergarten teacher during the instructional day.</p> <p>Pre-Kindergarten students will participate in a "graduation" ceremony to acknowledge promotion to Kindergarten.</p>	2, 7	Principal, Assistant Principal, Academic Dean, Teachers	Pre-Kindergarten students will have one or more transition activities prior to promotion to the next grade.				
<p>2) During Spring 2016, Kindergarten students will meet their Kindergarten teacher during the instructional day. The students will participate in a mini-lesson with the teacher.</p> <p>Kindergarten students will participate in a ceremony to acknowledge promotion to Kindergarten.</p>	2, 7	Principal, Assistant Principal, Academic Dean, Teachers	Kindergarten students will have one or more transition activities prior to promotion to the next grade.				
<p>3) During Spring 2016, 5th grade students will visit the feeder middle school during the instructional day. Guides will show students the entire campus. The students will meet the Administrative and Counseling staff during the visit.</p> <p>The feeder Middle School will provide two nights parents and students can tour the building and meet both the Administrative and Counseling staff.</p>	2, 7	Principal, Assistant Principal, Academic Dean, Teachers	Visit to feeder Middle School				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: To improve communication with all stakeholders by creating additional information pathways

Performance Objective 1: CWE will employ the district the campus website and Blackboard Connect System to provide information to all stakeholders.

Evaluation Data Source(s) 1: Increased parental involvement at school events and parental feedback from surveys

Summative Evaluation 1: Some progress made toward meeting Performance Objective






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Literacy materials for parents in the areas of student success, parenting, and teaching strategies at home.	6, 10	Principal, Assistant Principal, Academic Dean, Parents	Increased STAAR scores, increased parent involvement at school activities, Sign in rosters, and increased parent volunteerism.				
Funding Sources:							
							

Goal 3: To increase employee retention and satisfaction.

Performance Objective 1: Develop a comprehensive recruiting and hiring plan at the campus level that will include using committees to interview candidates.

Evaluation Data Source(s) 1: Consistency in hiring qualified staff. Use of Human Resources forms for conducting interviews and rating candidates.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Use Talent Ed Recruiting and Hiring to advertise and schedule interviews</p> <p>Train and utilize an interview committee to hire staff</p> <p>Teacher of the Month and Year using campus incentives.</p> <p>Assign mentor teachers to first and second year teachers and teachers new to Judson ISD. All teachers in the Mentor Program will be supported by Campus and the District with professional development.</p> <p>Title I and Compensatory Education support services (RtI and social worker)</p>	1, 2, 4, 5, 8, 10	Principal, assistant principal, select teachers	Hiring of highly qualified staff Recruiting procedures				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Assign mentors and buddies to new staff members and develop a calendar of mentorship activities</p>	2, 5	Lead Mentor Campus Administrators	Calendar of Activities Sign In Sheet and Agendas from Meetings				
<p>Critical Success Factors CSF 7</p> <p>3) Continue the development of PLCs and provide continued support</p>	5	Campus Administration RTI Facilitator	PLC Agendas and Sign In Sheets Staff Surveys				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: To increase employee retention and satisfaction.

Performance Objective 2: Maintain low turnover rate of staff members and support teacher professional growth

Evaluation Data Source(s) 2: Staff Surveys and Employee Retention Records

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Provide ongoing staff development for staff members on best practices, classroom management and team building initiatives	1, 2, 8	Campus Administrators	Agendas Sign In Sheets Staff Surveys				

Goal 3: To increase employee retention and satisfaction.

Performance Objective 3: Continue to develop the effectiveness of pedagogy in order to increase student academic learning - No Child Left Behind Goal 3

Evaluation Data Source(s) 3: Decrease number of students earning low or failing grades and decrease number of students referred to Response to Intervention.


Summative Evaluation 3:

Goal 4: To increase student attendance by 1.2% point.

Performance Objective 1: Candlewood had an attendance rate of 95.8% for the 2014 - 2015 School Year.

Evaluation Data Source(s) 1: Increase attendance at minimum to 96.8% for the 2015 - 2016 School Year and monitor monthly daily attendance reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase student attendance by 1% point and reduce tardies.	2, 10	Principal, Assistant Principal, Secretary	Increase in student attendance and reduction in tardies.				
2) Review District Attendance Plan policy FIG with all families that live with a family that resides in the designated school attendance zone	2	Principal, Assistant Principal, Secretary, PEIMS clerk	Increase in student attendance and reduction in tardies				
3) Use Attendance Tracker software to notify parents of three or more absences and Home visits to verify the residence is actually where the student lives	2, 10	Principal, Assistant Principal, Campus Attendance Monitor	Increase in student attendance and reduction in tardies				
							

Goal 5: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy.

Performance Objective 1: Budget planning -Coordinate and integrate federal, state, and local funds for campus programs

Evaluation Data Source(s) 1: Efficiency of spending sources; balanced budget

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop 2014-2015 budgets using local, Title I, and Compensatory funds Monitor spending process for accountability		Principal, secretary, Rtl facilitator	Spending efficiency				
							

Goal 5: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy.

Performance Objective 2: Involve the Campus Site Based Decision Making Committee in the development of campus and Federal Programs Budget

Evaluation Data Source(s) 2: Approval of Budgets developed, reviewed and submitted May 2015 and September 2016

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3</p> <p>1) Create campus and federal programs budget with input and review from the Campus Site Based Decision Making Committee</p>	1, 2, 3, 4, 6, 10	Principal Vice Principal CSBC	Approved Budgets Site Base Meeting Agenda Sign In Sheets				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide embedded professional development and resources for STAAR testing standards and student expectation (TEKS) in Reading, Math, Writing and Science Writers Workshop mentoring sessions (books and materials) Support from the District Science Specialist and modeling of lessons
1	2	1	Analyze and disaggregate data to include gender disaggregation, for weekly common assessments, unit assessments, CBA assessments, and STAAR assessments to determine individual student needs and develop individual goals.
1	2	3	Implement a school-wide writing program for all students * Vertical planning meetings * Write across all content areas daily * Mechanics * Weekly revision and editing practice at all grade levels with an emphasis on the Hispanic and Economically Disadvantaged sub-population Campus writing vertical alignment plan that includes grade level expectations and best practices strategies Writing portfolios Write to Learn strategies Writing assessments Professional development in writing for teachers by District ELA Specialist 1) Ongoing coaching and modeling of writing strategies and expectations 2) Readings and Writers Workshops (K-12)
1	2	6	Provide Summer program for low-achieving students, Students with disabilities, and English Learners.
1	3	3	Provide strategic and prescriptive math instruction and interventions through after school Extended Day and morning tutoring for at risk Language Learners, Students with Disabilities, and monolingual students.
1	4	5	Provide reading tutoring before school and after school for at risk students to include high school student mentors for identified African American, Hispanic, Economically Disadvantaged and English Learners
1	6	2	Identify and monitor At Risk Hispanic, LEP, Language Learners and Economically Disadvantaged students as recorded in PEIMS to provide ongoing tutoring and interventions in the area of science to increase academic achievement
1	6	3	Increase the number of Science Investigations and interactive lessons to ensure compliance with state standards at each grade level and foster increased academic performance

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide embedded professional development and resources for STAAR testing standards and student expectation (TEKS) in Reading, Math, Writing and Science Writers Workshop mentoring sessions (books and materials) Support from the District Science Specialist and modeling of lessons
1	2	1	Analyze and disaggregate data to include gender disaggregation, for weekly common assessments, unit assessments, CBA assessments, and STAAR assessments to determine individual student needs and develop individual goals.
1	2	6	Provide Summer program for low-achieving students, Students with disabilities, and English Learners.
1	3	3	Provide strategic and prescriptive math instruction and interventions through after school Extended Day and morning tutoring for at risk Language Learners, Students with Disabilities, and monolingual students.
1	4	5	Provide reading tutoring before school and after school for at risk students to include high school student mentors for identified African American, Hispanic, Economically Disadvantaged and English Learners
1	5	2	Students will produce one published writing piece each 6 weeks after going through the full writing process. Students will also write for longer periods to build stamina for the Writing STAAR assessment.
1	5	3	Provide SIOP training from the Bilingual Coordinator and Specialists for the Bilingual staff members to improve comprehension and writing skills for all students and specifically ELL students
1	6	3	Increase the number of Science Investigations and interactive lessons to ensure compliance with state standards at each grade level and foster increased academic performance

State Compensatory

Budget for Candlewood Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
171-6-11-112-30-6118-TF	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$11,600.00
6100 Subtotal:		\$11,600.00
6200 Professional and Contracted Services		
171-6-11-112-30-6291-00	6291 Consulting Services	\$2,000.00
6200 Subtotal:		\$2,000.00
6300 Supplies and Services		
171-6-11-112-30-6329-00	6329 Reading Materials	\$9,260.00
6300 Subtotal:		\$9,260.00

Personnel for Candlewood Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arizpe, Diane	RTI Teacher	SCE	1
Gloria	Ramos	SCE	1
Hynes, Deborah	RTI Bilingual Teacher	SCE	.5
Jamie	Trees	SCE	1
Wright, Jennifer	At-Risk Social Worker	SCE	1

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Develop PBIS Program that will promote positive behaviors in high need students.
2. Train the entire staff on Mindful Classroom strategies to support a positive environment.
3. Improve instructional outcomes by implementing STEM curriculum.

2: Schoolwide Reform Strategies

1. Provide student Award programs each 9 weeks to acknowledge and recognize students with good conduct.
2. Establish on-going counseling and support groups that will be facilitated by the Social Worker and School Counselor to address specific needs of students to include anger management, family separation, peer conflict, etc.
3. Continue campuswide PBIS Program and strategies.
4. Implement Restorative Discipline and mindful classrooms strategies.
5. Implement a schoolwide STEM curriculum with the use of STEM SCOPE.
6. Increase teacher effectiveness and reflection by conducting a book study with "17,000 Classroom Visits Can't Be Wrong: Strategies That Engage Students, Promote Active Learning, and Boost Achievement" - by John V. Antonetti & James R. Garver

3: Instruction by highly qualified professional teachers

1. Ensure all campus teachers are highly qualified to instruct the grade level assigned.

2. New teachers to Candlewood Elementary as well as teachers new to their position will participate in the Campus Mentor program along with Mentor teachers and Campus Lead Mentor.
3. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college, or attend the No Child Left Behind training at Region 20.
4. Staff members will participate in District and Campus professional development activities to enhance personal growth.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

1. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.
2. Staff members will participate in District and Campus professional development activities to enhance personal growth based on the campus needs assessment, assessment data and staff surveys.
3. District Content area specialist will provide instructional support for teachers in all content areas.
4. Staff will complete a climate survey.
5. All staff members will participate in Culturally Responsive Training to ensure awareness of the culturally diverse population of students and staff at Candlewood Elementary.
6. To improve writing on the campus the 3rd and 4th grade team will attend writing specific professional development. (i.e. Empowering Writers, Gretchen Bernabei)

5: Strategies to attract highly qualified teachers

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.
2. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.
3. Apply for an Elementary STEM Academy Designation in 2017.
4. Provide motivational incentives that will acknowledge and recognize a staff member of the month who will be recognized at the six week's award ceremonies.
5. Provide ongoing professional development for new staff members as well as Mentor Training throughout the school year.

6. Allow new teachers to observe master teachers on campus to observe effective teaching strategies to improve student performance.

6: Strategies to increase parental involvement

1. Provide opportunities for parents to attend curriculum activities, parent nights, Coffee with the Counselor and Principal to provide parents with strategies and materials that will bring awareness of campus, district and state expectations.
2. Provide STAAR Training through Parent nights, Grade Level Informational meetings and campus wide STAAR Night.
3. Increase teacher participation and enrollment in PTO.
4. Establish a Candlewood PTO and actively encourage and seek parents to participate in PTO.
5. Have student recognition for attendance during nine-week awards ceremonies.
6. Provide Quarterly Newsletters to families by classroom teachers and administration.
7. Provide Parent Volunteer Training.
8. Have Meet-The-Teacher Open House.
9. Have Family Literacy Night.
10. Provide parents with Campus Student Performance Data for 2015 -2016 STAAR in all content areas.
11. Post CIP on school website for parent access and use Bright Arrow for parent communication.
12. Develop a School/Parent Compact & notify parents that Candlewood Elementary School is a Title 1 School.
13. Require all classroom teachers to create and maintain individual web pages and have current parent links updated on the website.
14. Post information for parents and community on the school marquee.
15. Provide Information Brochures for parents on bullying and a Parent Guidebook for children to be successful in school.
16. Celebrate diversity with multicultural events with parents as participants.

17. Parent appreciation breakfast at different times of the year.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

1. Host an informational program and bridging over ceremony for preschool students and parents to foster a smooth transition early childhood to elementary school programs.
2. Hold a Kindergarten and Pre-Kindergarten Round Up in May of each school year to assist with the transition from early childhood programs to elementary school programs.
3. Host a Meet the teacher night during the week prior to the first day of school to assist with the transition from early childhood programs to elementary school programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1.

Provide training on the Judson ISD Instructional Planning Process.

Grade Level Planning meetings utilizing the Judson ISD Instructional Planning Process and Collaborative Planning process.

Provide academic support through instructional coaching by campus administrators, RTI Facilitator and District content area specialist.

Meet with Administrative team, grade level leaders and grade level teams to look at data and determine strategies aimed at improving instruction.

Use the Collaborative Planning Process and Reflective Practice to examine student work and/or data to monitor and adjust lesson plans.

Provide instructional feedback from classroom walk-throughs and teacher observations.

Develop and implement Parent involvement activities that support the campus goal of increasing student performance.

Document 504, ELL, Special Education and GT accommodations/modifications in weekly lesson plans.

Provide Instructional support to teachers of students in Special Education and the Bilingual Program.

Provide teachers of ELL students with Sheltered Instructional Support.

Mathematics

Utilization of effective common planning practices to include all Candlewood Elementary teachers and support teachers.

Utilization of Stride Academy for all grade levels to provide additional support.

Reading

Provide training to teachers on Reader's Workshop (Crafting, Independent Reading, Reader's Response, invitational Groups) and Guided Reading.

Utilizing technology in the classroom - Nooks, iPods and Chrome Books to motivate students to read.

English Language Arts

Provide training to teachers on Writer's Workshop (mini-lessons, writing process, use of mentor texts, conferencing).

Provide ongoing training by District ELA Specialist to improve student performance in the area of ELA.

Require 4th grade team to attend a writing professional development.

Social Studies

Utilization of effective common planning practices for campus.

Utilization of Collaborative Planning Process to review student work, monitor and adjust Social Studies Instruction as needed

Utilization of Social Studies District Specialist to conduct classroom visits and provide feedback on strategies to improve Social Studies Instruction.

Science

Ongoing walkthroughs to monitor science instruction and provide teachers with feedback that will help improve science instruction across all grade levels.

Use common content and instructional planning and protocols to review student work and journals to improve science instruction.

Collaborating with the District Science Specialist to provide modeling and coaching of teachers as needed to improve the overall science program and instruction.

Technology

Teachers will create and maintain campus web pages.

Teachers will incorporate technology into instruction as needed to enhance the instructional program for all content areas in all grade levels.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

1.

Provide training on RTI, including using data to determine appropriate tiers and interventions to use within each tier.

Collect and utilize student data to determine appropriate tiers and interventions.

Develop and implement parent involvement activities that support the campus goal of increasing student performance.

Conduct data team meetings where RTI data, intervention effectiveness and future implications, and solutions are discussed.

Provide Tutoring before and after school.

Guidance Curriculum - Dating Violence, Drug Education (Drug Free/Weapon Free Environment), Study Skills, Relationships, Self-esteem and Anger Management.

Conduct monthly emergency drills.

Train staff who is in high risk positons in Crisis Prevention Intervention (CPI).

Family Literacy Nights

Procedures and policies are implemented to ensure students receive interventions prior to referral to special programs.

Data on students, staff, parents, and community is collected and analyzed for needs.

Principal and SBDM team share AEIS Report card data with instructional staff and parents. (SBDM meeting and Title 1 Meeting)

All decisions of the school community are research-based on the identified strengths/needs from multiple data sources.

All decisions are research-based, data-driven, and always student-centered.

Mathematics

Provide math intervention program training to teachers.

Implement and monitor Stride Academy with fidelity to ensure increased student achievement and performance for all grade levels.

Provide ongoing math training for teachers on the new Math TEKS to ensure that the math instruction is implemented according to campus, district and state expectations.

Reading

Provide ongoing monitoring of Guided Reading and Readers Workshop to ensure programs are being implemented with fidelity.

I-Station web-based diagnostic and intervention software for struggling students.

Social Studies

Provide training on Document Based Questions.

Ensure that students are using content area journals to include learning goals and reflection of learning,

Science

Ongoing visits and classroom walk through by the Campus Administrators and District Science Specialist to ensure appropriate implementation of the science curriculum.

Provide science tutoring before school as needed

Behavior Intervention

Implementation of PBIS program with fidelity and consistency to help improve student behavior as a campus and in the classroom.

Develop a Campus PBIS Plan to help reduce the number of office referrals submitted.

Monitor and ensure classroom management is aligned with the goals and objectives of PBIS.

10: Coordination and integration of federal, state and local services and programs

1. PBIS
2. Career Fair
3. The staff at CWE role models their achievement by posting profiles with their degrees and the name of their university.
4. Partnership with HEB.
5. McKinney Vento is offered for homeless students. Free lunch and transportation are provided for homeless students. Back packs with food are given to homeless students and low income families that apply.
6. Vouchers are provided for families in need of clothing.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Lummus	RTI Teacher	Title 1	1
Miriam Blanton	Academic Dean	Title 1	1
Sue Reininger	RTI Facilitator	Title 1	1

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes		\$2,000.00
Sub-Total					\$2,000.00
211-7 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitute teachers for RPM meeting		\$0.00
1	2	1			\$0.00
1	4	15			\$0.00
1	7	1			\$2,000.00
Sub-Total					\$2,000.00
171-6 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	10			\$15,174.00
Sub-Total					\$15,174.00
199-6-General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	7			\$2,300.00
Sub-Total					\$2,300.00
211-6 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	4	11			\$500.00
1	4	12			\$250.00
1	4	13		440.00	\$0.00
1	4	14			\$0.00

2	1	1		120.00	\$0.00	
					Sub-Total	\$750.00
					Grand Total	\$22,224.00