Judson Independent School District

Converse Elementary School

2016-2017 Campus Improvement Plan

Mission Statement

District

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

Campus

Converse Elementary promotes quality, equity and high achievement grounded in the belief that all children can reach their fullest potential.

Vision

District

Judson ISD is "Producing Excellence"

Campus

Creating a community of excellence at Converse Elementary

Core Beliefs

District Core Values:

Students First

Team Work

Accountability

Results-Oriented

Loyalty

Integrity and Mutual Respect

Safe and Secure Environment

Two-Way Communication

Campus Core Values:

Commitment

Ownership

Understanding

Growth

Achievement

Respect

Safety

Comprehensive Needs Assessment

Needs Assessment Overview

For the 2015-2016 school year the following data sources were reviewed for the Campus Needs Assessment:

- **CBA Data**
- **Istation Data**
- **STAAR Data**
- **RTI Intervention Group Data**
- **RTI Data from school-wide tracking tool**
- **Dyslexia Lists**
- **TAG Lists**
- **PBIS Survey (Staff, students and parents)**
- **Discipline Data (including bus referrals)**

Converse Elementary met standards for State Accountability for 2014-2105. Students continued to show gains in reading based on STAAR results and Istation data. Student achievement in writing, math and science will be a priority campus-wide. The campus will implement initiatives to increase student and staff attendance and decrease tardy and early release numbers.

Campus Goals

- Converse will increase student attendance to 97% in the 2016-2017 school year.
- Converse will show a 25% reduction in students tardy to class throughout the 2016-2017 school year.
- Academic goals will be posted once STAAR scores are obtained

Focus for Converse

Writing –

- ==Academic goals will be posted once STAAR scores are obtained==

==Math== –

- ==Academic goals will be posted once STAAR scores are obtained==

==Science== –

- ==Academic goals will be posted once STAAR scores are obtained==

Attendance –Student and staff attendance will be increased and tardy count decreased through the use of 6 weeks and semester assemblies recognizing student attendance. Administration will meet with parents and District Attendance to create intervention plans for high risk students.

PBIS-Converse faculty and staff will implement year 5 of the Positive Behavior Intervention Support Program with an emphasis on CHAMPS in the classroom.

This Needs Assessment covers #1 of the 10 components of the Title 1 Program for Converse Elementary.

Demographics

Demographics Summary

Converse Elementary for 2015-2016 was comprised of 624 students.   Converse will be a Title 1 campus for the 2016-2017 school year.

- Hispanic 49.4%
- White 21.6%
- African American 22.4%
- Asian .8%
- Two or more races 5.4%
- Pacific Islander .2%
- Native American .2%

Demographics also show:

- Dyslexic 9.5%
- LEP (Parent Denial) 2.2%
- Special Education 11.2%
- TAG 7.2%
- Economical Disadvantaged 68.3%
- At risk 69.2%

Demographics Strengths

Average student to teacher ratio is 20:1. The campus employs three male teachers. Attendance increased this school year and tardies have been reduced through campus attendance initiative.

Demographics Needs

- Counselor will provide group counseling for foster and homeless students
- Provide training to staff on identifying TAG students
- Communicate attendance initiative to parents beginning at Meet the Teacher Night

Student Achievement

Student Achievement Summary

2016 STAAR scores showed increases in all areas except 3rd grade reading and math. These increases were shown while the testing passing rate was increased by Texas Education Agency. Converse Elementary Met Standard in each of the 4 index categories with increases in Index 1, 3 and 4 over 2015-2016.

Student Achievement Strengths

Kinder - Istation scores showed strength in Vocabulary with 11% Tier 3 at end of year

1st Grade - Istation scores showed student strengths in Phonemic Awareness (76%) and Vocabulary(71%) with 10% Tier 3 at end of year

2nd Grade - Istation scores showed strength in Vocabulary with 11% Tier 3 at end of year

3rd Grade - Reading STAAR scores showed strength in Fiction, Math STAAR scores showed strength in geometry and fractions

4th Grade - Reading STAAR scores showed strength in Latin/Greek roots, dictionary skills, fact/opinion and text features. Math STAAR scores showed strengths in process standards, plotting graphs, compare/order and input and output tables.

5th Grade - Reading STAAR scores showed strength in Poetry 5.4 and Persuasive 5.12. Math STAAR scores showed strength in Data 5.9 and Positive Rational Numbers 5.2. Science STAAR scores showed strength in Physical Matter 5.5 and Adaptations 5.10.

Student Achievement Needs

- Provide early intervention resources and training in math and writing to teachers in primary grades.
- Increase consistency of instructional time in reading, math, writing and science
- Ensure students in ALL grades are provided intervention through RTI, before/after-school tutoring, small groups
- Provide teachers with research-based resources and training to increase rigor and close the achievement gap.

Focus Areas were developed using Lead4ward 5 year historical STAAR, CBA and campus data. These include:

3rd Grade Reading: Expository and Poetry

3rd Grade Math: Addition/Subtraction and Multiplication/Division

4th Grade Reading: Inference and Summarizing

4th Grade Math: Geometry and decimals

5th Grade Reading: Fiction 5.6, Expository 5.11

5th Grade Math: Whole Numbers 5.3/5.4, Fractions 5.3

5th Grade Science: Force 5.6 and Organisms and Enviornments 5.9

School Culture and Climate

School Culture and Climate Summary

This year the campus is in the 4th year of PBIS implementation. Bus referrals have decrease over last year. Office referrals have also decreased in common areas through the use of RAISE expectations. Priority this year was implementation of CHAMPS in classroom.

School Culture and Climate Strengths

- PBIS Expectations are in the 4th year
- Students enjoy earning raise tickets and shopping at the school store
- Involved parents are very satisfied with the school culture and climate
- Newer facility (7 years old)
- Campus clubs include choir, step team, robotics, 24 game, cheerleaders, art, Cougars against Bullies, Student Council, National Elementary Honor Society
- Student Council named "Honor Student Council"

School Culture and Climate Needs

- Staff needs more opportunities for positive relationships
- Communication from classroom to parents through weekly newsletters and communication folders
- School-wide expectations should be posted and a clear vision of consequences should be outlined
- Increase number of clubs (to include academics) for students to have a positive outlet

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members continue to be 100% highly certified/NCLB certified. Interview/hire process clearly defined as well as the mentor/mentee program at Converse Elementary. Numerous professional developments held on campus or through District.

Staff Quality, Recruitment, and Retention Strengths

- 100% Para Professionals NCLB certified
- 100% Teachers are highly qualified
- Education Levels of Teaching Staff: 34 .Bachelor's; 10 Master's;
- 4 ILD and PDAS Certified
- 10 Special Education Certified
- Experience Level of Teaching Staff; 18.18% 1-5 years, 40.49% 6-10 years, 31.8% 11-20 years and 9.1% 20+ years
- Ongoing training of vertical alignment of TEKS to identify potential gaps in movement of TEKS
- EBIES Training
- STAAR Training
- STEM Training
- Math Training (manipulatives)
- Social Studies Cohort
- Empowering Writers' Training

Staff Quality, Recruitment, and Retention Needs

- TTESS Orientation and weekly specific dimension trainings
- RTI Training and handbook presented in beginning of year PD
- Designate Mentor/Mentee calendar for all new hires/mentors. Meetings will be required.
- Additional PD will be designated in conjunction with K-2 action plan and grades 3-5 Lead4ward goal setting process
- Campus-wide book study

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Converse implemented PLCs including weekly vertical team meetings, weekly lesson planning and PLC meetings by grade level each 6 weeks.

Curriculum, Instruction, and Assessment Strengths

- K-2,5 significantly decreased the number of students in Tier III on Istation from BOY to EOY.
- An increase focus in writing across grade levels.
- Writing portfolios K-5 were implemented this year with cross content samples

Curriculum, Instruction, and Assessment Needs

- RTI staff (funded by title and Comp Ed) to assist in the facilitation, monitoring and implementation of RTI process to meet the needs of the students.
- Increase use of interactive notebooks for student learning. Provide teachers & students with resources for journals.
- Implement Lead4ward Goal Setting Process and All in Learning at grades 3-5 for assessment and data driven decision making

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement has increased significantly at Converse with the increase in after school events and clubs. Each event has shown an increase in students/parents attendance. Parents and Community Members hold roles in Site Based Meetings, PBIS and Parent Involvement Planning Sessions.

Family and Community Involvement Strengths

- Literacy/Math/Science Night
- Site-based committee
- TAG
- Dyslexia
- Spec. Ed.
- Fundraising (Mo's, Baskin Robbins)
- Parent survey
- PBIS
- District parent information night
- Watch dogs
- STAAR night
- Principal for the day (Mayor)
- Career day
- National Junior Honor Society
- Book fair
- Art show
- Student Council volunteers (Food Bank)
- Veteran's Day celebration
- Walk-a-thon
- PTO movie night

Family and Community Involvement Needs

- Hold monthly Spirit nights and community restaurants
- Increase teacher participation so students want to come
- Hold Dine-A-Versity events with topics of interest to parents and community

School Context and Organization

School Context and Organization Summary

This was the 2nd year with a full-time RTI Facilitator. Common planning occured using campus based lesson plan format. TEKS deconstruction was utilized as well as PLC meetings each 6 weeks. PK - 3 are self contained classes. 4th and 5th grade are departmentalized between ELA (Reading/Writing) and Math/Science. The campus completed the fourth year of PBIS.

School Context and Organization Strengths

- District support with STEM
- Morning help (tutoring)
- Staff meetings/PBIS address decision making and school policy
- Parent, Staff and School Surveys are utilized to make campus decisions
- Committees include parent and community representation
- Positive parent relationships
- Master schedule denotes RTI, lunch and specials schedule and allows for blocks of instruction to meet district expectations
- Student ambassador program implemented

School Context and Organization Needs

- Utilize PBIS committee and/or electronic surveys to gain staff input
- Create P.A.W.S. (Parents Actively Working for Students) organization to support students and staff without fundraising
- Revamp PBIS efforts through monthly planning with all grade levels represented.

Technology

Technology Summary

5th grade students as part of the Department of Defense STEM grant benefited from 1-1 computer use. 2 full-time labs are utilized for district technology inititatives such as STRIDE, ISTATION and First in Math.

Technology Strengths

- Staff is proficient in basic technology applications.
- The use of projectors, Elmo and student computers
- Converse named in the top 10 schools for usage in the State of Texas for Istation.
- IStation, STRIDE and Aware help monitor students strengths and weaknesses.

Technology Needs

- Not all classrooms have document cameras that work with the software
- Professional development needed to increase technology in the classroom
- All in Learning contract will expire before the school year ends

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
- Federal Report Card 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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)
- 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
- 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
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

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: To improve and support academic student performance level at or beyond grade level to meet or exceed the state average in the four core subject areas by 5 percentage points.

Evaluation Data Source(s) 1: 2017 STAAR Data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Review prior year CBA, STAAR and BOY to determine Special Education/504 students in need of intervention. IEP's reviewed to determine appropriate goals and needed support in Writing, Reading, Math and Science. Modifications and Accommodations needed for success will also be reviewed along with Evidence of Effectiveness. These plans will serve as the basis for student inclusion in morning tutoring, homework help and extended day.	2, 8, 9	Administration RTI Facilitator General Education Teachers Special Education Teachers RTI Teachers	Implementation can be measured by GIST meeting agenda and sign-in sheets Impact can be measured by Increase in scores on Unit Tests, CBAs, Mid and End of Year Universal Screens and STAAR.	◑			
State System Safeguard Strategy **Federal System Safeguard Strategy** 2) Review prior year CBA, STAAR and BOY to determine General Education (including migrant, homeless, hispanic and Economic Disadvantaged) students in need of intervention. Individual plans unique to each student who did not meet expectations to identify specific areas of weakness. These plans will serve as the basis for student inclusion in morning tutoring, homework help and extended day and Tier 2 and Tier 3 instruction	2, 8, 9	Administration RTI Facilitator General Education Teachers RTI Teachers Counselor	Implementation can be measured by GIST meeting agenda and sign-in sheets Impact can be measured by Increase in scores on Unit Tests, CBAs, Mid and End of Year Universal Screens and STAAR. Academic records of migrant and homeless students	◑			
State System Safeguard Strategy 3) Continue "Empowering Writers" curriculum K-5.	2	Administration	Implementation can be measured by: Daily Lesson plans Administrative walkthroughs student writing portfolios Impact can be measured by: Increase in scores on writing samples, CBAs and STAAR writing scores.	◑			

State System Safeguard Strategy 4) Continue Journal Reviews (alternating content areas) across grade levels each 9 weeks	2, 8, 9	Administration Classroom Teachers Special Education Teachers	Implementation can be measured: Sign-in sheets RPM and Family Meetings, Agendas Impact can be measured: Walkthroughs and increase in student scores (writing samples, CBAs and STAAR)	◐				
State System Safeguard Strategy 5) Continue Writing Prompts and Dual Scoring each 9 weeks grades 2-5 and second, and fourth 9 weeks at grades K-1	2, 9	Administration	Implementation can be measured: Sign-in sheets RPM and Family Meetings Agendas RPM and Family Meetings Planning Templates Impact can be measured: Increase in student scores (writing samples, CBAs and STAAR)	◐				
State System Safeguard Strategy 6) Implement Empowering Writers Revising and Editing Curriculum at 3rd and continue at 4th Grade	2	Administration	Implementation can be measured by: Lesson Plans and walkthroughs Impact can be measured by: Increased scores on Writing Assessments, CBAs and STAAR Writing.	◕				
State System Safeguard Strategy 7) STAAR Parent Meeting to inform parents about STAAR Testing and student progress	6	Administration Classroom Teachers Special Education Teachers RTI Facilitator RTI Teachers	Implementation can be measured by: Flyer, Agenda, Sign-in sheets, Individual Student Data Folders Impact can be measured by: Unit Tests, 6 weeks exams, CBAs and STAAR data.	◐				
State System Safeguard Strategy 8) Family Science Night and Dine-A-Versity (math and Literacy) Nighst to assist parents in supporting academic content at home.	6	Administration Classroom Teachers Special Education Teachers RTI Facilitator RTI Teachers	Implementation can be measured by: flyers, agendas, sign-in sheets, parent evaluations, handouts. Impact can be measured by: Unit Tests, 6 weeks exams, CBAs and STAAR data.	◕				
Funding Sources: 211-7 - Title I - 1300.00								

State System Safeguard Strategy	2, 9	Administration Teachers SPED RTI Teachers	Implementation can be measured by: Lesson Plans for RTI block Sign-in and agenda for GIST Meetings Completion of Tier Paperwork within 2 weeks of start date Impact can be measured by: STRIDE, First in Math and Istation scores Unit Tests CBA Data Report Card grades RTI Tier Movement					
9) Interventions to Include computerized intervention programs, Homework Help, and Morning Tutoring								
Funding Sources: 211-7 - Title I - 500.00								
State System Safeguard Strategy	2	Administration Science Teachers	Lesson Plans Weekly unit assessments Systems Safeguard Report STAAR					
10) To increase Science STAAR results for all students including ELL and students with disabilities, science lab experiences will be scheduled to provide each grade level access to the primary science labs during 40 % of the science instruction.								
State System Safeguard Strategy	2, 9	Administration RTI Facilitator General Education Teachers Special Education Teachers RTI Teachers	Implementation can be measured by Extended Day Lesson plans, administrative walkthroughs and tutoring rosters. Impact can be measured by Increase in scores on Unit Tests, CBAs, Mid and End of Year Universal Screens and STAAR.					
11) Implement Extended Day Tutoring for identified students. Begin January 2017 Thursday from 2:45 - 4:00. .								
Funding Sources: 211-7 - Title I - 9492.00, 171-7 State Compensatory Education - 1500.00								
State System Safeguard Strategy	9	Administration RTI Facilitator General Education Teachers Special Education Teachers RTI Teachers	Implementation can be measured by Monitor groups in Eduphoria/All In Learning. Impact can be measured by Increase in scores on Unit Tests, CBAs, Mid and End of Year Universal Screens and STAAR.					
12) Using Eduphoria and All in Learning (September 2016) to create monitor groups for students in need of interventions (based on prior year STAAR or current year performance) to monitor performance data throughout the year. Use data to create and implement interventions to address targeted SE's.								

13) Purchase manipulatives and target Professional Development on low math TEKS per grade level and effective use of manipulatives	4, 9	Administration RTI Facilitator Math Interventionist	Implementation can be measured by: Lesson Plans with specific manipulatives listed; administrative walkthroughs Impact can be measured by: STRIDE scores Unit Tests CBA Data Math Report Card grades Tier Movement STAAR scores				
14) Continue First in Math computerized program for math practice in and out of school to include 24 Game Competition Club	6	Administration Classroom Teachers	Implementation can be measured by: First in Math usage reports by grade, class and individual student Impact can be measured by: Increase in individual student STAAR Math scores Increase in individual student STRIDE scores, CBAs, Unit Tests and 6 weeks exams				
15) Continue Reader's Workshop to include emphasis on close reading.	2, 4	Administration RTI Facilitator Reading Interventionists	Implementation can be measured: Sign in Sheets, PD Agendas, Lesson Plans, Walkthroughs Impact can be measured: Walkthroughs and increase in student scores (weekly assessments, 6 week exams, CBAs, istation and STAAR)				
16) Continue"Phonics Dance" phonics program in all PK-2 classes to include SPED and 3-5 classes for Tier 2 phonics intervention	9	Administration RTI Facilitator Reading Interventionists	Implementation can be measured by: Class schedule with "phonics instruction" taught daily (K-2) RTI Lesson plans (K-5) Impact can be measured by: Increase in letter knowledge, alphabetic decoding, word analysis and phonemic awareness in Istation subtests				
17) Continue Istation assessments (monthly), activities and teacher directed lessons based on tier levels.	2, 9	Administration RTI Facilitator Reading Interventionists	Implementation can be measured by: Istation student usage report RTI Lesson plans Impact can be measured by: Monthly Istation Graphs by grade level; Unit Test scores, CBA scores, STAAR scores				

Strategy		Staff Responsible	Evidence of Implementation/Impact				
18) Continue Listening Centers as part of Daily 5 student rotations for K-2 Balanced Literacy.	9	Administration Classroom Teachers K-2	Implementation can be measured by Administrative walkthroughs Impact can be measured by: Increase in scores on Reading Unit Test, CBAs and growth on istation.				
Funding Sources: 211-7 - Title I - 708.00							
19) Continue reading incentive for students participating in after school reading tutorials.	9	Administration RTI Facilitator General Education Teachers	Implementation can be measured by tutoring rosters and administrative walkthroughs during tutoring. Impact can be measured by: Increase in scores on Reading Unit Tests, CBAs and growth on istation.				
20) Continue RTI instructional blocks with fidelity. In-class RTI scheduled small group intervention time based on grade level classroom instruction. RTI Teachers push-in or model teach if no Tier 3 students at that time.	2, 9	Administration RTI Facilitator General Education Teachers Special Education Teachers RTI Teachers	Implementation can be measured by Lesson plans, administrative walkthroughs. Impact can be measured by Increase in scores on Unit Tests, CBAs, Mid and End of Year Universal Screens and STAAR.				
Funding Sources: 171-7 State Compensatory Education - 15200.00							
21) Provide targeted intervention(Tier 3) for identified students determined by Tier 1 and 2 performance, testing data and previous interventions. Purchase reading intervention materials and books for Tier 3 interventions.	9	Administration RTI Facilitator RTI Teachers	Implementation can be measured by RTI Teacher lesson plans and administrative walkthroughs. Impact can be measured by Increase in scores on Unit Tests, CBAs, Mid and End of Year Universal Screens and STAAR and weekly progress measures.				
Funding Sources: 211-7 - Title I - 500.00, 171-7 State Compensatory Education - 7000.00							
22) GIST meetings each 5 weeks where all classroom teachers, special education teachers and RTI teachers meet with RTI Facilitator and Administration to discuss individual student progress and possible Tier movement or need for testing.	8	Administration RTI Facilitator RTI Teachers General Education Teachers Special Education Teachers	Implementation can be measured by Agenda, sign-in sheets, RTI Tier spreadsheet. Impact can be measured by Increase in scores on Unit Tests, CBAs, Mid and End of Year Universal Screens and STAAR and weekly progress measures.				
23) Intensive 10 day "re-teach" program for 5th grade students who need remediation for 2nd administration of Reading and/or Math STAAR	9	Administration RTI Staff General Education Staff	Implementation can be measured by Lesson Plans, and Daily Progress Monitoring. Impact can be measured by growth in scores between 1st and 2nd administration of STAAR				
24) Plan and hold Parent Training for Summer Reading Program for Kinder, 1st and 2nd grade students	6	Administration Teachers at K, 1 and 2	Flyer Sign-in sheet Handouts				
State System Safeguard Strategy 25) Create a team of Gen Ed, SPED, RTI and Administration to attend District Lead4ward training and present information to campus on effective Special Education strategies		Administration SPED Director C & I Department RTI Campus Team	TAPR Report				

State System Safeguard Strategy **Federal System Safeguard Strategy** 26) In an effort to support the needs of ELL denials, the campus leadership will collect and analyze data for academically struggling ELL students. Administration will meet with parents to identify reasons parents are denying BE/ESL services for their children. Campus administration will reoffer the BE/ESL programs again to parents as appropriate.	Administration RTI Facilitator	PEIMS Report TAPR PBMAS	

✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue

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

Performance Objective 1: Increase parent and community involvement in the school by 10% over the previous school year.

Evaluation Data Source(s) 1: Parental Involvement Data, Volunteer Training Data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue increased parental involvement through updating parental involvement policy, input on school compact, parent involvement committee meetings, surveys and Family Night Events	6	Administration	Raptor Visitor Data, Updated Parental Involvement Policy, School compacts, survey data, Agenda and Sign-in Sheets	🟠			
2) Hold an information session and tour for parents of new kindergarten students	6, 7	Administration Kindergarten Teachers	Flyer, Sign-in sheets	⚪			
3) Utilize multiple methods of communication to ensure parents and community are aware of school activities (campus website, Peachjar, Blackboard connect, Parent Center, Weekly newsletters, teacher websites)	6	Administration Front Office Personnel Classroom Teachers	Parent center reports, sign-in sheets, blackboard connect reports	🟠			
✔ = Accomplished 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides.

Performance Objective 1: Ensure effective leadership through the implementation of a sustainable leadership and PLC's by 10% over the previous year.

Evaluation Data Source(s) 1: Teacher and staff retention numbers 2017, capacity built at grade levels where supports are in place with PLC's - goals monitored/adjusted to note progress, and vertical team data.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Newly Hired Teachers: Ensure that first year teachers are enrolled in the JISD Mentor Program and pair them with a master teacher at their assiged grade level.	3, 5	Administration Lead Mentor Mentor Teachers	Agendas, sign-in sheets	◕			
2) Lesson Plan Collaboration sessions weekly to plan instruction, interventions and tutoring through the use of data and analysis of student work.	5	Administration Grade Level Teachers Special Education Teachers RTI Facilitator	Lesson plans, sign-in sheets, Universal Screens Unit Tests, 6 week tests, CBAs and STAAR data	◕			
3) Weekly Vertical Team Meetings to facilitate cross grade level collaboration and instructional decisions based on data and student performance.	3, 5, 8	Administration Grade Level Teachers Special Education Teachers RTI Facilitator RTI Teachers	Agendas, sign-in sheets, Universal Screens, Unit Tests, 6 week tests, CBAs and STAAR data	◕			
4) RPM each 6 weeks by grade level to increase high yield strategies at the Tier 1 level through ongoing collaboration in planning, evaluating data and planning interventions in professional learning communities.	4, 5	Administration	Agendas, sign-in sheets, Universal Screens, Unit Tests, 6 week tests, CBAs and STAAR data	◕			
5) Develop campus leadership capacity by placing teachers in leadership positions such as leading staff development, planning involvement activities and chairing grade level and other campus committees.	3, 5, 8	Administration	Eduphoria Workshop Reports, Committee and Grade Level Rosters and teacher retention rates for 2015-2016	◕			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✘ = Discontinue							

Goal 4: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.

Performance Objective 1: Align 100% of campus purchases to the campus needs assessment

    Evaluation Data Source(s) 1: Campus Expenditures

    Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews Formative Nov	Jan	Mar	Summative June
1) All staff will be trained on use of campus local, federal, and state funds.		Administration Campus Secretary Campus budget manager	eFinance Reports				
2) All campus allocated local, state and federal funds will be expended within the 2016-2017 school year to support students enrolled in the 2016-2017 school year.		Administration Campus Site Based Committee	eFinance Report				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free and conducive to learning.

Performance Objective 1: Develop and implement PBIS, a systematic approach to student discipline that results in a 25% decrease in discipline referrals.

Evaluation Data Source(s) 1: A decrease in discipline referrals at campus and a decrease in bus referrals.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			**Summative**
				Nov	Jan	Mar	June
1) Continue with year 5 of PBIS with an emphasis on CHAMPS for classroom management.	2	Administration PBIS Committee Campus Staff Cafeteria Staff Transportation Staff	Discipline referrals Bus referrals Positive referrals RAISE ticket exchange data	🟠			
2) PBIS/Discipline Review Committee will meet each month to review discipline data, review PBIS implementation and recommend new ideas or changes to benefit all students.	2	Administration PBIS Committee	Discipline data Monthly agenda, sign-in sheets and meeting minutes	🟠			
3) Campus leadership will provide training for all campus staff on the Campus Crisis Management Plan to include interventions and strategies to prevent violent behaviors and actions of students.		Administration Counselor PBIS Team	Eschool Discipline report Training sign-in Crisis Management Plan	🟠			
✔ = Accomplished 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ✖ = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free and conducive to learning.

Performance Objective 2: Implement the PK-5 counseling and social assistance program that meets state guidelines leading to an increase in student achievement by 5%

Evaluation Data Source(s) 2: Monthly Counseling Reports that are in line with the state model for counselors

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training to increase staff awareness of issues of abuse of children and prevention techniques and options for students.	4, 10	Counselor	Agendas and sign-in sheets	◑			
2) Provide training and reporting procedures in line with HB 1942 on prevention, identification, response to and reporting of bullying.	10	Administration Counselor	6 week bully report	◑			
3) Provide training and reporting procedures in line with HB 1386 on identification and intervention regarding mental health issues as well as suicide prevention steps.	10	Administration Counselor	Staff contact with Counselor/Administrator	◑			
4) Provide training to increase staff awareness of the social/emotional needs of highly mobile students including migrant and homeless students.	4	Counselor Administration	Sign-in sheets Agendas Attendance/Academic records of migrant and homeless students	◑			
5) Campus Counselor will follow JISD PreK-12 guidance and counseling program that fosters the growth of all students in the areas of personal-social, career, and educational development. The comprehensive school counseling program will support students by providing a systematic, planned approach for helping all students acquire and apply basic life skills by making optimal use of the special knowledge and skills of professional school counselors. School counselor will work with students to address areas including suicidal and non-suicidal self-injury, including guidelines, best practices, and responsive services. Counselor will work with campus staff and provide support/training addressing Prevention training; Physical Abuse, Sexual Abuse and Neglect, Jenna's Law, Bullying (in accordance with HB 1942), Mental Health first aid, and suicide prevention and intervention.		Administration Campus Counselor	Comprehensive Monthly Campus Counselor Report	◑			
✔ = Accomplished ◑ = Considerable ◔ = Some Progress ○ = No Progress ✗ = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free and conducive to learning.

Performance Objective 3: Increase student attendance to 97% for 2016-2017 school year.

Evaluation Data Source(s) 3: Eschool attendance data

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			**Summative**
				Nov	Jan	Mar	June
1) Grade level attendance - Recognize top class in each grade level each week. Announce on weekly all-calls.	8	Administration PEIMS	Attendance Data	Considerable			
2) 9 weeks perfect attendance incentive	6	Administration PEIMS Counselor District Social Worker	Attendance Data List of perfect attendance students	Considerable			
3) Attendance Awards - gold, silver and bronze medals for end of school attendance	1	Administration PEIMS Counselor District Social Worker	Attendance Data List of students at gold, silver and bronze levels	No Progress			
Funding Sources: 199-7 -General Operating - 575.00							
4) Perfect Attendance Reception for students and families achieving 100% attendance for the year	6	Administration Counselor	Number of students with 100% attendance, flyer and sign-in sheets	No Progress			
5) Identify students with past or current attendance concerns. Weekly check-in system to monitor attendance.	8	Administration Counselor Social Worker	Parent Letters Student Weekly Contracts Student Attendance Data showing increased attendance.	Considerable			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Review prior year CBA, STAAR and BOY to determine Special Education/504 students in need of intervention. IEP's reviewed to determine appropriate goals and needed support in Writing, Reading, Math and Science. Modifications and Accommodations needed for success will also be reviewed along with Evidence of Effectiveness. These plans will serve as the basis for student inclusion in morning tutoring, homework help and extended day.
1	1	2	Review prior year CBA, STAAR and BOY to determine General Education (including migrant, homeless, hispanic and Economic Disadvantaged) students in need of intervention. Individual plans unique to each student who did not meet expectations to identify specific areas of weakness. These plans will serve as the basis for student inclusion in morning tutoring, homework help and extended day and Tier 2 and Tier 3 instruction
1	1	3	Continue "Empowering Writers" curriculum K-5.
1	1	4	Continue Journal Reviews (alternating content areas) across grade levels each 9 weeks
1	1	5	Continue Writing Prompts and Dual Scoring each 9 weeks grades 2-5 and second, and fourth 9 weeks at grades K-1
1	1	6	Implement Empowering Writers Revising and Editing Curriculum at 3rd and continue at 4th Grade
1	1	7	STAAR Parent Meeting to inform parents about STAAR Testing and student progress
1	1	8	Family Science Night and Dine-A-Versity (math and Literacy) Nighst to assist parents in supporting academic content at home.
1	1	9	Interventions to Include computerized intervention programs, Homework Help, and Morning Tutoring
1	1	10	To increase Science STAAR results for all students including ELL and students with disabilities, science lab experiences will be scheduled to provide each grade level access to the primary science labs during 40 % of the science instruction.
1	1	11	Implement Extended Day Tutoring for identified students. Begin January 2017 Thursday from 2:45 - 4:00. .
1	1	12	Using Eduphoria and All in Learning (September 2016) to create monitor groups for students in need of interventions (based on prior year STAAR or current year performance) to monitor performance data throughout the year. Use data to create and implement interventions to address targeted SE's.
1	1	25	Create a team of Gen Ed, SPED, RTI and Administration to attend District Lead4ward training and present information to campus on effective Special Education strategies
1	1	26	In an effort to support the needs of ELL denials, the campus leadership will collect and analyze data for academically struggling ELL students. Administration will meet with parents to identify reasons parents are denying BE/ESL services for their children. Campus administration will reoffer the BE/ESL programs again to parents as appropriate.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Review prior year CBA, STAAR and BOY to determine General Education (including migrant, homeless, hispanic and Economic Disadvantaged) students in need of intervention. Individual plans unique to each student who did not meet expectations to identify specific areas of weakness. These plans will serve as the basis for student inclusion in morning tutoring, homework help and extended day and Tier 2 and Tier 3 instruction
1	1	26	In an effort to support the needs of ELL denials, the campus leadership will collect and analyze data for academically struggling ELL students. Administration will meet with parents to identify reasons parents are denying BE/ESL services for their children. Campus administration will reoffer the BE/ESL programs again to parents as appropriate.

State Compensatory

Personnel for Converse Elementary School:

Name	Position	Program	FTE
Davidson, Caroline	RTI Teacher	SCE	1
Wells, Penni	RTI Teacher	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

Title I Personnel

Name	Position	Program	FTE
Debbie Willis	RTI Facilitator		1.0
Ileana Miller	RTI Teacher		1.0

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mary Kay Tyson	Principal
Business Representative	Kevin Hadas	Cartwheel Communications
Business Representative	Doris Hall	HEB
Classroom Teacher	Brooke Bailey	Teacher
Classroom Teacher	Dana Basile	Teacher
Classroom Teacher	Stephanie Jones	Teacher
Classroom Teacher	Alicia Taylor	Teacher
Community Representative	Suzanne Kenoyer	Community Representative
Community Representative	Gay Moe-Boxill	Community Representative
District-level Professional	Debra Stephens	Technology
Non-classroom Professional	Aimee Bailey	Counselor
Paraprofessional	Lesa Jones	Paraprofessional
Parent	Carolyn Martin	Parent
Parent	Rashell Scroggins	Parent

Campus Funding Summary

199-7 -General Operating

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3			$575.00
				Sub-Total	$575.00

171-7 State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Extra Duty Pay		$1,500.00
1	1	20	Instructional General Supplies for Tier 2 and Tier 3 students		$15,200.00
1	1	21	Instructional Reading Materials for At Risk Students		$7,000.00
				Sub-Total	$23,700.00

211-7 - Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Snacks and general supplies for Family Nights		$1,300.00
1	1	9	Student Incentives		$500.00
1	1	11	Extra Duty Pay and Coordinator Pay		$7,992.00
1	1	11	Student Incentives		$500.00
1	1	11	Student Transportation		$1,000.00
1	1	18	Listening Centers and Books on Tape		$708.00
1	1	21	Sub for RTI Teacher		$500.00
				Sub-Total	$12,500.00
				Grand Total	$36,775.00