

Judson Independent School District
Candlewood Elementary School
2017-2018 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 615 students from various socioeconomic backgrounds. Candlewood Elementary School is committed to providing a safe and positive learning environment for all students.

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.

2016-2017 Campus Demographics

Hispanic Students 71%

African American Students 19%

White Students 8%

Other Students 1%

Asian Students 0%

ELL Students 22.4%

Special Education Students 8.2%

Student Mobility Rate 25.8%

Attendance Rate 94.9%

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.

Candlewood Elementary employs the following: 100% of the Professional Staff are 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 2016-2017 attendance rate was 94.9% which is a decrease from the previous year from 95.5%. **Root Cause:** Parental input indicates that Candlewood Elementary lacks extracurricular options for students to provide as an incentive to attend school.

Student Academic Achievement

Student Academic Achievement Summary

Special Education: Our special education students continue to have their needs met with specialized units on campus (APPLE, Resource, Inclusion and Life Skills).

Istation reports demonstrate a need for improvement in Tier I and II reading instruction with large numbers of students in each grade level considered below grade level, Istation reports demonstrate the greatest need for all students is in the area of vocabulary development.

Reading, Math, and Writing STAAR scores in 3rd and 4th and were below state average:

3rd grade campus at 59% State at 72%, 4th grade campus at 46% State at 74%, Math STAAR scores: 3rd grade campus at 60% State at 74%, 4th grade campus at 60% State at 72%.

Writing scores 72%, State at 67%

5th grade reading and science scores were below the State average 70% State at 72%. Science scores campus 61% State at 72%.

5th grade math were above the state average campus at 80% State at 76%.

Student Academic Achievement Strengths

STAAR performance on the 5th grade administration of STAAR yielded a 10% increase in Math and an 8% increase in Science. The 4th grade Math administration of the STAAR yielded an 8% increase from the previous year. 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.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Candelwood Elementary has performed below the State average on accountability measures since 2003. **Root Cause:** Candlewood Elementary has had a higher than average turnover of administration which has prevented an implementation of systems and practices that would improve academic achievement.

Problem Statement 2: Candlewood Elementary reading STAAR scores for 3rd grade were 59%, 4th grade were 46%, and 5th grade were 60%. **Root Cause:** The Campus Leadership Team as identified that Candlewood Elementary lacks a systematic way to teach reading.

School Processes & Programs

School Processes & Programs Summary

Reading: Grades K-2 were required to use Istation and complete beginning, middle, and end of year. Guided reading is required and Guided reading Data Binders are checked regularly for fidelity. Reader's Workshop was a requirement but it was not implemented with fidelity.

Math: Grade 3 & 4 continue to fall below STAAR state rates. Math instruction needs to be bolstered in these grades. Math teachers will need to use more checks for understanding during instruction. Math training, resources, and support is needed due to NEW Math TEKS.

Writing: 40% of 4th grade students met standard on the STAAR test. Writing initiatives created this past year need to be continued with fidelity (Writers Workshop).

RtI - Each grade level had an RtI time built into the master schedule. RtI procedural guidelines were written this year by our campus to assist teachers on understanding when to begin the RtI process.

- Teachers continue the RPM model this year to reflect on campus data to make changes in instruction to support student learners.
- Teachers used a deconstruction tool to better understand the standards that they were to teach.

Teachers vertically align with other grade levels to improve rigor and consistency in all academic areas.

- Teachers have implemented the EBIES to reinforce student learning in the classroom.
- Teachers used a deconstruction tool to better understand the standards that they were to teach.
- Teachers vertically align with other grade levels to improve rigor and consistency in all academic areas.

TEKS Resource System and district-created Curriculum Maps are used to guide the curriculum at all levels. In 3rd-5th grades, teachers collaborate weekly and use student data and data folders to drive instruction through regrouping of students for small group instruction and interventions; as well as, differentiation.

The Reflective Practice Model (RPM) is held for all teachers in grades K-5 to allow time to collaborate and analyze the student work so that adjustments can be made in instruction to address identified areas of instructional and/or student weakness. In addition, teachers meet with the Title I, Compensatory Education teachers and RTI Facilitator to review student progress and collaborate on the needs of at-risk students that are not meeting grade level expectations.

Although the curriculum is aligned to the TEKS, problems with assessment include alignment of instruction and misunderstanding the student expectations

and knowledge statements causing horizontal and vertical alignment issues with instruction.

At Candlewood Elementary, students in all grades feel safe and are generally happy with the respectful relationships they have developed with their teachers. Students also feel their best work is expected at school. Candlewood parents report that the school is always clean and organized and that it provides an excellent atmosphere for their kids. Parents also mentioned that the school provides help and support, and great communication between parents and teachers.

Staff reported that clear expectations and protocols are established and that administration is approachable on the campus.

All of the teaching and support staff at Candlewood Elementary are highly qualified. TTESS evaluations are provided to faculty along with summatives and both formal and informal conferences to provide feedback on instructional practices. Staff turnover remained under 10%. New staff is supported by campus and grade level mentors. All grade levels have a common planning time and there is an Academic Facilitator and a RTI facilitator that work with the grade levels during collaborative planning to assist in implementing district and campus goals. Data is discussed during staff meetings and used to determine the direction of instruction and interventions.

Students attend computer literacy once per week through computer lab classes during specials time. Students in grades 3 - 5 have use of Mobi-Carts, equipped with Chromebooks and students can access programs such as First in Math and IStation from home. Not all families have access to technology at home. Students have access to computers every week to learn keyboarding skills. Candlewood Elementary has Initiated the use of All in Learning throughout the campus for grading, reduction of paper, technology integration tools, and immediate feedback for students and teachers.

School Processes & Programs Strengths

Teachers at Candlewood Elementary are placed in grade level teams to collaborate together. Monthly pot-luck lunches are attended by staff, and the staff social committee and administration plans activities often to treat teachers. PTO does an amazing job throughout the school year, but especially during teacher appreciation week. 100% of staff members are highly qualified.

On staff, student and parent surveys, more than 90% stated they feel welcome and appreciated; 95% of students feel safe at school; more than 90% of parents are satisfied with our school; 95% feel their child receives a quality education and their child is motivated to do their best.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 60% of parents don't feel like they have been afforded the opportunity to provide input into the processes and programs at Candlewood. **Root Cause:** There is a need to improve parent communication in regards to campus decisions and programs, so that all stakeholders can feel a part of the school community and included in their child's education.

Perceptions

Perceptions Summary

The campus continues to explore ways to engage parents in more academic endeavors, including experimenting with a list of different times during the day, in the evening, and on weekends. Multiple community members, such as the Mayors of Kirby and Schertz, have visited our campus this year for community-school events.

The campus continues to explore ways to engage parents in more academic endeavors, including experimenting with times during the day, in the evening, and on weekends. The campus provides students with positive and fun events such as literacy, science, and math events. Multiple community members have visited our campus this year for community-school events such as our Math Night, Veteran's Day program and various campus volunteer opportunities.

CSBDM Team:

Site-Based team was fully staffed with 2 parents, 2 community members, and 1 business member. Four meetings were held throughout the 2016-2017 School Year.

Events: Academic Night, STAAR Night, Open House, Meet the Teacher Night, Book Fairs (2), Dyslexia Awareness night, TAG Awareness night, PTO - 3 meetings throughout the year, Music programs - 4 throughout the year with each grade level performing for parents, DOGS (Dads of Great Students), Pre-K / Kinder Round up, Communication, and Bright Arrow Reminders were all used to continue contact with all.

Website:

The Parent Portal was used and information sent home several times (and in newsletter) about how to access the portal. A presentation at the beginning of the year was also given to support parent communication. Mandatory Parent Conferences in Fall were held for all students, and also included were Parent Spring conferences for more needy students. RtI parent meetings were also used to continue feedback and support for parents and student success.

Community:

JISD Community Sweep - principal and several staff members attended along with posting of PK / K Roundup flyers in area businesses.

Students feel their best work is expected at school. Candlewood Elementary parents report that the school is always clean and organized and that it provides an atmosphere for their kids conducive to meeting academic goals. Parents also mentioned that the school provides help and support, and great communication between parents and teachers. School staff reported that clear expectations and protocols are established on the campus.

Staff reported that clear expectations and protocols are established on the campus.

Perceptions Strengths

1. Parent surveys support that the campus is communicating effectively and frequently to meet needs.
2. DOGS program successful and parents are appreciative of DOGS on campus.
3. Special Needs programming successful in reaching parents with needy students.
4. An increase in communication and awareness through the implementation of school-wide Class Dojo and social media has improved perceptions about Candelwood.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perception among parents and staff is that student discipline is high. **Root Cause:** There is not an effective discipline program in place on campus and classroom teachers need continued training on classroom management procedures.

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: Improve, sustain, and support academic growth in the four core areas at or above grade level.







Evaluation Data Source(s) 1: Common assessments, district CBAs, and STAAR results.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Analyze CBA, STAAR, and universal screening data to identify strengths and weaknesses to determine professional development needs and student needs for CWE.		Administrators, Classroom teachers, RTI facilitator, SPED, Interventionist to include Dyslexia Teachers	CBA and STAAR scores above district and state averages, universal screen results throughout the year.			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) 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.</p> <p>Purchase SIBME, a teacher collaboration tool that provides teachers with:</p> <p>Private Workspace – Teachers and instructional leaders can upload and organize all their classroom videos and resources in one easy-to-manage place. Select files from Dropbox, Google Drive, OneDrive and Box. Privately reflect, edit, and annotate your classroom videos</p> <ul style="list-style-type: none"> • Coaching and Collaboration Huddles - Discuss and review video content and related resources in shared spaces we call Huddles. It's an efficient way to share and reflect on best practices, coach and mentor teachers, and provide blended professional learning workshops in your school or district. • Account video library – Create a best practices video library for your school, district, institution, or education-related organization. <p>Tag and organize your video exemplars to be searched, shared, and viewed privately with people in your network.</p>		Principal, Assistant principal, Academic Dean, Grade Level Leaders	Campus-wide problem solving to address problem of practice Implementation of best-practices campus wide Reflection for teachers on their craft.			
Funding Sources: 211-8 Title I - \$5,014.97						
3) 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%.			
4) Continue identification and services for Talented and Gifted students with accelerated pull-out and cluster models.	2	TAG teacher and classroom teachers.	TAG roster increased STAAR approaches percentages.			
Funding Sources: NA - \$0.00						
5) Use SCE, Title, as well as other funds, to purchase materials and supplies to enhance learning of all students and at-risk students throughout the school year and for the summer program. Use monies to send, bring in, or provide professional development opportunities for staff.	2, 4, 9, 10	Campus administrators; RTI teachers	Purchase orders, Istation reports, increased CBA and STAAR scores			

6) Build teachers' capacity to teach reading, writing, and math standards explicitly and with rigor through PD offered by JISD Specialist, campus administrators, our campus RTI staff and/ or outside consultants. Provide opportunities for teachers who are committed to working with struggling students to attend PD-training or conferences. Teacher will implement strategies acquired to address the needs of their students.	1, 4, 10	Campus administrators, contracted PD personnel, RTI teachers	Evidence of strategies utilized in classroom instruction and CBA, Istation, universal screen, and STAAR results			
7) Implement a STEM focused curriculum by using STEM SCOPE. Apply for a Elementary STEM Academy designation for the 17-18 school year.	1, 2	Principal, Assistant Principal, Academic Dean, Teachers	Evidence of success will be determined by an approved designation as a STEM Academy by Fall of 2018 with an overall improved math and science scores of 5% on standardized assessments.			
<p style="text-align: center;">System Safeguard Strategy</p> <p>8) 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>	1, 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>			
9) 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).	2, 4, 8, 9	Teachers, assistant principal, principal, Students with Disabilities Teachers	Collaborative planning agendas and meeting notes Lesson plans			









<p>10) Response to Intervention * 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</p>	2, 3, 8, 10	Administrators, RTI facilitator	RTI documentation in Aware Team meeting agendas and meeting notes			
<p>Critical Success Factors CSF 1 CSF 2</p>	1, 2, 3	Administrators, RTI Facilitator	RTI progress monitoring, data from after school instruction			
<p>11) Purchase and utilize instructional materials for at-risk students to be used in daily RTI tier 2 and tier 3 interventions, as well as after school instruction</p>	Funding Sources: 171-8 State Comp Ed - \$6,500.00					
<p style="text-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 2: Promote proper behavior, increased attendance and improve academic performance.

Evaluation Data Source(s) 2: Discipline Referrals, Attendance Data, Counseling and Social Worker Logs

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	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						
2) Increase student attendance by 1%-provide individual, class, and campus incentives	2, 4, 10	Campus administrators, Counselor, Teachers	PEIMS Data, Increase in student attendance rate			
3) Share information with parents concerning HB5 school attendance law changes. Provide incentives such as trophies, and certificates to students with excellent attendance	4, 6, 10	Campus Administrators, Counselor, Teachers	PEIMS Data, Increase in student attendance rate			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

Performance Objective 1: Increase parent and community involvement in the school

Evaluation Data Source(s) 1: Critical dates on calendar; spring parent surveys, Bright Arrow, Class Dojo, and Parent Center participation reports.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	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: 211-6 Title I - \$0.00					
2) STAAR Parent night to provide information to stakeholders regarding the STAAR test to include exceptions, preparation, and timelines for the the test.	1	Principal, Assistant Principal, Academic Dean, Parents	Increased STAAR scores, increased parent involvement at school activities, Sign in rosters, and increased parent volunteerism.			
3) Provide transition for parents of students from PK to K. Parents will tour the campus and classrooms. Parents will be provided with instructional resources to use to prepare students for kindergarten.	7	PK and Kinder teachers and campus administrators	Sign-in sheets and packets of materials given to parents			
4) Convene annual parent meeting for Title I participation information; update school/parent Title I compact; provide annual school accountability meetings	6	Campus administrators	Copies of letters sent home, copies of compacts numbers in attendance at meetings			
5) Review current Parent Involvement plan for campus-wide/community-wide involvement, including Literacy Night, Science Night, Grade Level Programs, parent volunteer programs, Field Day, Award Assemblies, Fall Festival, Bicycle Rodeo, PK Transition, and parent involvement at home	6, 7, 8	Campus administrators and teachers	Participation rates and spring survey results			
6) Continue and expand the Implementation of the Watch DOGS (Dads of Great Students) program	6	Counselor	Number of DOGS on campus and frequency of their presence.			

7) Teachers will increase communication to parents; Class Dojo will be implemented schoolwide, phone calls will be made, letters and postcards will be mailed to parents at different stages concerning important dates, individual students with attendance problems, discipline issues, counseling concerns, grade alerts, etc. Home visits will be made by administration and teacher or staff member to alert parents and instill the importance of communication.	6, 9	Campus Administrators, Teachers	Increase in attendance rate, increase parent involvement			
8) Provide support to students and families identified through the McKinney Vento program	10	Social Worker and Counselor	PEIMS Data, Counselor documentation of parent meetings			
9) Provide appropriate services, including supplies, uniforms, meals, and transportation, to homeless students to improve academic progress, and attendance	9, 10	Homeless liaison, counselor, administrators	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10, ESC 20) mid-year review			
 = 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: 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	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>3) Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, and chairing grade levels and other committees</p>	5	Campus administrators	Ownership of extra-curricular activities; professional development by teachers; and teacher retention rates 2016			
<p>4) Ensure 100% staff are highly qualified</p>	3	JISD HR and campus administrators	Report from HR showing 100% highly qualified for their positions			










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

Goal 4: All students will be taught in an environment that is safe, drug-free, and conducive to learning.

Performance Objective 1: Candlewood will implement a comprehensive school counseling program utilizing the counselor and social worker to provided whole class, group, and individual support.

Evaluation Data Source(s) 1: The counselor and Social Worker will keep data logs to track the lessons and support that they provide to students.

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	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			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Collaborate, develop, and communicate campus-wide procedures to all stakeholders to decrease discipline office referrals by 10%.</p> <p>Implement and train staff in Classroom Mindfulness and restorative discipline practices to increase the social emotional support to students and decrease discipline referrals by 10%.</p>	2	Administrators, Counselor, and Discipline Committee Members	Eschool Plus to track discipline data and analyze the data for trends and patterns. Decrease number of students on RtI behavior tiers, evidence of ongoing review of classroom/campus procedures. Use of Mind Yeti for classroom mindfulness and Second Step program 30 minutes every morning. Hire a Restorative Discipline Consultant to align campus discipline practices.			
Funding Sources: 211-8 Title I - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: 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: 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Develop 2017-2018 budgets using local, Title I, and Compensatory funds Monitor spending process for accountability		Principal, secretary, RtI facilitator	Spending efficiency			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: To spend money wisely, efficiently, and equitably by coordinating and integrating federal, state, and local funds to improve the overall learning environment.

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	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>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	8	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)

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
Ramos, Gloria	Bilingual RTI Teacher	SCE	1
Trees, Jamie	RTI Teacher	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.

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 positions 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>
Lummus, Mary	RTI Teacher	Title 1	1
Reininger, Sue	RTI Facilitator	Title 1	1
Rhoades, Sharisa	Academic Dean	Title 1	1

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Christophor Galloway	Principal
Administrator	Sharisa Rhoades	Academic Dean
Non-classroom Professional	Sue Reininger	RTI Facilitator
Classroom Teacher	Adam Sanchez	Special Education Teacher
Classroom Teacher	Cathy Bramble	Pre-K Teacher
Paraprofessional	Freida Knight	
Non-classroom Professional	Walter Lewis	Counselor
Parent	Claudia Alonso	

Campus Funding Summary

171-8 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11		171	\$6,500.00
Sub-Total					\$6,500.00
Budgeted Fund Source Amount					\$24,650.00
+/- Difference					\$18,150.00
211-8 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute teachers for RPM meeting		\$2,000.00
1	1	2	Sibme Teacher Collaboration Software		\$3,014.97
4	1	4			\$0.00
Sub-Total					\$5,014.97
Budgeted Fund Source Amount					\$38,189.00
+/- Difference					\$33,174.03
Grand Total					\$11,514.97