

Judson Independent School District
Masters Elementary School
2017-2018 Campus Improvement Plan



Mission Statement

James L. Masters Elementary

We are...Moving Forward Together...in One Direction, towards One Goal...High Academic Achievement!

Vision

Masters Elementary Vision

Our Masters' learning community creates a safe and respectful environment that fosters lifelong learning while developing real world skills in an engaging, collaborative culture through authentic and differentiated experiences.

Value Statement

Judson Independent School District is Producing Excellence...One Classroom At A Time!

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Additional professional development in Reading and Math with a focus on the Reader's Workshop Model, Guided Math and Vertical Team Planning in the areas of Reading and Math in Grades 3-5.

Demographics Strengths

- There was an increase in student performance for our African American students of 82.43 % in the 3rd grade content area of mathematics. The percentage gains from the following year in mathematics was 18.0 %.
- Also, the LEP students had an incremental gains of 20.0% at the student performance level of 100.0%, in the content area of mathematics as well.
- Hispanic students performance level in the content area of mathematics was 82.54%, with the incremental gains of 18.6%.
- On the other hand, African American students attained a performance level of 62.16% with an incremental percentage gain of 17.55%, in 4th grade reading.
- In the content area of 5th grade mathematics, the performance level of African American students was 80.49%, with the incremental gain of 10.22%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional professional development is needed for Reader's Workshop Model, Vertical Team Planning, in the areas of Daily 5, Guided Math, Writing Interactive Journals are imperative to the successfulness of our students school-wide.

Student Academic Achievement

Student Academic Achievement Summary

- Increase the performance levels in grades 2nd – 5th with a focus on the Reading TEKS, inference skills, phonemic awareness, other reading genres, and alignment of these concepts and skills, will be critical concerning the successfulness of our students.

Student Academic Achievement Strengths

- Concerning the student achievement of our third graders they performed at a percentile passage level of 86.07 % in math. On the other hand, the 3rd grade reading scores were at 80.33 %.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Improve the student performances of the following students: Hispanics, African Americans, Economically Disadvantage, Special Ed., LEP, and At-Risk Students. The following content focus will be on reading, writing, math, and science in grades first through fifth.

School Processes & Programs

School Processes & Programs Summary

- 100% of our staff is Highly Qualified.

School Processes & Programs Strengths

- Professional Development in the content areas of reading, writing, math and science will be paramount.
- Our priorities with respect to professional development within the Writers and Readers Workshop, Daily 5, Guided Math, Writing is Worth It, and all student will be writing respecting Interactive Journals will be constant throughout the school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A participatory form of leadership will take place on our campus in order to get all faculty members involved in the decision-making process on our campus. Teachers and para-educators input will be solicited as a way of increasing the leadership capacity on our campus.

Perceptions

Perceptions Summary

- School Climate Survey for faculty and staff members rating was exceptionally high in regard to our communication loops and in reference to Weekly Bulletins, Monthly Home-School Connection, Broken Arrow Mass Communication System, Teachers/Parents Newsletters, School Web-Site, and Grade Level Web-Site.

Perceptions Strengths

- Our goal is to improve the partnerships between our parents (external stakeholders) and our constituents with our school community. Also, to increase the teacher/student mentoring program, parent involvement activities, and community-based learning with universities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our goal is to improve the partnerships between our parents (external stakeholders) and our constituents with our school community. Also, to increase the teacher/student mentoring program, parent involvement activities, and community-based learning with universities and corporate partnerships.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Special education 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

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other 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: Improve, sustain, and support academic K-5 student performance at or beyond grade level







Evaluation Data Source(s) 1: STAAR Passing Standard STAAR Alternate Passing Standard

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|-------------------|-----|------|
| | | | | Dec | Mar | June |
| 1) Implement instructional strategies using TEKS Resource and curriculum map to ensure alignment with TEA guidelines to increase student achievement for each sub population group. | 2 | Principal, Assistant Principal, and RTI Facilitator | BOY, MOY, EOY iStation Reading and Stride Math Universal Screens, CBA for grades K-5 and STAAR Assessment for grades 3-5. | ✓ | | |
| 2) Implement and monitor a tutoring program with a primary focus on reading, writing, and math during in-school day pull-out, summer academy and extended day tutoring program. Extended day tutors are certified teachers and in-school tutors are trained and taught scientifically research based teaching strategies to improve student achievement in all sub populations of STAAR. | 2, 9 | Principal, Assistant Principal, RTI Facilitator and Extended day Coordinator | Completed Extended Day Instructional Plan and Assessments STAAR Benchmark CBA, Stride Math Data and iStation Reading Data | ✓ | | |
| Funding Sources: 171-7 State Compensatory Education - \$10,000.00 | | | | | | |
| 3) Develop, schedule, implement and monitor professional development for teachers on 3 Instructional Systems, Guided Math, Reader's Workshop and Guided Reading and other research based programs via the Reflective Practice Model, Professional Learning Communities, campus and district professional development | 3, 4 | Principal, Assistant Principal and RTI Facilitator | Completed Professional Development Plan and RPM/PLC Calendar of PD events. | ✓ | | |
| 4) Communicate instructional plan to all stakeholders (Campus Staff, Parents, SBCM). | | Principal, Assistant Principal and RTI Facilitator | Staff meeting agendas, SBCM Agenda, Monthly Parent Newsletters, Sign-in Sheets & Monthly RPM/PLC calendar. | ✓ | | |
| 5) Implement and monitor an intervention schedule, morning tutoring, after school tutoring program and a summer academy for students in grades K-5 with a focus on reading, writing and math with an emphasis on improving student performance for all Sub Pops/Groups of STAAR to include LEP and students with special needs. | 2, 9 | Principal, Assistant Principal, Extended Day Coordinator, and RTI Facilitator | Observations, Walk-throughs, CBA, Benchmark, iStation, Stride, and STAAR data | ✓ | | |
| Funding Sources: 171-7 State Compensatory Education - \$5,400.00 | | | | | | |

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|---|-------|--|---|--|--|--|
| 6) Implement and monitor Guided Math classroom instruction and teaching strategies. Use supplemental materials and supplies to integrate into weekly lesson plans to help support the new Math TEKS. | 2, 9 | Principal, Assistant Principal, RTI Facilitator | Observations and Walk Through Data, CBA, Benchmark, Stride Math Universal Screens and STAAR assessments. | | | |
| 7) Monitor and adjust plan and Evaluate program effectiveness | | Principal and Assistant Principal | Written Adjustments based on Observations and Walk-through Data, CBA Data & Stakeholder Feedback using surveys iStation Data, CBA Data, Special Programs Data, State Testing Results, and Stakeholder Feedback | | | |
| 8) Implement and monitor reading, writing and math morning tutoring program. | 9 | Principal, Assistant Principal, RTI Facilitator and RTI Teachers | Observations and Walk Through Data, CBA, Benchmark, Stride Math Universal Screen, iStation Reading and STAAR assessments. | | | |
| 9) Implement Response to Intervention (RtI) instruction and daily am tutoring to meet the needs of at risk students and to identify students in a timely manner who experience difficulty mastering content performance standards in Math, Reading, Writing and Science (TEKS, STAAR, CBAs and Universal Screens. | 2, 9 | Principal, Assistant Principal, RTI Teachers, Classroom Teachers and RTI Facilitator | Observations and Walk Through Data, CBA, Benchmark, Stride Math Universal Screen, iStation Reading data, Common Unit Assessments and STAAR assessments. | | | |
| 10) Implement and monitor 3rd, 4th & 5th Grade math, reading & writing camp using research based instructional and reform strategies and resources by highly qualified teachers. | 2 | Principal, Assistant Principal, RTI Teachers, Classroom Teachers and RTI Facilitator | Observations and Walk Through Data, CBA, Benchmark, Common Unit Assessments and STAAR assessments. | | | |
| Funding Sources: 171-7 State Compensatory Education - \$8,540.00 | | | | | | |
| 11) Implement and monitor Research Based iStation Reading Universal Screen Program to foster improved reading comprehension, vocabulary development and K-5 student performance for all sub groups of STAAR and CBAs and for all at-risk students | 2 | Principal, Assistant Principal, Classroom Teachers, RTI Teachers, RTI Facilitator | Monthly iStation Progress Reports, Reading CBA data, Guided Reading Running Records, Reader's Workshop Conference Forms, and every 6 Weeks Reading Grades | | | |
| 12) Convene an annual Family and Campus Goals night to inform parents on curriculum standards, School Performance Report Card, STAAR results, an explanation of the curriculum and campus initiatives, and annual parental involvement activities (i.e. TEAM Conference, Family Math Night, STAAR Family Night) | 6, 10 | Principal, Assistant Principal, RTI Facilitator | Sign In Sheets, Agendas, Powerpoint | | | |
| 13) Implement and monitor state testing calendar along with Evidence of Effectiveness accommodations and testing requirements | | Principal and Assistant Principal - Campus Testing Coordinator | Published TEA Testing Calendar | | | |
| 14) Allow teachers to work together to implement and monitor standards aligned STAAR Benchmark assessment program | 8 | Principal, Assistant Principal and RTI Facilitator | Completed Campus Testing Plan, STAAR Benchmark results and STAAR assessments | | | |

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|--|---------|--|--|---|--|--|
| 15) Train, Implement and monitor instructional data analysis teams, RPM, PLC, and Collaborative Planning structures and protocols using assessment data to identify curriculum gaps and effective teaching strategies. | 8 | Principal, Assistant Principal and RTI Facilitator | Instructional Sweep protocols, Lesson Plans, Observations and Walk-throughs, Electronic sign-in sheets |  | | |
| 16) Monitor and Implement information systems to provide student assessment data quarterly through CIP reviews | 8, 9 | Principal and Assistant Principal | Integrated Reports and CIP Formative Reviews |  | | |
| 17) Align and monitor Response To Interventions (RTI) activities | 9 | Principal, Assistant Principal, RTI Facilitator, RTI and Classroom Teachers | PDAS and RTI Walk Through Fidelity checks, Uploaded Progress Monitoring Assessments and Student Data and Graphs in Eduphoria, and 6 weeks Report Cards |  | | |
| 18) Purchase Research Based Reading materials to implement Readers workshop, Guided Reading and monitor the RTI process | 9 | Principal, Assistant Principal and RTI Facilitator | Completed Resource Pyramids, Progress Monitoring Assessments, and RTI Walk Through Fidelity checks. |  | | |
| 19) Integrate and analyze assessment and common assessment data during Data Team and Grade level meetings | | Principal, Assistant Principal, and RTI Facilitator | Completed Data Analysis Protocols, Vertical and Horizontal Aligned Student Work Products, Data Meeting agenda, and Meeting Minutes |  | | |
| 20) Identify the evidence-based instructional and environmental standards and interventions with primary focus on math, reading and writing | | Principal, Assistant Principal, and RTI Facilitator | Campus Needs Assessment, Walk-through and Observation Data |  | | |
| 21) Communicate campus academic progress to all stakeholders | | Principal and Assistant Principal | Instructional Standards posted on campus website and brochures, Monthly Parent newsletters and weekly Alert Now calls. |  | | |
| 22) Implement, schedule, provide and monitor professional development specific to job embedded and ongoing growth and support in all content areas and classroom management | 3, 4, 5 | Professional Development District Coordinator, Principal, Assistant Principal, and RTI Facilitator | Professional Development Calendar disseminated to all JISD staff members. Campus PLC and RPM agendas and sign in sheets |  | | |
| 23) Align, monitor, adjust and collect data from classroom learning walk-through and observations to support the state standards | | Principal and Assistant Principal | JISD district walk-through tools, PDAS observations, End-of-Year Summative evaluations |  | | |
| 24) Close the New Teacher learning gap by coaching and developing teachers through New Teacher Mentoring Program (MAVS Mentoring) | 4, 5 | Principal, Assistant Principal, and Campus Lead Mentor Teacher | Monthly agendas and professional development, sign-in sheets, program completion surveys |  | | |
| 25) Develop, implement and communicate the long-term college and career model. | | District and Campus Counselors | Career/College model |  | | |
| 26) Implement and monitor training of all staff members on integrating technology into the curriculum | | Principal, Assistant Principal District Technology Staff, STEM Director | Techknowledge Student progress reports, teacher walk through and observation data, and lesson plans |  | | |









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| 27) Communicate to students and their families understand the benefits of higher education and the necessary steps to prepare academically and financially for college. | 6, 10 | Principal, Assistant Principal, and Counselor | PK-5 Transition Plan, Sign in sheets, Parent Night Event, TEAM Conference, Parent and Student Surveys |  | | |
|  = 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: Improve parent and student participation through weekly and monthly meetings to better prepare students for transition to upper grade level experiences.

Evaluation Data Source(s) 1: Parent, Student, and Staff Surveys, STAAR Passing Standard, iStation, and Stride

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|---|---|---|-----|------|
| | | | | Dec | Mar | June |
| 1) Provide Parent Climate Survey during the 1st and 2nd Semesters of school to help students and parents transition from one grade to the next. | 6, 7 | Principal and Assistant Principal | Increase the District and Campus Attendance rates by 1%, Survey Responses |  | | |
| 2) Provide and implement a 5th Grade Orientation and Informational meeting for 5th grade students to help 5th grade students transition to 6th grade middle school | 6, 7 | Counselor and Principal | Parent Information Meeting, TEAM Conference, Monthly Counselor's Coffee Events, Surveys, Sign in sheets, Powerpoint |  | | |
| 3) Implement, facilitate and monitor school transition to PK to K and 5th to 6th grades through home visits, parent meetings, parent newsletters and parent involvement programs | 6, 7 | Counselor, Principal, Assistant Principal | Parent Surveys, TEAM Conference, Monthly Counselor's Coffee Events, Sign In Sheets and Agendas, Powerpoints |  | | |
| 4) Implement and monitor a marketing and communication plan for a PreK-5 vision of college and career | | Counselor, Principal and Assistant Principal | Campus Monthly Newsletter, Parent Informational meetings, Campus Website, TEAM Conference, Monthly Counselor's Coffee Event |  | | |
| 5) Analyze past and current discipline data to determine trends and patterns | | Principal and Assistant Principal | Number of Student Incidents and Discipline Referrals |  | | |
| 6) Implement and monitor a Research Based Character Education Program to promote positive discipline | | Principal, Assistant Principal, and Counselor | Number of Student Incidences, Incident report data, discipline referrals |  | | |
| 7) Implement, monitor and provide job embedded professional development for all teachers to include specific timelines and topics regarding implementation of positive student behavior strategies | 3, 4, 5 | Principal, Assistant Principal, and Counselor | Number of Student Incidents and Discipline Referrals |  | | |
| 8) Communicate district-wide discipline plan to all campus stakeholders | | Principal, Assistant Principal, RTI Facilitator and Counselor | Number of Student Incidents and Discipline Referrals, RTI Behavior documents, Counselor Incident Reports |  | | |

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| 9) Implement and monitor campus student discipline plan that is aligned with the District Standards | | Principal, Assistant Principal and RTI Facilitator | Number of Student Incidents, Discipline Referrals and RTI Behavior Documents |  | | |
| 10) Track campus discipline data to evaluate program effectiveness | | Principal and Assistant Principal | Number of Student Incidents, Discipline Referrals and RTI Behavior Documents |  | | |
| 11) Increased communication with parents through daily discipline folders, phone calls. Alert Now system Parent Access System and Parent Conferences | 6 | Principal, Assistant Principal and Classroom Teachers | Number of Student Incidences and RTI Behavior documents and Discipline Referrals |  | | |
| 12) Implement and provide classroom guidance sessions and social skills sessions that focus on social problems, problem solving and conflict resolution | | Principal, Assistant Principal, Counselor and RTI Facilitator | Number of Student Incidences and RTI Behavior documents and Discipline Referrals |  | | |
| 13) Implement and monitor effective parental involvement activities to improve student development in social and emotional development, academic, social and attendance support | 6 | Principal, Assistant Principal, Counselor and RTI Facilitator | TEAM Conference Participation, Counselor's Coffee Events and Semester Family event sign-in sheets |  | | |
| 14) Develop, implement and monitor strategies and opportunities that will foster collaboration between educational agencies, community partners, parents and all other stakeholders in development of students | 6, 10 | Principal, Assistant Principal and Counselor | TEAM Conference and Family event sign-in sheets |  | | |
| 15) Implement a procedure to monitor compliance with timelines for initial evaluations and annual ARDS (CAP-timelines, Initial Evaluations | | Principal and Special Education Coordinator | Agendas of weekly meetings with Special Education staff and Coordinator |  | | |
|  = 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: Evaluate, improve and implement procedures to hire, retain, and train campus staff through ongoing staff development.

Evaluation Data Source(s) 1: Eduphoria, TSR I, II & III, Professional Development Course Lists, Sign In Sheets

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|--|---------|--|---|-------------------|-----|------|
| | | | | Dec | Mar | June |
| 1) Implement and monitor a formal campus climate survey and needs assessment to identify areas of professional development needs in order to implement training opportunities to address specified areas | 3, 4, 5 | Principal, Assistant Principal, RTI Facilitator, and Counselor | Results and Feedback from Professional development evaluations and surveys | | | |
| 2) Develop, implement and monitor and evaluate an age appropriate comprehensive social and emotional development guidance program | | Principal and Counselor | Age-appropriate student survey, Calendar of Guidance events | | | |
| 3) Develop, implement and monitor campus guidance plan supporting appropriate counselor time allocation in the four guidance component areas: guidance curriculum, responsive services, individual planning and system support | | Principal and Counselor | Guidance Counselor will submit guidance plans, program improvements plans and individual needs assessment to campus administrator | | | |
| 4) Implement, monitor and evaluate campus guidance program to align with guidelines set for school counselors by TEA | | Principal and Counselor | Counselor will submit semester and yearly guidance plan to principal for collaboration on campus guidance and counseling needs | | | |
| 5) Implement, monitor and increase time spent in implementing Social and Emotional Development program / guidance program components to students in grades PK-5 | | Principal and Counselor | Guidance counselor will meet with campus administrator to collaborate on plan to decrease the time spent in non-guidance activities, as defined by TEA. Student roster, by grade level. | | | |
| 6) Implement and monitor plan ensure that all students have the opportunity to visit with campus counselor a minimum of 2 times per year | | Principal and Counselor | Contact logs and weekly schedule will demonstrate compliance in the attempts and meetings with students | | | |
| 7) Counselor will elicit the assistance of parents/guardians in social and emotional development, curriculum and academic development and opportunity for growth and development | 6 | Principal, Assistant Principal, and Counselor | Parent Surveys, Parental involvement activities, Sign in sheets, Monthly Counselor's Coffee Events, TEAM Conference | | | |
| 8) Conduct and monitor Counselor performance evaluations and properly utilize this tool | | Principal and Assistant Principal | Campus administrators will meet to review and evaluate performance of campus counselor and report accordingly with Human Resources | | | |


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|---|---------|--|--|---|--|--|
| 9) Implement ongoing professional development for all teachers on 3 Essential Instructional Systems, differentiated instruction, Guided Math, use and deconstruction of TEKS, and analysis of district and campus data for all populations | 2, 4, 8 | Principal, Assistant Principal, RTI Facilitator and Professional Development Coordinator | RPM/PLC Meeting Schedule and Notes, STAAR Results, District and Campus Assessment Results, PDAS and RTI Walk Throughs and Observations, Sign in sheets, Powerpoint presentations, Peer Observation notes. |  | | |
| 10) Monitor retention rates for campus and implement procedures to provide research based interventions for at risk students | | Principal, Assistant Principal, and RTI Facilitator | STAAR Results, District and Campus Assessments Results, Data Analysis Meetings, Job-Embedded Professional Development minutes, RPM and PLC meetings notes, Instructional Sweeps, and Student work products |  | | |
| 11) Implement and monitor professional development activities specifically for attendance and dropout issues | | Principal, Assistant Principal, PEIMS Clerk, RTI Facilitator and Counselor | Increase the Campus Attendance rates by 1% |  | | |
| 12) Implement and monitor programs and procedures to hire, attract and retain highly qualified staff members through ongoing staff development | 3, 4, 5 | Principal, Assistant Principal, Human Resources Director, Professional Development Coordinator | District and Campus New Teacher Mentoring Plan (MAVS), Professional Development Plan, PDAS Walk throughs and Observations |  | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 4: To increase student achievement by developing and implementing programs for social and emotional learning

Performance Objective 1: Evaluate and monitor campus purchase orders, activity funds and budget accounts to ensure alignment with district goals.

Evaluation Data Source(s) 1: State Comp Ed, Activity Account, and Campus Budget

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---------|---|---|-------------------|-----|------|
| | | | | Dec | Mar | June |
| 1) Develop, implement, and monitor all campus spending and budget expenditures monthly. | | Principal, Assistant Principal, RTI Facilitator, Secretary and Site-Based Committee | Monthly and Quarterly review of campus budgets. | ✓ | | |
|  | | | | | | |

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

State Compensatory

Budget for Masters Elementary School:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------------|--|--------------------|
| 6100 Payroll Costs | | |
| 171-6 | 6118 Extra Duty Stipend - Locally Defined | \$17,340.00 |
| 171-6 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$3,600.00 |
| 6100 Subtotal: | | \$20,940.00 |
| 6300 Supplies and Services | | |
| 171-6 | 6329 Reading Materials | \$2,000.00 |
| 171-4 | 6399 General Supplies | \$1,000.00 |
| 6300 Subtotal: | | \$3,000.00 |

Personnel for Masters Elementary School:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------------|-------------------------------------|--------------------------|------------|
| Bernice Gallegos Perez | RTI Teacher | SCE | 1 |
| Danielle Clow | RTI Facilitator/Instructional Coach | SCE | 1 |
| Open Position | R.T.I. Teacher | Response to Intervention | 1 |
| Stacy Dement | 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:

Professional Learning Communities and Reflective Practice Model: Ongoing collaborative planning, analyzing student products, and data-driven decision making sessions for all staff members focusing on specific grade level and individual teacher needs. All teachers will participate in PLC and Instructional planning cycle training throughout the RPM sessions. Reading and Math Morning Tutoring and Extended Day: Small group reading and math groups focused on prescriptive and specific teaching instruction that will incorporate research-based teaching strategies, hands-on learning activities and differentiated instruction techniques.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

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

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.

Improve student, staff, and campus community relationships by conducting student, parent, and staff surveys and increasing the campus mentoring programs. Based on results of the survey, develop and implement Professional Learning Communities and Vertical Team Planning activities to establish increased student achievement.

3: Instruction by highly qualified professional teachers

All teachers in the school are highly qualified. Implement and conduct ongoing research-based professional development through professional learning.

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

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).

Implement ongoing job-embedded professional development, such as differentiated instruction and guided reading/math for all teachers. Analyze district and campus data for all sub populations to ensure effectiveness of professional development.

5: Strategies to attract highly qualified teachers

Strategies to attract highly qualified teachers to high-need schools.

Implement and conduct ongoing research-based professional development through professional learning communities and vertical team planning. Create a campus teacher mentoring program (MAVS) to allow for continuous development and support for new teachers and teachers new to the campus and district.

6: Strategies to increase parental involvement

Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.

Provide materials and training to help parents work with their children to improve their children's achievement. This can be done during the TEAM parent conference and grade level orientation sessions. Implement, coordinate and integrate parent involvement programs and activities such as TEAM Parent Conference, Math & Literacy nights and Open House & Goals Night. Communicate campus events using Newsletters, AlertNow weekly calls, Marquee, and Flyers. Provide all home communications in English and Spanish. Make personal calls to parents prior to each event as well as sending home written communication about the meetings and events.

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

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.

Using the PreKinder universal screen data and teacher observations, develop parent math and literacy events to support the developmental needs of the students. Conduct annual PreKinder and Kinder round-up sessions to inform parents of school-wide expectations.

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

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.

Implement and conduct monthly data meetings and grade level collaborative reflection meetings to analyze student data and adjust programming as necessary.

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

Student learning data will be used for the implementation of the Continuous School Improvement Paradigm. The Continuous School Improvement Model will be implemented to improve the student performance on multiple measures of data.

Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level 9. of the academic content standards as required by Section 1111(b)(1).
effective assistance.

Identify low-performing students by using campus data (common assessments, CBAs, Benchmarks, etc.) and develop tutoring and enrichment activities to address the standards that the students are struggling with. Students that are in need of intervention will be instructed during the day within the time period of the grade level's intervention block.

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

Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs.

Through the collaboration efforts with district personnel (curriculum & instruction and state compensation (SCE) and federal programs & grants) facilitate summer school, Saturday Science camps and extended day tutoring and interventions programs, to ensure students are provided opportunities to extend their learning.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-----------------|----------------|------------|
| | Open Position | RTI | 1 |

Campus Funding Summary

| 171-8 State Comp Ed | | | | | |
|------------------------------------|-----------|----------|------------------|--------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$27,000.00 |
| +/- Difference | | | | | \$27,000.00 |
| 211-8 Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$15,093.00 |
| +/- Difference | | | | | \$15,093.00 |
| Grand Total | | | | | \$0.00 |

Addendums

No Child Left Behind Act (NCLB) of 2001 Performance Goals

- Goal 1** All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.
- Goal 2** All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
- Goal 3** All students will be taught by highly qualified teachers.
- Goal 4** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Goal 5** All students will graduate from high school.

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