

# Port Neches-Groves Independent School District

## Woodcrest Elementary School

### 2017-2018 Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Reading/English Language Arts



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# Mission Statement

The mission of Woodcrest Elementary is to provide a quality educational program in an environment that is conducive to learning. To accomplish this, we offer a variety of school programs to encourage the development of each student to his or her highest potential.

## Vision

Woodcrest Elementary students will remain engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, national, and world community.

Woodcrest Elementary parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Within a nurturing, safe environment, Woodcrest Elementary staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

## Core Beliefs

### Desired Student Behavior

- Be self-directed, independent, life-long learners
- Exhibit a positive self image and physical well being
- Exhibit respect for self, others, and the environment
- Demonstrate problem solving and decision making skills
- Demonstrate proficiency in communications and academic skills
- Accept responsibility and be a positive contributor to society
- Demonstrate an appreciation for our American heritage, demographic ideals, and multicultural richness

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Woodcrest Elementary is an established learning community that has seen some changes in its 50+ year history. Over time, Woodcrest has moved from an all-white, limited, economically-disadvantaged, student population to become a schoolwide Title 1 campus. Our student population make up includes: 69% white, 2% African American, and 17% Hispanic (2017). Additionally, we have 46% of our students eligible for free/reduced food programs. Our ELL group is 3.5%. We average about 97% attendance rate and are working on improving that by offering incentives each six weeks for those who achieve perfect attendance. Our classes average in size of about 19 – 22 children per teacher. Additionally, we have one ESL teacher, one Title Reading teacher, one Resource teacher, and four academic aides, all of which help teachers and students learn and progress. Traditionally, all of our subgroups have showed academic mastery on state achievement testing.

### Demographics Strengths

Our student families have strong bonds within our community. They work together to get assistance and help for their children and families. Almost 90% of our ESL kindergarten students came from the district Pre-K program at WGEC. All students at Woodcrest are treated respectfully. Everyone works together to ensure our students are granted the best education that can be provided. We will provide school counseling to tall students at Woodrest including children who ae at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use, and/or abuse.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The teachers and staff do not look at all the students and their families as members of a larger school community with needs. **Root Cause:** Teachers have always looked at the needs of their students in their classrooms but they have looked at them as members of a larger school community that has unique needs

**Problem Statement 2:** The cafeteria often has a large overdue balance from children charging lunches when they could qualify for free or reduced meals. **Root Cause:** Not all families are aware that they can apply for free or reduced lunches and are charging lunches in the cafeteria.

## Student Academic Achievement

### Student Academic Achievement Summary

The faculty and staff at Woodcrest strive to make every student a successful learner. Woodcrest Elementary scored above the state and region levels of mastery on the STAAR Reading test in 2017. Students passed the Reading STAAR assessment with a 84% passing rate. The Level III Advancement percentages was 27% in reading. Students passed the Math STAAR assessment with a 79% passong rate, The level III Advanced percentage was 21%.

One teacher and one instructional aide is funded with Title I funds. Teachers will implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, in grades K-3rd.

### Student Academic Achievement Strengths

Woodcrest Elementary exhibited student achievement strength in the following areas:

- Above state and region averages in all report categories in reading
- Above state and region averages in all report categories in math

Supplemental instruction staff (teachers and paraprofessionals) at grades K-3rd to focus on closing educational achievement gaps in core academic areas among all disaggregated students groups and improving percentages of students performing at grade level in Reading and Math.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction. **Root Cause:** Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.

**Problem Statement 2:** We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math. **Root Cause:** Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

## School Processes & Programs

### School Processes & Programs Summary

Woodcrest staff is committed to providing a quality education for all students, meeting students where they are academically, and then providing them with the knowledge they need to master their grade level skills and promote to the next grade level by the year's end. For those students who are more than a year behind, we expect more than a year's growth in order for them to close their achievement gap and be on grade level. Progress of student improvement is monitored through teacher observation, iStation, Star Early Literacy, Star Math, Star Reading, Easy CBM, IXL, and XtraMath. Additionally, EOY, MOY, BOY assessments, informal assessments, district unit assessments and quick checks provide the data needed to develop intervention strategies for at-risk students. Teachers engage in small group instruction and tailor learning stations to the needs of students. Grade level teams will meet each month to review the progress of students to ensure that they are being taught at appropriate levels. Counseling will be provided to all students at Woodcrest, including children who are at risk of academic failure, students who are at risk of later dropping out of school, or possibly ending up in the justice system with evidence of drug use or abuse.

### School Processes & Programs Strengths

Woodcrest staff has had professional development training in the following areas: DMAC, iStation, IXL, and researched and evidence based instructional strategies. The staff will continue to research and evaluate the latest curriculum available and make suggestions for possible purchase. Teachers will implement instructions to all students according to their instructional needs. Classroom teachers have been given an iPad mini and each class works with iPads weekly in the classrooms. Many evidence based curriculum has been purchased to enhance the classroom curriculum: Countdown to Math STAAR, Moose Math, STAAR Rigor for reading and math, and Mentoring Minds. Grade level teachers have a common conference time so that they can achieve grade level planning and collaboration.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Woodcrest uses a lot of different forms of information to assess student's progress. Teachers need to become better at disaggregating the information and have more time to work with the information. **Root Cause:** The teachers have lots of information to disaggregate and not enough time to do it. Planning periods need to be used more effectively for grade level planning for students and more help understanding the information.

**Problem Statement 2:** The faculty and staff are always concerned with the environment that some students go home to and the influence this environment can have on their school performance. **Root Cause:** The lack of parental support from so many parents creates a concern for what children are exposed to at home.

## Perceptions

### Perceptions Summary

100% of teaching staff, including all paraprofessionals, are highly qualified. Professional Development opportunities are aligned to the various needs of teachers to meet the demands of student needs for learning and progress. Mentors are assigned to first-year teachers through the district's mentor program. Additionally, we assign mentors to teachers new to the Woodcrest campus. When selecting applicants for a new position at Woodcrest, a rigorous selection process is used to assure that the best applicants are chosen for consideration. An extensive check of references is conducted on all applicants.

### Perceptions Strengths

Teachers help and support each other in order to meet the needs of all students. All of our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students. Our new staff members are enthusiastic and have a desire to work with at-risk students. They all come highly recommended and will be a healthy addition to our team. The staff is encouraged to go above and beyond to assure the success of all students and teachers. Innovative, outside-the-box techniques are often incorporated into lessons to ensure that each student is able to learn in the way that he or she is most successful. Our district curriculum coordinator along with the principal meet with teachers on a regular bases to help meet their needs. Our technology lead teacher is there to help teacher integrate more technology into the classroom.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The number of students requiring the assistance of RTI intervention is increasing and teachers are over whelmed with providing the students with the needed accommodations. **Root Cause:** More training is needed to help teachers to identify and evaluate the needs of their RTI students.

# 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

## 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
- 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

## 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
- 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**

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.**

**Performance Objective 1:** K-2 students will be at or above grade level in mathematics by the end of the school year. Eighty percentage of 3rd grade students in each student group will meet "Approach Grade Level" or above on the STAAR state assessment.

**Evaluation Data Source(s) 1:** Evaluations by teachers, homeroom teachers, and Title I math instructional aides. Examination of student portfolios, test scores, math probes, benchmark tests, universal screenings, achievement tests, report cards. Additionally, data from iStation, STAAR, STAR Literacy, Star Math, BOY, MOY, EOY benchmarks, FastMath, KAMICO, Star Rigor Math, Moose Math, and IXL.

## Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
<p>1) All teachers (including Title I teachers and paraprofessionals) will be provided with staff development on effective strategies for teaching problem solving and on the pre-referral process, including response to intervention, and teachers will attend the following workshops:</p> <ul style="list-style-type: none"> <li>• Math workshop,</li> <li>• Science workshop</li> <li>• Language arts</li> <li>• Writing</li> </ul>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Consultant</li> <li>• Educational Directors</li> <li>• Counselor</li> <li>• District Coordinators</li> <li>• Special Education Director</li> <li>• Campus Principal</li> <li>• C.I.C. (Campus Improvement Committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Record of teacher attendance</li> <li>• Documentation of teacher attendance at staff development sessions</li> <li>• Kyte Learning</li> <li>• Eduphoria</li> </ul>
Problem Statements: Perceptions 1			
<p>2) Grades K-3 will teach the TEKS through hands-on activities and will provide opportunities for G/T students to work on interdisciplinary units.</p>	2, 7, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Education Teachers</li> <li>• Title I Tutor and Aide</li> <li>• Special Education Teacher and aide</li> <li>• ESL, G/T Teachers</li> <li>• District</li> <li>• Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Test scores</li> <li>• Achievement tests</li> <li>• STAAR</li> <li>• Benchmark tests</li> <li>• Teacher observation</li> <li>• Student portfolios</li> <li>• Yearly Assessments</li> </ul>

<p>3) Grades 1-3 will supplement En-Vision math with Mentoring Minds, IXL, Symbaloo, and Star Math and will integrate the use of technology and STAAR materials to promote student success in math.</p>	<p>2, 3, 9</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Education Teachers</li> <li>• Title I Teacher and Aide</li> <li>• Special Education Teachers and Aide</li> <li>• ESL Teacher</li> <li>• Instructional Technology Aide</li> <li>• Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Test scores</li> <li>• STAAR scores</li> <li>• Reports,</li> <li>• Teacher evaluations</li> </ul>
<p>4) Peer Tutors from PN-G High School will provide small-group instruction.</p>	<p>2, 9</p>	<ul style="list-style-type: none"> <li>• Peer Tutors from PN-G High School</li> <li>• Coordinating High School Sponsor</li> <li>• Classroom teacher</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher input</li> <li>• Communications with sponsor</li> <li>• Progress monitoring</li> </ul>
<p>5) Classroom teachers will supplement with STAAR materials and give two practice STAAR tests.</p>	<p>1, 2, 10</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• 3rd Grade Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Test scores</li> <li>• STAAR scores</li> </ul>
<p>6) We will provide Title I assistance for at-risk students based on the following</p> <ul style="list-style-type: none"> <li>• Teacher recommendation</li> <li>• Standardized achievement test scores of 25 percentile or less on designated math sub-tests in grades two and three, and</li> <li>• Students placed in the Title I math program will be ranked according to their academic achievement level. Students ranked in order of greatest need will receive top priority for program placement.</li> </ul>	<p>8, 9, 10</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Teacher evaluation</li> <li>• Test scores</li> <li>• Universal screening</li> <li>• iStation</li> <li>• STAR Literacy</li> <li>• Star Math</li> </ul>
<p>7) We will review the special education 125% ratio each six weeks.</p>	<p>8, 10</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Special Education Director</li> <li>• C.I.C. (Campus Improvement Committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with applicable laws</li> </ul>

<p>8) We will incorporate the following Title III goals and objectives:</p> <ul style="list-style-type: none"> <li>• Sustained professional development for educators who serve second-language learners,</li> <li>• Parent Academies held on campus,</li> <li>• On-going individual student assessment to guide instruction conducted on campus,</li> <li>• Implementation of peer assistance where ESL teachers assist regular classroom teachers to differentiate instruction according to individual needs, and</li> <li>• Opportunities for teachers to become immersed in a Language and Cultural Program.</li> </ul>	<p>6, 8, 10</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• ESL Teacher</li> <li>• Classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of teacher attendance at staff development sessions</li> <li>• Documentation of parent attendance at Parent Academies</li> <li>• Records of student assessment data</li> <li>• Log of contact between ESL and regular education teachers</li> </ul>
<p>9) Implement Response To Intervention (RTI) to help teachers in the assessment of students needs:</p> <ul style="list-style-type: none"> <li>• Identify specific math skills that students need remediation and provide interventions,</li> <li>• Provide weekly probes to monitor students improvement,</li> <li>• Document student progress</li> <li>• Schedule SAT meetings</li> <li>• Provide remedial instruction for identified students</li> </ul>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• ESL Teacher</li> <li>• Regular Education Teacher</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by homeroom teachers</li> <li>• Evaluation by Title I Math Instructional Aides</li> <li>• Math probes</li> <li>• BOY, MOY, EOY testing throughout the year</li> <li>• Test scores</li> <li>• Report cards</li> <li>• Student portfolios</li> <li>• Star Math</li> <li>• Teacher assessments</li> </ul>
<p>Problem Statements: Student Academic Achievement 1</p>			

<p>10) Each grade level will disaggregate formal and informal assessments and benchmark data to identify any areas of need in all campus subgroups, for instance:</p> <ul style="list-style-type: none"> <li>• Economically disadvantaged students with their special needs</li> <li>• Higher performing G/T students who require more challenging curriculum</li> <li>• Special Education students</li> <li>• ESL students</li> <li>• Students performing with the challenge of Dyslexia</li> <li>• Students identified as at-risk due to their performance below benchmark</li> <li>• Students identified as RTI students and/or Title I students of most need due to performing below a certain percentage on benchmarks</li> </ul> <p>and will develop a plan to address those need using</p> <ul style="list-style-type: none"> <li>• Star Reading</li> <li>• District matrices and qualification criteria to identify at-risk students and GT students</li> <li>• Students identified as at-risk due to performing below benchmarks</li> <li>• Special Education students</li> <li>• ESL students</li> <li>• Students identified as Title I students of "most need" due to performing a certain percentage below benchmarks</li> <li>• Students performing with the challenge of dyslexia</li> </ul>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Ed. Teacher</li> <li>• Title I Teachers</li> <li>• Counselor</li> <li>• ESL Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Assessments</li> <li>• Test Scores</li> <li>• Benchmark Test</li> <li>• Universal Screening</li> <li>• iStation</li> <li>• STAR Literacy</li> <li>• Report Cards</li> <li>• Teacher Evaluation</li> <li>• BOY, MOY, EOY</li> <li>• District matrices</li> </ul>
<p>Problem Statements: School Processes &amp; Programs 1</p>			
<p>11) Implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, in grades PK-5.</p>	<p>2, 3, 7, 9</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• ESL Teacher</li> <li>• Regular Education Teacher</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by homeroom teachers</li> <li>• Evaluation by Title I Math Instructional Aides</li> <li>• Math probes</li> <li>• BOY, MOY, EOY testing throughout the year</li> <li>• Test scores</li> <li>• Report cards</li> <li>• Student portfolios</li> <li>• Star Math</li> <li>• Teacher assessments</li> </ul>
<p>Problem Statements: Student Academic Achievement 2</p>			

**Performance Objective 1 Problem Statements:**

### Student Academic Achievement

**Problem Statement 1:** The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction. **Root Cause 1:** Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.

**Problem Statement 2:** We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math. **Root Cause 2:** Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

### School Processes & Programs

**Problem Statement 1:** Woodcrest uses a lot of different forms of information to assess student's progress. Teachers need to become better at disaggregating the information and have more time to work with the information. **Root Cause 1:** The teachers have lots of information to disaggregate and not enough time to do it. Planning periods need to be used more effectively for grade level planning for students and more help understanding the information.

### Perceptions

**Problem Statement 1:** The number of students requiring the assistance of RTI intervention is increasing and teachers are over whelmed with providing the students with the needed accommodations. **Root Cause 1:** More training is needed to help teachers to identify and evaluate the needs of their RTI students.

**Goal 1:** PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

**Performance Objective 2:** K-2 students: 90% of K-2 students will be at or above grade level in reading by the end of the school year. The percentage of 3rd grade students in each student group will meet or exceed "Approaching Grade Level" or above on the STAAR state assessment.

**Evaluation Data Source(s) 2:** Teacher observation, report cards, test scores, student reports, STAR Early Literacy, Mimios, student portfolios, STAR Reading.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Research-based instruction and the use of technology will be provided for campus subgroups such as Title I, RTI, and/or at-risk students, ESL students, students with Dyslexia, and Special Education students to help promote student success in reading and also to provide enrichment opportunities for G/T (Gifted and Talented) students.	7, 8, 9, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Special Education Teacher</li> <li>• Title I Teacher and Aide</li> <li>• Regular Education Teachers</li> <li>• G/T Teachers</li> <li>• ESL Teacher</li> <li>• Aides</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Report cards</li> <li>• Student generated projects</li> <li>• Test scores</li> <li>• Mimio lessons</li> <li>• Student portfolios</li> <li>• DIP Program</li> </ul>
2) The STAR Early Literacy Reading Program, STAR Reading, and iStation will be utilized to access student reading comprehension level.	9	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Kindergarten -Second Grade Regular Education Teachers</li> <li>• Special Education Resource Teachers</li> <li>• Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Student reports</li> <li>• Report Cards</li> <li>• Test scores</li> <li>• STAR Literacy</li> </ul>
3) Multi-sensory phonics activities, including Earobics. Alphabetic Phonics and DIP, will be provided for identified dyslexic and special education students and for identified at-risk students.	8, 9, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Education Teachers (K and 1st)</li> <li>• Speech Teacher</li> <li>• Dyslexia Teacher</li> <li>• Title I Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Test scores</li> <li>• Report cards</li> <li>• Program assessments</li> <li>• DIP Program</li> </ul>
4) Small group instruction for identified at-risk students will be provided.	9, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Test scores</li> <li>• Report cards</li> <li>• Program reports</li> </ul>

<p>5) Response-to-intervention (RTI) will be implemented to help teachers in the assessment of students needs by:</p> <ul style="list-style-type: none"> <li>• Identifying specific language/reading skills that students need,</li> <li>• Provide remediation and interventions,</li> <li>• Providing weekly progress monitoring to monitor students improvement,</li> <li>• Documenting student progress, and</li> <li>• Holding SAT meetings.</li> </ul>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom Teacher</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by homeroom teachers</li> <li>• Evaluation by Title I Reading teacher</li> <li>• BOY, MOY, EOY</li> <li>• Test scores</li> <li>• Report cards</li> <li>• Student portfolios</li> <li>• iStation</li> </ul>
<p>Problem Statements: Perceptions 1</p>			
<p>6) We will review the special education 125% ratio each six weeks.</p>	<p>8, 10</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Special Education Director</li> <li>• C.I.C. (Campus Improvement Committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with applicable laws</li> </ul>
<p>7) We will provide Title I assistance for at-risk students based on the following:</p> <ul style="list-style-type: none"> <li>• Teacher recommendation,</li> <li>• Standardized achievement test score of 25 percentile or less in the core total for grade one,</li> <li>• Standardized achievement test score of 25 percentile or less on designated reading sub-tests in 1st, 2nd, and 3rd grade,</li> <li>• Boehm 3 score of 10 percentile or less for kindergarten, and</li> <li>• Students placed in the Title I reading program will be ranked according to their academic achievement level. Students ranked in order of greatest need will receive top priority for program placement.</li> </ul>	<p>9, 10</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Teacher evaluation</li> <li>• Test scores</li> <li>• STAR Reading</li> <li>• STAR Literacy</li> <li>• Boehm Testing</li> </ul>
<p>8) We will provide staff development on effective strategies for teaching reading comprehension for all teachers, including Title I teachers and paraprofessionals.</p>	<p>3, 5</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Record of teacher attendance</li> <li>• Kyte Learning</li> <li>• Eduphoria</li> </ul>
<p>9) Increase the awareness by training 100% of our teachers of ELL and SPED students in order to foster student growth.</p>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• ELL teachers</li> <li>• SPED teachers</li> <li>• Special Ed. Director</li> <li>• ELL Coordinator</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Student accommodations</li> <li>• Teacher training</li> <li>• Assessment instruments</li> <li>• Student growth</li> </ul>
<p>Problem Statements: Student Academic Achievement 1</p>			

**Performance Objective 2 Problem Statements:**



### Student Academic Achievement

**Problem Statement 1:** The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction. **Root Cause 1:** Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.

### Perceptions

**Problem Statement 1:** The number of students requiring the assistance of RTI intervention is increasing and teachers are over whelmed with providing the students with the needed accommodations. **Root Cause 1:** More training is needed to help teachers to identify and evaluate the needs of their RTI students.

**Goal 1:** PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

**Performance Objective 3:** During the school year, 3rd grade students will participate in the districts STAAR benchmarking.

**Evaluation Data Source(s) 3:** STAAR benchmarking scores compared with districts scores.

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Twice a year students will be given a district aligned STAAR reading and math assessment.	2, 8, 9	<ul style="list-style-type: none"><li>• Principal</li><li>• Teachers</li><li>• Counselor</li></ul>	<ul style="list-style-type: none"><li>• Benchmark performance</li></ul>

**Goal 1:** PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

**Performance Objective 4:** Students will be provided information about the importance of sun safety as recommended by SHAC

**Evaluation Data Source(s) 4:** Sun Safety handout

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Sun Safety handouts and information will be distributed to students during P.E. classes	2	• P.E. teacher	• Understanding of handouts

**Goal 1:** PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

**Performance Objective 5:** Woodcrest will install the importance of living a healthy lifestyle by following the CATCH Coordinated School Health Program as directed by the district SHAC

**Evaluation Data Source(s) 5:** Fitness Gram Reports

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) During P.E. classes health topics will be covered along with personal health	3	<ul style="list-style-type: none"> <li>• P.E. teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Student understanding</li> </ul>
2) Participation in Fitness Gram testing for 3rd grade	9	<ul style="list-style-type: none"> <li>• P.E. Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Gram results</li> </ul>
3) Participate in CATCH for the campus coordinator school health program	9	<ul style="list-style-type: none"> <li>• P.E. Teacher</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Student understanding</li> </ul>

**Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.**

**Performance Objective 1:** To attain an average student attendance rate of at least 95% for the school year.

**Evaluation Data Source(s) 1:** Attendance reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Provide perfect attendance awards and other incentives for students.		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance reports</li> </ul>
2) Contact parents of students with excessive absences; send warning letter to comply with compulsory attendance law, and/or file in Justice of the Peace court to report parents of students with excessive absences.		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Coordinator of Special Services</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance reports</li> </ul>

**Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.**

**Performance Objective 1:** To ensure a safe school environment that encourages and promotes positive behavior and academic learning.

**Evaluation Data Source(s) 1:** Observation, time requirements, observed student responses and behaviors, faculty input, signed forms of acceptable use policy on file in the office, Fitnessgram, data, faculty and student feedback

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Conduct safety drills (Fire, "Duck & Cover," Shelter in Place, Lock Down, Reverse Evacuation)	2, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Time requirements</li> </ul>
2) The Counselor will administer a "Character Education" program to students using "Character Counts" curriculum, providing counseling units for all students regarding <ul style="list-style-type: none"> <li>• "Child Abuse Awareness"</li> <li>• "Conflict Resolution"</li> <li>• "Bullying"</li> <li>• "Violence Prevention"</li> <li>• "Eddie Eagle" (using materials and mascot for gun safety)</li> <li>• "Stranger Awareness"</li> <li>• "Drug Awareness" (a week long promotion of our anti-drug campaign using "Red Ribbon" special activities)</li> </ul>	2, 6, 7, 8, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Teachers (all grades, K-3)</li> <li>• Music Teacher</li> <li>• Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Observed student behaviors and responses to the lessons and activities</li> </ul>
3) The faculty and staff will develop a school wide positive behavior support plan, P.R.I.D.E. Discipline Plan	2, 6, 8, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• C.I.C. (Campus Improvement Committee)</li> </ul>	<ul style="list-style-type: none"> <li>• Student response</li> </ul>
4) The faculty and staff will review the campus Crisis Management plan and CPI plan.	6, 8	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Principal</li> <li>• C.I.C. (Campus Improvement Committee)</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty input</li> </ul>
5) The campus Principal will ensure that students and faculty comply with district acceptable use policies.	2, 8	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Signed forms of acceptable use policy on file in the office</li> </ul>

6) During the school year, 100% of staff will be provided training for Immediate Response to an Armed Intruder by implementing in the classroom strategies to run, lock, and/or fight in the case of an armed intruder.		<ul style="list-style-type: none"> <li>• District Personal</li> <li>• Trained instructors</li> <li>• Principal</li> <li>• Teachers</li> <li>• Local law enforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Drills--improve response time to safety drills by decreasing the amount of time it takes our campus to follow campus safety guidelines</li> </ul>
7) Implement strategies in the classroom to run, lock, fight in the case of an armed intruder <ul style="list-style-type: none"> <li>• Drills to practice strategies against intruders</li> <li>• Review/refresh strategies at the beginning of each year</li> <li>• Students practice throughout the year</li> </ul>	2, 6, 8	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Drills</li> </ul>
8) Monitor effectiveness of teachers by frequent walk through	3, 5	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Results from walk through</li> <li>• Conference with teacher</li> </ul>
9) Guarantee the State's requirement of 22/1 class size ratio	8, 9	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Class attendance roles</li> </ul>
10) Provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse.	6, 9	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor lessons</li> <li>• Referrals to office for such offenses</li> </ul>

**Goal 3:** A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

**Performance Objective 2:** To ensure a safe school environment for students, teachers, staff

**Evaluation Data Source(s) 2:** Drill documentation, Raptor documentation, Accident reports

**Summative Evaluation 2:**

<b>Strategy Description</b>	<b>Title I</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) All visitors will sign in at the office and will be issued a badge	1, 2	<ul style="list-style-type: none"><li>Secretary</li></ul>	<ul style="list-style-type: none"><li>Visitor participation</li></ul>
2) Communicate rules and procedures to parents, community and make available the Student Code of Conduct	2	<ul style="list-style-type: none"><li>Principal</li></ul>	<ul style="list-style-type: none"><li>Parent awareness</li></ul>
3) Provide Handle With Care training to faculty	2	<ul style="list-style-type: none"><li>Principal</li></ul>	<ul style="list-style-type: none"><li>Sign-in sheets</li><li>Faculty trained</li></ul>



## Goal 4: All PN-GISD teachers will be provided high-quality professional development.

**Performance Objective 1:** Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% in a reasonable time frame.

**Evaluation Data Source(s) 1:** Number of positions posted, number of applications completed, number of visits on the web page counter, mentor assignments, mentor conference logs, mentor evaluations, personnel files, professional development records, teacher interviews, HQ certificates for personnel file, campus demographics, student schedules

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies, in multiple sites/organizations and maintaining active web page	4	<ul style="list-style-type: none"> <li>Assistant Superintendent</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>Number of positions posted</li> <li>Number of applications completed</li> <li>Number of visits on the web page counter</li> </ul>
2) Establish an effective teacher mentoring system in order to retain highly qualified staff	3, 4, 5	<ul style="list-style-type: none"> <li>Supervisors</li> <li>Campus Principals</li> </ul>	<ul style="list-style-type: none"> <li>Mentor assignments</li> <li>Mentor conference logs</li> <li>Mentor evaluations</li> </ul>
3) Assist teachers in maintaining or attaining certification through alternative programs, coursework, and TExES testing in order to assure all staff is highly qualified	3, 5	<ul style="list-style-type: none"> <li>Campus principals</li> </ul>	<ul style="list-style-type: none"> <li>Professional development records</li> </ul>
4) Analyze data from paraprofessional's files to ensure all instructional aides are highly qualified, requiring any instructional aide not considered "highly qualified" to attend designated paraprofessional training	3, 5	<ul style="list-style-type: none"> <li>Assistant Superintendent</li> <li>Campus Principal</li> <li>Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>Personnel files</li> <li>Professional development records&lt;HQ ("highly qualified") personnel file</li> </ul>
5) Require any instructional aide not considered highly qualified to attend designated paraprofessional training	5	<ul style="list-style-type: none"> <li>Campus Principal</li> <li>Paraprofessionals</li> </ul>	<ul style="list-style-type: none"> <li>Professional development records</li> <li>HQ certificate for personnel file</li> </ul>
6) Assign highly qualified teachers in equal proportions to classes, including low-income and minority students	3, 8	<ul style="list-style-type: none"> <li>Campus Principal</li> </ul>	<ul style="list-style-type: none"> <li>Campus demographics</li> <li>Student schedules</li> </ul>
7) Provide staff development to staff and teachers annually to increase awareness and recognition of issues of maltreatment and sexual abuse of children	4	<ul style="list-style-type: none"> <li>Campus Principal</li> <li>School counselor</li> </ul>	<ul style="list-style-type: none"> <li>Professional development records</li> <li>Attendance records of inservice</li> </ul>
8) Monitor the effectiveness of teachers by frequent walk-through	3	<ul style="list-style-type: none"> <li>Campus principal</li> </ul>	<ul style="list-style-type: none"> <li>Record of walk-throughs</li> </ul>

**Goal 4:** All PN-GISD teachers will be provided high-quality professional development.

**Performance Objective 2:** Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% in a reasonable time frame.

**Evaluation Data Source(s) 2:** Please see Summative Evaluation 1 above.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Please see Performance Objective 1's Strategies #1-7 and their accompanying data above.		Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding staff responsible for monitoring.	Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding evidence that demonstrates success.

**Goal 4:** All PN-GISD teachers will be provided high-quality professional development.

**Performance Objective 3:** Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% in a reasonable time frame.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Please see Performance Objective 1's Strategies #1-7 and their accompanying data above		Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding staff responsible for monitoring.	Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding evidence that demonstrates success.

**Goal 4:** All PN-GISD teachers will be provided high-quality professional development.

**Performance Objective 4:** Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% in a reasonable time frame.

**Evaluation Data Source(s) 4:** Please see Summative Evaluation 1 above.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Ensure that teachers in the gifted and talented program have completed the required 30 hours of training and provide campus support for six hours of update training for GT teachers and administrators.	4	<ul style="list-style-type: none"> <li>• Principal</li> <li>• GT Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Training certificates</li> <li>• Kyte Learning</li> <li>• Eduphoria</li> </ul>
2) Please see Performance Objective 1's Strategies #1-7 and their accompanying data above.		Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding staff responsible for monitoring.	Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding evidence that demonstrates success.

**Goal 4:** All PN-GISD teachers will be provided high-quality professional development.

**Performance Objective 5:** Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Please see Performance Objective 1's Strategies #1-7 and their accompanying data above.		Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding staff responsible for monitoring.	Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding evidence that demonstrates success.

**Goal 4:** All PN-GISD teachers will be provided high-quality professional development.

**Performance Objective 6:** Attract and retain highly qualified teachers.

**Evaluation Data Source(s) 6:** Please see Summative Evaluation 1 above.

**Summative Evaluation 6:**

<b>Strategy Description</b>	<b>Title I</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Please see Performance Objective 1's Strategies #1-7 and their accompanying data above.		Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding staff responsible for monitoring.	Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding evidence that demonstrates success.

**Goal 4:** All PN-GISD teachers will be provided high-quality professional development.

**Performance Objective 7:** Assist specific teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

**Evaluation Data Source(s) 7:** Please see Summative Evaluation 1 above.

**Summative Evaluation 7:**

<b>Strategy Description</b>	<b>Title I</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Please see Performance Objective 1's Strategies #1-7 and their accompanying data above.		Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding staff responsible for monitoring.	Please see Performance Objective 1's Strategies #1-7 and their accompanying data above regarding evidence that demonstrates success.

**Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.**

**Performance Objective 1:** To involve parents and community members in the educational process and to strengthen communication between the school and community.

**Evaluation Data Source(s) 1:** Parent response, volunteer hours documentation, school faculty and business response, community response, number of parents that are registered, number of parents who are participating, number of students who are participating

**Summative Evaluation 1:**

<b>Strategy Description</b>	<b>Title I</b>	<b>Monitor</b>	<b>Strategy's Expected Result/Impact</b>
1) Invite parents to attend a "Meet the Teacher Night" (Open House).		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Entire Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Parent response</li> </ul>
Problem Statements: Demographics 1			
2) Ensure a Parent/Student Handbook is available to all parents/students via online registration procedures on the first day of instruction	6	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Parent response</li> </ul>
3) Provide a VIP program luncheon and gift for volunteers	6	<ul style="list-style-type: none"> <li>• Principal</li> <li>• VIP Coordinator</li> <li>• Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer hours documentation</li> </ul>
4) Conduct parent conferences		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Parent response</li> </ul>
Problem Statements: Demographics 1			
5) Involve business partners in school activities	6, 10	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• School faculty response</li> <li>• Response of solicited businesses</li> </ul>
6) Conduct an annual PTA membership drive	6, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• PTA Membership Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting annual membership goal</li> </ul>
7) Enlist two Campus Improvement Committee representatives from the community	6	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Community response</li> </ul>
8) Provide community programs to enhance curriculum, such as guest speakers and donations	6	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty response</li> <li>• Community response</li> </ul>



<p>9) Invite parents to attend these meetings or programs for each grade level:</p> <ul style="list-style-type: none"> <li>• Music Programs</li> <li>• Title I Meetings</li> <li>• PTA Meetings</li> <li>• Theme Night</li> <li>• Math Night</li> </ul>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom Teachers</li> <li>• Music Teachers</li> <li>• P.E. Teacher</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parent response and/or attendance</li> <li>• Parent's sign-on sheets</li> </ul>
Problem Statements: Demographics 1			
<p>10) Webpages with information from the counselor, nurse, PTA, teachers, and other sources, Remind 101 from Principal and teachers</p>	6	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Teachers</li> <li>• Nurse</li> <li>• P.T.A.</li> <li>• Campus/Principal's web page</li> </ul>	<ul style="list-style-type: none"> <li>• Parent response</li> <li>• Analytical data from website</li> <li>• Remind101 information</li> </ul>
<p>11) Encourage parents to register with the Family Access and provide all families with an application for Free and Reduced lunch</p>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Librarian</li> <li>• P.T.A.</li> <li>• Community members</li> </ul>	<ul style="list-style-type: none"> <li>• Number of parents who are registered</li> </ul>
Problem Statements: Demographics 2			
<p>12) Title I monies will be used to purchase the IXL Learning Math Program that can be used at home. Parents will be provided information through letters, meet the teacher conferences, Math Night and student reports.</p>	6, 8, 9	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Parents</li> <li>• Title Math Aide</li> </ul>	<ul style="list-style-type: none"> <li>• Reports documenting student's use at home</li> <li>• Parents signing of reports</li> <li>• Attendance of parents on Math Night</li> </ul>
<p>13) Parent Night At Woodcrest Parents will be invited to attend an evening meeting of each grade level to discuss ways that parents can work with their students to help students understand math concepts.</p>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of parents at Math Night</li> <li>• Parents signing of reports</li> </ul>
<p>14) As part of our Parent Involvement Policy, all parents will receive a copy of the school-parent compact in either English or Spanish during the fall teacher/parent conferences and will sign a verification receipt for the compact, which is also available online.</p>	6	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Signed verification forms</li> </ul>
<p>15) Provide a "Back PACK" Programs to help provide snacks for the weekend to identified students</p>	6, 10	<ul style="list-style-type: none"> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Parent response</li> <li>• Students' response</li> </ul>
<p>16) Conduct a fall and spring Title I Needs Assessment Meetings</p>		<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor</li> <li>• Title I Parent members</li> </ul>	<ul style="list-style-type: none"> <li>• Parent attendance</li> <li>• Sign-in sheets</li> </ul>
<p>17) Provide counseling positions to provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or a drug use and abuse.</p>	2, 6, 9	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Counselor/Classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Counselor semester reports</li> </ul>
Problem Statements: School Processes & Programs 2			

### Performance Objective 1 Problem Statements:

**Demographics**

**Problem Statement 1:** The teachers and staff do not look at all the students and their families as members of a larger school community with needs. **Root Cause 1:** Teachers have always looked at the needs of their students in their classrooms but they have looked at them as members of a larger school community that has unique needs

**Problem Statement 2:** The cafeteria often has a large overdue balance from children charging lunches when they could qualify for free or reduced meals. **Root Cause 2:** Not all families are aware that they can apply for free or reduced lunches and are charging lunches in the cafeteria.

**School Processes & Programs**

**Problem Statement 2:** The faculty and staff are always concern with the environment that some students go home to and the influence this environment can have on thier school performance. **Root Cause 2:** The lack of parental support from so many parents creates a concern for what children are exposed to at home.

**Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.**

**Performance Objective 1:** During the school year, an active CIC committee will meet on a regular bases with teachers, community members and parents.

**Evaluation Data Source(s) 1:** Campus CIC meetings, sign-in sheets, Plan4learning

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Principal, CIC members, parents, and community representatives will meet on a regular bases (at least 3 times a year) to make decisions that concern the needs of the campus.	2, 6, 8	<ul style="list-style-type: none"> <li>• Principal</li> <li>• CIC facilitator</li> <li>• CIC members</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance sign-in sheets</li> <li>• Participation of members</li> </ul>

**Goal 6:** PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

**Performance Objective 2:** Woodcrest Elementary will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Work with the District Foster Care Liaison to advocate for all foster children.		Principal	Communication documentation Foster Care paperwork
2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin.		Principal	On-going evaluation of Foster Care cases that are identified by the district.

## Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

**Performance Objective 1:** To maintain and expand current knowledge and skills for optimal use of technology throughout the campus.

**Evaluation Data Source(s) 1:** Teacher and student response/participation, student reports, staff participation, district technology database, documentation of use of online resources by teachers and/or students, observation of student keyboarding skills, log of teacher participation, evaluation of student computer skills

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
1) Continuation of technology activities: <ul style="list-style-type: none"> <li>• Skyward grading program</li> <li>• iStation</li> <li>• iPads</li> <li>• Accelerated Reading Program</li> </ul>	9, 10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Librarian</li> <li>• Instructional Aide</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher response</li> <li>• Student reports</li> </ul>
2) Inform public of campus activities via a campus web page and a principal's web page: <ul style="list-style-type: none"> <li>• Remind101</li> <li>• Campus Marquee</li> <li>• Teacher web page and newsletter</li> <li>• Principal's web page</li> </ul>	2	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Technology Committee</li> <li>• Representative</li> <li>• Instructional Technology Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher response</li> <li>• Public response</li> <li>• Analytical data generated by website</li> </ul>
3) Participate in technology staff development to increase campus rating on the Texas STAAR Chart via: <ul style="list-style-type: none"> <li>• In-district technology training on mimio, iPads;</li> <li>• In-District training on skills necessary to update/maintain teacher web pages</li> </ul>	5	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional Technology Aide</li> <li>• Coordinator</li> <li>• District Trainers</li> <li>• Campus Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and staff participation</li> <li>• STAAR Chart</li> </ul>
4) Use e-mail to facilitate communication, Remind101, teacher web pages	6	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• District technology database</li> </ul>
5) Encourage use of online resources through participation in the Texas Library Connection and ABCD curriculum	10	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Librarian</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of use of on-line resources by teachers and students</li> </ul>

6) Teach keyboarding to all 2nd grade students.	10	<ul style="list-style-type: none"> <li>Principal</li> <li>Instructional Technology Aide</li> </ul>	<ul style="list-style-type: none"> <li>Observation of student keyboarding skills</li> </ul>
7) Encourage use of DMAC software to access and analyze STAAR data	8	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Log of teacher participation</li> </ul>
8) Classroom teachers will provide Learning.com activities to meet technology TEKS.	10	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Instructional Aide</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student computer skills</li> </ul>
9) Teachers will utilize the computer lab and ipads to enhance daily instruction.	8, 9	<ul style="list-style-type: none"> <li>Classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>iPad usage</li> </ul>
10) Students will participate in Internet Safety Week <ul style="list-style-type: none"> <li>Cyber Bulling</li> <li>Manners</li> <li>Safe Sites</li> </ul>	8	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Student Reports</li> <li>Student Participation</li> </ul>

# Title I

## Schoolwide Program Plan

Woodcrest completed the year-long schoolwide program planning with the assistance of the Region 5 ESC during the 2009-2010 school year. Woodcrest currently has a free and reduced lunch percentage rate of 50%. Our Title I parent committee is actively involved in planning parent involvement activities, finalizing the campus parent involvement policy yearly, as well as finalizing the school-parent compact.

We currently use the beginning of year screening and other assessments to accurately determine the highest need students for the Title program. The following assessments are used to determine the students with the most need:

Kindergarten and first grade:

- BOY testing
- iStation
- STAR Early Literacy
- STAR Math

Second and Third Grade:

- BOY testing
- iStation
- easyCBM
- Oral Reading Fluency
- KAMICO
- STAR Math

Specific selection criteria and measurable outcomes are explained in Goal 1, Performance Objective 1, Strategy 9 for mathematics and in Goal 1, Performance Objective 2, Strategy 12 for reading.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted with the campus Title parent committee in Spring 2016. CIC, which consists of teachers, parents, and community members reviewed the plan on September 15, 2015, and changes were made in the areas of parent involvement and student achievement based upon a Parent Survey conducted at the end of school year 2015-2016 and the Spring 2016 STAAR test results.

## **2: Schoolwide Reform Strategies**

Woodcrest is determined to provide many opportunities for all children to meet and achieve proficiency in all academic areas and school requirements. Teachers are provided with staff development on effective strategies for teaching problem solving strategies. All teachers, including Title I teachers and paraprofessionals, are provided with staff development specific to their curriculum. Grades K-3<sup>rd</sup> will teach the TEKS through hands-on activities using researched based and evidence based curriculum.

- iStation
- KAMICO
- Saxon
- Texas Treasures
- IXL
- Star Rigor Math
- Moose Math

Students are encouraged to attend school with many incentives. Such incentives are: hallway display, field trip for students with perfect attendance for the year, perfect attendance breakfast and recognition each six weeks. Parents of students with excessive absences are contacted by personal conferences, phone calls and letters warning to comply with compulsory attendance law and/or file in Justice of the Peace court on parents of students with excessive absences. Parents of Woodcrest students can be informed about activities through teacher web pages on the internet, Remeind101 and school marquee.

Strategies:

- Identify programs within the school that address enriched and accelerated curriculum issues. (1.1.3)
- Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. (1.1.10)

## **3: Instruction by highly qualified professional teachers**

The details for addressing instruction by highly qualified professional teachers are addressed in the Comprehensive Needs Assessment. Please refer to the Staff Quality, Recruitment, and Retention section of the Comprehensive Needs Assessment in this plan.

Strategies:

- Provide an effective buddy/mentoring system. (4.1.2)
- Monitor effectiveness of teachers by frequent walk-throughs. (3.1.8)



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

The details for addressing highly qualified ongoing professional development for teachers, principals, and paraprofessionals are addressed in Goal 4 of the Woodcrest Campus Improvement Plan. Please refer to the campus plan for details.

Strategies:

- Allow teachers to attend PD through the year on content area specifics to teacher's assignment. (1.1.1)
- Rearrange the school day to include a block of time before, during, or after school for collaborative meetings or planned time across grade levels and content areas. (1.2.8)

#### **5: Strategies to attract highly qualified teachers**

The details for addressing strategies to attract highly qualified professional teachers are addressed in the Comprehensive Needs Assessment. Please refer to the Staff Quality, Recruitment, and Retention section of the Comprehensive Needs Assessment in this plan.

Strategies:

- Guarantee small classroom size. (3.1.9)
- Provide mentoring program. (3.1.8)

#### **6: Strategies to increase parental involvement**

The details for addressing the strategies to increase parental involvement are addressed in Goal #2 of the Woodcrest Campus Improvement Plan. Please refer to the campus plan for details.

Strategies:

- Parents will be included in the development of the parental involvement policy and school-parent compact, seek input from parents to evaluate the parental involvement program, and have face-to-face parent teacher conferences at least at the elementary grade level. (5.1.15)
- Building Capacity: School shall assist parents in understanding the state's academic content and achievement standards and requirements of the Title I program. Schools shall provide materials and training in areas such as literacy or technology. (5.1.7)

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

Pre-K was relocated to Woodcrest Elementary in 2011-2012 school year in order to provide them with a more traditional school environment. The Pre-K students were submerged in the culture of the school environment providing them with opportunities to participate in school activities such as following school rules, utilizing the computer lab for internet activities, library time for storytelling, and physical education. The highly qualified teachers follow state

TEKS and use effective based resource curriculum. Students are eligible for Pre-K if they qualify as one of the following:

- Adopted
- Military
- Poverty level (Economically Disadvantaged)
- ESL
- Homeless

Strategies:

- Teachers frequently check children's progress. Ongoing assessments allows teachers to tailor their instruction to the needs of individual children as well as to identify children who may need special help. (1.1.10)
- The preschool staff regularly communicates with parents and caregivers so that caregivers are active participants in their children's education. (3.1.2)

**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**

Teachers will ensure that students who are experiencing difficulty mastering the advanced levels of achievement standards shall be provided with effective, timely supplementary assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Data will be gathered by teachers using different forms of assessments to assure that all students are evaluated and identified in a timely manner. Assessments that will be considered are BOY, MOY, EOY testing, iStation, Star Math, Star Early Literacy, curriculum assessments and teacher made evaluations. Teachers will evaluate this information to identify those students' who are showing gaps in their academic achievements and to determine what intervention these students will need.

Strategies:

- Provide opportunities for teachers to meet for collaboration and evaluation of assessments by examining student work/response to assessments. (1.1.9)
- Provide opportunities for teachers to use assessment data to determine gaps in curriculum and evaluate teaching strategies (1.1.10)

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

Woodcrest students are assessed weekly and monthly to determine if they are performing on grade level. Students who are determined to be falling behind are immediately brought to a SAT (Student Academic Team) meeting to determine what interventions are needed to assure the student's success. Woodcrest uses a variety of different assessments that are researched based to determine the type of and amount of intervention needed.

The following programs are used to assess:

- iStation
- easyCBM
- Star Reading
- IXL
- Benchmarks
- Boehm
- Star Math

Woodcrest students that are below grade level begin RTI. Teachers collect the above assessments and provide this information to the SAT (Student Academic Team) every 6 weeks or sooner for evaluation by the team to determine the student's academic improvement. The SAT team continues to monitor the students to ensure the success of the student. The SAT team consists of:

- Student's teacher
- Counselor
- Principal
- Parent

Strategies:

- Provide individualized/small group learning sessions. (3.1.9)
- Provide school counseling services (3.1.2)
- Conduct parent/teacher conferences to keep parents informed. (5.1.2)

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

Coordination and integration of Federal, State, and local services and programs – Woodcrest will:

- Review prior year campus plan
- Review campus needs assessment
- Ensure all required ten schoolwide components are addressed
- Review composition of campus team

Evidence will be provided showing:

- Campus team perform periodic review of the campus plan
- Review all Title I components and assure all are address in the plan

- Campus plans were revised and evaluated
- Campus team meetings and discussions

Strategies:

- Document the Federal, State, and local services and programs at each SW school such as:
  - Title Programs (1.1.6)
  - Nutrition Program\* (5.1.10)
  - Violence Prevention Programs (3.1.2)
  - Family Literacy Determine where coordination and integration can occur based on program intent and purpose (5.1.1)
- Determine where coordination and integration can occur based on program intent and purpose. (1.1.1)