

Gregory-Portland Independent School District
Andrews Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Call to Action:

G-PISD students thrive in an ever-changing, global society through a sense of excellence, strong work-ethic, and a desire to contribute.

Vision

WCA Vision

A caring community working together to empower lifelong learners.

WCA Moto

Focus, Practice, Do the work, there are no shortcuts to Success!

Core Beliefs

STRATEGIC PLANNING DESIGN TEAM BELIEFS AND LEARNER OUTCOMES

Beliefs:

- Educating our children is a fundamental responsibility of our entire community!
- By investing in the education and socialization of the whole person, we ensure opportunities for success in life.
- Successful education results from acknowledging the individual goals, strengths, and learning styles of our students and providing diverse opportunities to fulfill those needs.
- Extracurricular activities provide necessary life lessons and character building skills to help develop a well-rounded adult.
- The ability to apply critical thinking and problem-solving skills in the decision making process are essential in order to attain desired outcomes.
- Students need to experience challenges in their learning environment while still feeling comfortable enough to take a risk and be able to fail forward.

Learner Outcomes:

- All students engage in relevant learning.
- All students participate in at least one co-curricular, extracurricular or school club activity per year.
- All students will exhibit the following: Critical Thinking, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility and Social Responsibility.
- All students contribute to society by participating in community service each year.
- All secondary students develop, implement, and annually update a written plan for post-graduation.
- Every graduate is fulfilled in their pursuits.

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Comprehensive Needs Assessment

Revised/Approved: November 05, 2015

Demographics

Demographics Summary

The communities of Gregory and Portland are located in the Southeastern portion of San Patricio County, just eight miles north of Corpus Christi on Highway 181. Gregory was designated as a station on the San Antonio and Aransas Pass Railroad in 1866. Portland was settled in 1890-1891 and was once a vegetable growing and shipping center. Today, Gregory and Portland have a combined population of 18,300. The school district covers a 101 square mile area and maintains an enrollment in excess of 4,000 students. Gregory-Portland ISD has seven campuses: one high school, one middle school (G-P Junior High and G-P Intermediate), and four elementary campuses.x

- District enrollment continues to stay at approximately 4,500 students. With the projected growth in industry and availability of housing in the next year, we can expect to see an increase in enrollment.
- The District percentage of economically disadvantaged students has increased from 40.4% in 2014 to 42.60% at the end of the 2016-2017 school year. The three Title 1 school-wide campuses, based on an economically disadvantaged population of at least 40%, include S.F. Austin, T.M. Clark and W.C. Andrews. Data retrieved from various state reports have shown some fluctuation of the economically disadvantage population on the 3 Title 1 campuses as noted below:

2017 - S.F. Austin (64.0%), T.M. Clark (56.7%) and W.C. Andrews (51.9%)

2016 - S.F. Austin (63.6%), T.M. Clark (53.6%) and W.C. Andrews (47.7%)

2015 - S.F. Austin (64.6%), T.M. Clark (61.3%) and W.C. Andrews (48.3%)

District enrollment in special education has increased from 8.8% (2014) to 9.5% (2016).

- District percentages of English Learners (EL) have increased slightly from 2.4% in 2014 to 3.4% in 2016. Over the last few years, some campus EL populations have increased at a faster pace:

2017 - S.F. Austin (4.2%), T.M. Clark (5.5%) and W.C. Andrews (10.5%), EC (2.5%)

G-P Junior High (2.9%), G-P High School (2.3%)

2016 - S.F. Austin (5%), T.M. Clark (5.1%) and W.C. Andrews (8.6%), EC (1.6%)

G-P Junior High (1.8%), G-P High School (2.3%)

2015 - S.F. Austin (4.7%), T.M. Clark (5%) and W.C. Andrews (10.2%), EC (1.8%)

G-P Junior High & Intermediate (1.7%), G-P High School (1%)

- The Hispanic population continues to increase from 54% in 2012 to 57% in 2016.
- Students who graduate having completed a career and technical education (CTE) coherent sequence of courses (2 or more aligned courses for 3 or more credits) decreased from 37.1% in the class of 2015 to only 24.8% in the class of 2016. The state average for the class of 2016 is 47.8%.

Campus Profile

Students (2018-2019):

Total students= 523

Kinder 88

First 90

Second 81

Third 73

Fourth 94

Fifth 97

Ethnic Distribution of students:

African American 2.8%

Hispanic 56.6%

White 37.9%

Asian	0.8%
Pacific Islander	0.2%
Two or more races	1.6%

Status:

Disadvantaged	65.7%
Non-disadvantaged	34.3%
English language learners	9.1%
At-risk	237 students

Disabled status:

Total=7.5%

Intellectual disabilities	7
Physical disabilities	18
Autism	6

Mobility (15-16):

Total=79 students/mobility rate=18.2%, higher than district average of 15.2% and state average of 16.2%

African American	2
Hispanic	52
White	25

Faculty/Staff (18-19 school year):

Total # of classroom teachers=28

Music teacher=1

PE=1

Dyslexia=1

GIS=2

Resource=2

Bachelors degree=all above

Masters degree=10

Highly qualified=all

Professional support:

1 principal

1 asst. principal

1 counselor

1 nurse

1 diagnostician shared with another campus

1 speech/language pathologist shared with another campus

Paraprofessionals:

1 for physical education

2 special education support

1 for computer lab

1 for the library

2 general ed instructional support

1 bilingual support

1 office clerk

1 PEIMS clerk

1 secretary

Demographics Strengths

District Strengths:

- Attendance rates improved slightly from 2015 to 2016 and continue to maintain around the state average. 2015 – 95.3% and 2016 – 95.6% Special education and economical disadvantaged student populations lag behind with 93.8% and 94.8% attendance rates respectively.
- The 4-year graduation rate improved by 4.2% in 2016 to 93.3%. This is increased from 89.1% in 2015. 89.1% is also the state average in 2016. Our dropout rate decreased from 5.9% in 2015 to 4.4% in 2016.
- Students who are graduated as “College-Ready” in both math and reading have met criteria on a college-readiness referenced test (TSI, SAT or ACT). The district improved significantly with 50.0% of the class of 2016 graduated with the designation. This is up 9.0% from the class of 2015. The state average for the class of 2016 is 38.7% and the regional average is 28.9%.
- Teacher experience in 2016-2017 continues to be a strength of the district. Only 2.0% of our teachers are designated as “Beginning Teachers” while the state average for the year was 7.8%. 52.3% of the district’s teachers have 11 or more years of experience where the state average is 43.3%.

Campus Strengths:

Our attendance improved by .2% from school year 14-15 to school year 15-16. The attendance rate remained the same in 16-17 at 96.8%, putting us in quintile 1 for the state.

Student Academic Achievement

Student Academic Achievement Summary

Gregory-Portland ISD was Not Rated under the Hurricane Harvey Provision in 2017-2018. G-PISD would have achieved Met Standard for the 2017-2018 school year had the district been rated.

The accountability system shifted to an A-F Rating system for the 2017-2018 school year.

G-PISD STAAR 3-8 Spring 2018 Results (Domain I - Student Achievement)

Gr	Content Area	All Students			ECD			Hispanic			White		
		# Students	# Approaches	% Approaches	# Students	# Approaches	% Approaches	# Students	# Approaches	% Approaches	# Students	# Approaches	% Approaches
3	Reading	396	318	80%	254	195	77%	228	172	75%	145	125	86%
	Math	397	315	79%	254	194	76%	228	167	73%	146	127	87%
4	Reading	370	284	77%	231	162	70%	219	154	70%	132	114	86%
	Math	369	306	83%	230	176	77%	218	176	81%	132	115	87%
	Writing	369	227	62%	233	121	52%	220	120	55%	130	93	72%
5	Reading	321	269	84%	166	131	79%	170	133	78%	135	122	90%
	Math	321	298	93%	166	149	90%	170	155	91%	135	130	96%
	Science	320	226	71%	165	108	65%	168	102	61%	135	112	83%
6	Reading	360	227	77%	215	147	68%	211	150	71%	131	112	85%
	Math	360	305	85%	215	174	81%	211	174	82%	131	114	87%
7	Reading	334	258	77%	172	116	67%	191	132	69%	119	108	91%
	Math	336	289	86%	173	137	79%	193	154	80%	119	114	96%
	Writing	339	244	72%	176	112	64%	194	124	64%	121	102	84%

8	Reading	338	309	91%	183	159	87%	186	163	88%	137	132	96%
	Math	270	254	94%	165	150	91%	156	146	94%	100	94	94%
	Science	335	279	83%	180	137	76%	184	140	76%	136	125	92%
	Social Studies	334	224	67%	179	105	59%	184	110	60%	135	103	76%
EOC	ENGLISH I	333	251	75%	174	119	68%	166	118	71%	145	117	81%
	ENGLISH II	348	266	76%	187	126	67%	197	137	70%	136	120	88%
	ALGEBRA 1	325	295	91%	166	147	89%	172	152	88%	140	131	94%
	BIOLOGY	348	322	93%	187	164	88%	177	157	89%	151	148	98%
	US HISTORY	320	304	95%	153	144	94%	173	160	92%	131	129	98%

The LEP and Economically Disadvantaged subpopulations showed growth from 2017 to 2018 but remain areas of focus. Both of these demographic groups had lower Meets Grade Level and Masters Grade Level achievement than other subpopulations that met minimum size requirements.

For WCA:

3rd grade reading performed -5% lower than the district in the approaches category (76%)/-6% lower in meets (46%)/-6% lower in masters (30%)

3rd grade math performed -5% lower than the district in the approaches category (76%)/-6% lower in meets (49%)/-4% lower in masters (28%)

4th grade reading performed +3% better than the district in the approaches category (77%)/-6% lower in meets (36%)/-4% lower in masters (18%)

4th grade writing performed +1% better than the district in the approaches category (67%)/same as district in meets/+1% better in masters

4th grade math performed -3% lower than the district in the approaches category (78%)/-8% in the meets (45%)/-13% in the masters

5th grade reading performed -14% lower than the district in the approaches category (75%)/-11% in meets (38%)/-5% in masters (17%) -all scores based on the first assessment in 5th grade

5th grade math performed -5% lower than the district in the approaches category (87%)/-10% in meets (46%)/-5% in masters (23%)-all scores based on the first assessment

5th grade science performed -1% lower than the district in the approaches category (75%)/-6% in meets (37%)/-1% in masters (19%)

Student Academic Achievement Strengths

Grades 3-8:

in all tested subjects

- G-PISD improved STAAR scores in 10 of 17 categories.
- G-PISD outperformed the state scores in every category
- G-PISD continues to make gains in the percentage of students meeting Meets and Masters scores.

EOC tested subjects:

Algebra I, Biology, English I, English II, and U.S. History

- 4 of the 5 EOC tested subjects showed an increase in scores from the previous year, with English I showing an 8% gain.

For WCA:

While writing scores are not adequate, this was the one area our students performed higher than the district averages. Our 4th grade reading students outperformed the district as well in the approaches category.

School Processes & Programs

School Processes & Programs Summary

Gregory-Portland ISD provides all teachers with an aligned curriculum to ensure that educators across the district have a cohesive plan to ensure all students have access to the required state standards and assured learning experiences.

The district's commitment to a fully-staffed curriculum and instruction team provides for an appropriate level of campus support to better meet students' needs. Intentional efforts and processes will be continued to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

Gregory-Portland ISD has prepared a Technology Plan to articulate a common vision for technology in the district and to identify the strategies that ensure the use of technology to improve the academic achievement of all students, to provide alternative instructional strategies for engaging all types of learners, to provide enhanced resources, and to assist students in the development of higher level skills in technology, research, critical thinking, and communication. The district strives to provide the rigorous curriculum standards essential for academic and workplace success, and to build the capacity of all teachers to integrate technology effectively into teaching and learning.

WCA regular classrooms:

4 kinder classrooms- all self-contained

4 first grade classrooms- all self-contained

1 K/1 bilingual classroom- self-contained

4 second grade classrooms- all self-contained

4 third grade classrooms- 2 ELAR/2 math, science, SS

5 fourth grade classrooms-1 bilingual self-contained/2 ELAR/2 math, science, SS

4 fifth grade classrooms-1 math/1 ELAR/1 science/1 SS

Support classrooms:

1 resource classroom for resource time-inclusion main source of support for sped students

1 dyslexia classroom-45 minutes of pull-out, 4-5 times per week

1 reading GIS classroom-30 minutes of pull-out, 4 times per week

1 math GIS classroom-30 minutes of pull-out, 4 times per week

Music classroom-25 minutes per day

Gymnasium-25 minutes per day, support person to assist

Counselor's room-social skills training once per 9 weeks/lunch bunch/general counseling

Computer lab-30 minutes per week istation/30-45 minutes per week Imagine Math

Curriculum:

ELAR textbook=TX Treasures/TX Treasure leveled readers, LLI kit leveled readers & Reading A-Z leveled readers/teacher-chosen picture books & novels/Empowering Writers/istation, Razz Kids

Math textbook=Envision/Fast Focus, Mentoring Minds, Mountain Math, AIRR/Imagine Math for computer programs

Science program Stemsopes

SS textbook= MyWorld

Teachers meet for 60 minutes per week to discuss curriculum & instruction with peers, block planning time. Self-contained teachers meet together to discuss reading C&I for 30 minutes and math C&I for 30 minutes. Departmentalized teachers spend the entire 60 minutes with peers to discuss content area C&I. Teachers attend a faculty meeting once a month and a PLC led by peers once a month. Teachers meet several times a year with administrative teams to discuss RTI, FIT,504, and SPED. The principal meets with teachers every week during block planning times.

The GIS must meet with the grade level content team within 10 days of a given assessment to analyze results and discuss any changes to instruction because of the data.

School Processes & Programs Strengths

Gregory-Portland ISD provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. Gregory-Portland ISD teachers are allowed common planning times throughout the year.

The district curriculum is written with a high level of rigor, designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful contexts. District developed assessments are adjusted based on teacher and administrator input to provide timely feedback to classroom teachers as well as campus administrators regarding student mastery of the curriculum. Student data is gathered in an on-going manner in order to inform classroom instruction as well as to inform improvements to the curriculum. G-PISD administrators work cooperatively with principals in strengthening their ability to be instructional leaders. G-PISD incorporates assessment data (CBA, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at district and campus level.

Each classroom has a permanently mounted LCD projector with a screen (for teacher instruction as well as virtual lessons) connected to a computer with a DVD/CD player and cable TV capabilities, a document camera, interactive whiteboards and access to a printer/scanner/copier. These items are located on a mobile multi-media teacher workstation. Student responders are available for teacher and student use. Teachers have a portable computer (ie laptop, tablet computer, or other portable device). In addition, the classroom is equipped with a digital camera, sound system, miniature microphones for voice amplification and wireless networking.

WCA program strengths

The block planning time has allowed for increased time for the team members to meet and discuss C&I. The principal and GIS are reading lesson plans and meeting with teachers regularly to increase rigor and add depth to classroom instruction. The principal is directing teachers to spend more time implementing small group instruction in order to promote individual student progress.

Perceptions

Perceptions Summary

Results from G-PISD's most recent parent and student engagement surveys conducted in May of 2017 reveal average to above-average satisfaction with the school district and its campuses ([CLICK HERE to view results](#)). Scores increased from the previous year in most areas, and with regard to community outreach/communication that provide a glimpse of our stakeholders' perceptions toward G-PISD. District and Campus Site-Based Decision Making (SBDM) Committees provide valuable insight and support. Still, there are significant needs to be addressed within the next 1-3 years, including but not limited to:

1. Parent engagement in student learning at home, school;
2. Community volunteerism and opportunities to partner with the District;
3. Further development of communication outreach and notification systems;
4. Translation services for non-English speaking families;
5. Continuing advancements to enhance school culture and climate, including proactive measures to reduce the threat of bullying and significant disciplinary issues; and the
6. Development of district and campus culture, internally and externally, to continue providing an inclusive, positive learning environment for student success.

WCA:

We scored exemplary in all areas of the House Bill 5 Community & Student Engagement survey. We pride ourselves in having a welcoming, warm, and family-oriented environment at our school. The students participate in various activities throughout the school year. Year long initiatives include college Mondays and spirit Fridays. Our school participates in a Family Reading Initiative and family reading and math nights each year, as well as various choir programs and PTA events.

Perceptions Strengths

Among the advancements identified by internal and external stakeholders related to district culture and climate, the following were considered strengths in the last two years:

1. Increased community outreach, engagement via social media, website, and media outlets;
2. Addressed needs and improvements related to incident and emergency notifications;
3. Addressed need to provide online option to report a potential instance of bullying;
4. Increased community giving/partnerships in support of G-PISD students and teachers;
5. Increased number of participants for Community and Student Engagement (CaSE) surveys;
6. Improved campus ratings for CaSE surveys, in particular related to the culture and climate of the school environment;

7. Positive feedback from the community related to recent district initiatives and progress including but not limited to: Bond Projects/Construction; Hurricane Harvey response/management; Community partnerships; Fiscal management; New website design, event calendars; Student and staff recognition; and some improvements to campus communication/outreach.

WCA:

We consider the area of relationships and rapport with our students and families to be a strength for us. We feel people in the community as well as faculty/staff at other schools to have a positive perception of our school.

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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.

Performance Objective 1: The calculated "overall rating" for the district under the state's adopted A-F accountability system will increase by 7 points from an 85 (B) to a 92 (A) by 2023.

Evaluation Data Source(s) 1: The state's adopted A-F accountability system






Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
1) Classroom teacher/student ratios will be monitored regularly and schedule adjustments will be made as needed.	Assistant Superintendent of C&I Assistant Superintendent of Campus Leadership Chief Human Resource Officer Principals District Directors Counselor PEIMS Personnel	Quarterly teacher enrollment count audits will be conducted to ensure compliance with state policies and local procedures.			
2) Implement schedules based on varied time modules that are student-centered and flexible	Principals Counselor	Gather input from stakeholders to determine most effective schedule for student progress			
3) Revise current master schedule to maximize differentiated instruction through structured small group lessons.	Principals Support staff	Participation in guided math and reading lessons daily that allow for small group instruction time.			
Targeted Support Strategy 4) Classroom teacher/students will set goals and monitor progress towards those goals based on BOY assessments.	Principals Support Staff Teachers	Students will maintain goal tracking sheets for math, reading, writing and science. They will track MAP scores, Common Assessments, Istation, ImagineMath, and Interim Assessment data.			
Targeted Support Strategy 5) Provide students with before, during and/or after school access to computers for the purpose of increased time with research-based programs.	Principals Support staff Teachers	Increased time on research-based programs equates to increased student progress.			

<p>Targeted Support Strategy</p> <p>6) Gap Intervention Specialists (GIS) will utilize MAP data to identify and provide interventions for students to address gaps in student learning.</p>	<p>District Intervention Specialist GIS Principals</p>	<p>The number of students students who achieve the performance growth expectation on the STAAR assessments in Spring of 2019 will increase by 10% from prior school year.</p>			
<p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>7) Redesign the RtI manual to identify tier 1, 2 and 3 interventions and resources to serve at-risk students.</p>	<p>District Intervention Specialist Director of Special Education GIS Principals</p>	<p>The district will adopt a Response to Intervention manual that identifies both our processes and available resources to serve students identified as at-risk.</p>			
<p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>8) Require Summer Academy for students at -risk of not meeting promotion criteria</p>	<p>Assistant Superintendent of School Leadership Directors of Instructional Services Director of Federal and Special Programs Summer Academy Principals</p>	<p>Students attending Summer Academy will attain skills necessary to be promoted to the next grade level.</p>			
<p>Targeted Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>9) Participate in South Texas Curriculum Collaborative (STCC) to provide professional development to staff.</p>	<p>Directors of Instructional Services Principal Classroom Teachers</p>	<p>Teachers and administrators will receive training that will be delivered to build capacity on campus.</p>			
<p>10) Ensure that teachers are highly qualified for teaching assignments.</p>	<p>Chief Human Resources Officer Principal</p>	<p>Increase teaching effectiveness to meet the needs of all learners.</p>			
<p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 2</p> <p>11) Progress monitor the implementation of the bilingual program.</p>	<p>Assistant Superintendent of School Leadership Assistant Superintendent of C&I Chief Human Resource Officer Director of Federal and Special Programs Principal Counselor</p>	<p>Program updates throughout the year.</p>			
<p>Targeted Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 2 CSF 3</p> <p>12) Provide general and special education lead teachers, administration, and counselors an opportunity to attend Data Digs, Quintiles, and Accountability trainings.</p>	<p>Directors of Instructional Services Director of Assessment & Accountability Principals</p>	<p>Teachers and administrators will use the data analyzed and implement strategies to address respective campus needs to see an increase in academic achievement.</p>			

<p align="center">Targeted Support Strategy PBMAS Critical Success Factors CSF 7</p> <p>13) Require new hires and encourage current staff to become ESL and/or Bilingual certified with district reimbursement of testing and certification costs.</p>	<p>Chief Human Resources Officer Principals</p>	<p>The district will meet state compliance of required bilingual requirements.</p>			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>14)) Implement lead4ward support and training for instructional delivery and leadership support.</p> <p>-Instructional Field Guides -Leading Learning Series to include: implementation support, leadership coaching, Think Conference -Accountability Connect</p>	<p>Assistant Superintendent of School Leadership Assistant Superintendent of C&I Directors of Instructional Support Principals</p>	<p>Teachers and administrators will use the lead4ward resources to implement strategies necessary to improve student performance on STAAR assessments.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>15) Provide Tier 1,2,3 time during the school day for students to be provided interventions or extensions on the TEKS learned.</p>	<p>Principals Teachers GIS Support staff</p>	<p>A majority of students will achieve the performance growth expectation on the STAAR assessments in Spring of 2018.</p>			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>16) Allocate funds to provide materials (classroom library books, math manipulatives, center activities, etc.) in order to provide small group instruction</p>	<p>Principal Teacher Office staff GIS</p>	<p>Increase in student engagement and performance</p>			
<p align="center">Critical Success Factors CSF 2</p> <p>17) Administer Curriculum Based assessments in math and reading grades 2 through 5, with the addition of social studies and science in grade 5.</p>	<p>Directors of Instructional Services Principals Teachers</p>	<p>Teachers and administrators will use the CBA data to implement strategies and plan instruction effectively to improve student performance on STAAR assessments.</p>			
<p align="center">Targeted Support Strategy Critical Success Factors CSF 2</p> <p>18) Guide teachers in data-driven decision-making to improve instruction and student performance.</p>	<p>Directors of Instructional Services Principals Teachers GIS</p>	<p>Teachers and administrators will learn how to analyze data and implement strategies to address student needs to increase academic performance and close the achievement gap.</p>			

19) Provide Balanced Literacy training and materials to further support sustainability in grades 3-5.	Balanced Literacy Certified Trainer Director of Instructional Services-ELAR/SS Principals Teachers	Strategies from Balanced Literacy training will be implemented and we will see an increase in student achievement in reading through progress monitoring.			
Targeted Support Strategy PBMAS Critical Success Factors CSF 1	Directors of Instructional Services Principals Teachers GIS	Strategies from small group training will be implemented, and we will see an increase in student achievement in reading and math through progress monitoring.			
20) Provide small group training in grades K-5 to further support differentiation.					
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2	Directors of Instructional Services Principals GIS Teachers	Student usage reports will be correlated with STAAR achievement and progress demonstrating effectiveness through the use of the systems.			
21) Provide progress monitoring programs to include: -Measure of Academic Progress (MAP) -IStation (K-5) -Imagine Math (Reasoning Minds) (K-5) -Imagine Math Facts -Imagine Learning (K-5 EL only) -Leveled Literacy Intervention (LLI) -Reading A-Z					
Targeted Support Strategy	Principals Teachers	Increase in student progress			
22) Utilize tutors to provide additional academic tutorials during the school day as well as beyond normal school hours.					
23) Participate in academic competitions, both in the district and surrounding area.	Directors of Instructional Support Principals Teachers	Increased opportunities for students to participate in competitive, extracurricular activities			
24) Track student attendance regularly, and provide incentives for students.	PEIMS Principals Teachers	Students who attend school regularly will show more progress than students who are absent for multiple days.			
25) Stress the importance of attendance through announcements, attendance hearings, and parent phone calls/conferences.	PEIMS Principals Teachers	Students who attend school regularly will show more progress than students who are absent for multiple days.			

<p align="center">Critical Success Factors CSF 1</p> <p>26) Monitor student scores with a variety of assessments to assure that the rigor of instruction will meet the demands of the STAAR test items.</p>	<p>Principals GIS Directors of Instructional Support Teachers</p>	<p>Students who are routinely and effectively exposed to rigorous instruction and assessment will show expected growth according to STAAR standards.</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>27) Provide family math and reading nights designed to enhance family/student engagement.</p>	<p>Directors of Instructional Support Principals Teachers</p>	<p>Enhance family and student engagement.</p>			
<p align="center">Critical Success Factors CSF 2</p> <p>28) Monitor and evaluate intervention programs being implemented including (RTI, Dyslexia and Gap Intervention Specialists).</p>	<p>Director of Federal and Special Programs District Intervention Specialist Director of Special Education Principals Teachers Counselor</p>	<p>The campus will utilize a Response to Intervention manual that identifies both our processes and available resources to serve students identified as at-risk.</p>			
<p align="center">Targeted Support Strategy PBMAS Critical Success Factors CSF 7</p> <p>29) Provide professional development in the ELPS Academy for new core content teachers.</p>	<p>Director of Federal and Special Programs Principal</p>	<p>Strategies from ELPS academy will be implemented, and we will see an increase in EL student achievement.</p>			
<p>30) Provide support and training for teachers by offering opportunities to observe other teachers on campus or at other campuses.</p>	<p>Principals Directors of Instructional Services GIS Instructional Rounds Team</p>	<p>Teachers will improve classroom management skills and instructional strategies by observing peers.</p>			
<p>31) Provide students with before and/or after school access to computers for purposes of doing homework, schoolwork, and/or research projects.</p>	<p>Directors of Instructional Services Director of Technology Principals</p>	<p>Increase student achievement through additional access to technology beyond the normal school hours.</p>			
<p align="center">Critical Success Factors CSF 1</p> <p>32) Provide an iPad to non-English speaking EL students for in-school use.</p>	<p>Director of Federal and Special Programs Director of Technology Principals Teachers</p>	<p>Strengthen English competency and communication skills for EL students.</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 2: The district will improve Early Childhood Readiness (PK-3)

Performance Objective 1: The percent of students (K-3) meeting the NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year) will increase by 14%, from 49% to 63%, by 2023 on the NWEA MAP Growth evaluation.

Evaluation Data Source(s) 1: The NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 2</p> <p>1) Guide teachers in data-driven decision-making to improve instruction and student performance.</p>	Directors of Instructional Services Principals Teachers GIS	Teachers and administrators will learn how to analyze data and implement strategies to address student needs to increase academic performance and close the achievement gap.			
<p>2) Continue to implement differentiated instruction to meet the learning needs, styles, strengths, and weaknesses of each student.</p>	Teachers Principals GIS Support staff Directors of Instructional Services	Increase in student progress			
<p>3) Provide Balanced Literacy training and materials to further support literacy.</p>	Balanced Literacy Certified Trainer Director of Instructional Services-ELAR/SS Principals Teachers	Strategies from Balanced Literacy training will be implemented and we will see an increase in student achievement in reading through progress monitoring.			
<p>4) Provide small group training in grades K-5 to further support differentiation.</p>	Directors of Instructional Services Principals Teachers GIS	Strategies from small group training will be implemented, and we will see an increase in student achievement in reading and math through progress monitoring.			

<p align="center">Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide progress monitoring programs to include: -Measure of Academic Progress (MAP) -IStation (K-5) -Imagine Math (TTM) (3-5) -Reasoning Minds (K-5) -Imagine Learning (K-5 EL only) -Leveled Literacy Intervention (LLI)</p>	<p>Directors of Instructional Services Principals GIS Teachers</p>	<p>Student usage reports will be correlated with STAAR achievement and progress demonstrating effectiveness through the use of the systems.</p>			
<p>6) Provide training to all campus staff in recognizing students with characteristics of dyslexia and/or related disorders and establish campus procedures for identification and assessment.</p>	<p>Director of Federal and Special Programs Counselor Principals Dyslexia teacher</p>	<p>Earlier detection of dyslexia and related disorders to begin necessary interventions.</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>7) Continue book bag program K-1, and implement program in grade 2.</p>	<p>Principal District librarian Support staff Teachers</p>	<p>Enhance family and student engagement, and increase reading time for K-2 students.</p>			


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

Goal 2: The district will improve Early Childhood Readiness (PK-3)

Performance Objective 2: The district will increase Pre-K enrollment by 45% of current enrollment (83 students), by the year 2023.

Evaluation Data Source(s) 2: Enrollment data for Pre-K

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
1) Continue the campus visit with students and parents from Head Start.	Principals School secretary	Students from Head Start will easily acclimate to the public school setting.			
					






Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 1: The number of students who successfully achieve the college-readiness designation through completion of 12 hours of dual-credit, scoring 3 or 4 on an AP exam, CTE coherent sequence completion, performance on an SAT/ACT/TSI assessment, receiving an Associate Degree, Armed Forces enlistment, workforce readiness, and/or receiving a recognized industry certification in a technical field will increase by 10% from 51% to 61% by 2023.

Evaluation Data Source(s) 1: the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
1) Implement the district's technology plan.	Director of Technology				
2) Promote college and career readiness with "College Monday" emphasis.	Principals Faculty & Staff	Students will become more aware of the opportunities available to them after high school.			
3) Promote college and career readiness through morning announcements	Principals Counselor	Students will become more aware of the opportunities available to them after high school.			
4) Enhance the learning environment through academic activities which appeal to various interests. - UIL events - Science Fair - Spelling Bee - Field trips - Clubs/organizations	Principals Teachers Counselor	Research indicates that students who are involved in various school activities will pursue post-secondary opportunities.			
5) Enhance the school's existing GT program by providing opportunities for students to participate in the Texas State Standards Project.	Principals GT Teachers Counselor	Participation in a self-selected, project-based activity will enhance the student's educational experience, which will lead to an interest in additional educational opportunities.			
6) Ensure all students participate in a coordinated school health program that emphasizes moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles.	School Health Advisory Committee (SHAC) Principals PE Teachers	Students will participate in moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles.			
7) Incorporate physical activity into the curriculum where appropriate to ensure integration with other subject areas.	Principals Teachers	Students will participate in mild to moderate physical activity regularly during classroom instruction and morning assemblies to promote healthy lifestyles.			

8) Incorporate nutrition and health education into the curriculum to encourage life-long healthy choices.	Principals Teachers	Students will learn about healthy choices during classroom instruction to promote health conscious lifestyles.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 1: The district will maintain compliance in all operational areas, with internal system audits performed as appropriate.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Dec	Mar	June
1) Adjust long-range facilities plan to accommodate changes in increased classroom needs	Superintendent Principals	Completed architecture blueprints and district facilities plans that will provide long-range plan for expected student growth			
2) Conduct curb appeal needs assessment	Assistant Superintendent of Campus Leadership Director of Maintenance and Operations Principals	Gather input from stakeholders, campus and district administration to determine needs to enhance the curb appeal of facilities.			
3)) Annually prepare and update by spring a campus budget based on the allotment assigned by central office.	Chief Financial Officer Director of Business Services Principals	Analyze current revenues, budgets, program impact and student performance to make appropriate program and budget decisions so that the campus can operate within available revenue.			
Critical Success Factors CSF 6 4) Provide counseling services to ensure students' social and emotional needs are being met. Include suicide prevention and conflict resolution	Principals Counselor	Students' social and emotional needs will be met through counseling services including but not limited to suicide prevention and conflict resolution.			
Critical Success Factors CSF 6 5) Provide character education for students through counseling classes and morning announcements.	Principals Counselor	Students will be exposed to examples of positive choices provided through real-life examples.			
Critical Success Factors CSF 6 6) Regularly monitor discipline reports.	Director of Special Education Principals	Discipline reports will be analyzed to reduce discipline infractions.			
7) Provide reward programs within the classroom to promote positive behavior.	Teachers Principals	Rewards for positive behaviors will reduce discipline infractions.			

<p align="center">Critical Success Factors CSF 6</p> <p>8) Provide classroom teachers training regarding de-escalation strategies and techniques.</p>	<p>Director of Special Education Principals</p>	<p>Teachers will attend training and be equipped to de-escalate situations when needed.</p>			
<p>9) Utilize School Resource Officers (SRO) and other staff and assemblies to provide prevention activities regarding bullying and safety.</p>	<p>SROs Principals</p>	<p>Students will be aware of issues involving safety and bullying.</p>			
<p>10) Review and inform staff and students (when appropriate) of district policies related to: -Sexual abuse and other maltreatment of students -Multi-hazard Emergency Operating Plan (MEOP) -Freedom from Bullying -Allergy Plan -Suicide prevention -Child abuse -Sexual Harassment</p>	<p>Principals Counselor Support staff Teachers</p>	<p>Staff and student awareness of district policies related to sexual abuse and other maltreatment of students, Multi-hazard Emergency Operating Plan (MEOP), freedom from bullying, allergy plan, suicide prevention, child abuse, and sexual harassment.</p>			
<p>11) Develop a standard method of evaluation and determine measures to assign efficiency and alignment to programs.</p>	<p>Director of Federal and Special Programs Principals</p>	<p>A timeline and procedures will be developed in order to evaluate programs.</p>			
<p>12) Support a safe learning environment by implementing campus wide discipline plan.</p>	<p>Principals Counselor Teachers SROs</p>	<p>Disciplinary infractions will be decreased.</p>			
<p>13) Analyze information from parent and student surveys and implement activities to strengthen parental and family engagement</p>	<p>Communications Officer Principals Faculty/staff</p>	<p>Increase in activities for parent and family engagement</p>			
<p>14) Utilize appropriate 3rd party electronic platforms for message communication including, but not limited to, Skyward, school messenger, Survey Monkey, Remind, social media and mobile technology.</p>	<p>Communications Officer Principals Teachers Office staff</p>	<p>Community and parent communication will be timely, positive, correct, and often.</p>			
<p>15) Improve and standardize operating procedures for district communication across campuses.</p>	<p>Communications Officer</p>	<p>Standard operating procedures will be refined and shared across the district to improve communication across campuses.</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>16) Provide opportunities for parents and community members to participate in activities through flyers, newsletters, Skyward messages, etc.</p>	<p>Principal Office staff Teachers</p>	<p>Enhanced student and family engagement</p>			
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>17) Notify parents about instruction and learning.</p>	<p>Principals Teachers GIS</p>	<p>Informed parents will likely be more involved with a child's education.</p>			

18) Provide training and computer support to parents to maximize the use of Skyward Family Access.	Office staff Principals Teachers	Informed parents will likely be more involved with a child's education.			
19) Develop a yearly budget dedicated to supporting the expansion of new and relevant digital technology.	Director of Technology	The district will see an increase in hardware available for instructional purposes.			
20) Maintain and expand technology infrastructure to support digital technology for teaching and learning.	Director of Technology	Students and staff will experience an increase in internet connectivity to ensure access to web-based applications for educational purposes.			
21) Make available to every student and teacher access to compatible technology devices for teaching and learning.	Director of Technology	Campuses will see an increase in the number of devices available to students for instructional delivery.			

State Compensatory

Personnel for Andrews Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelli Nesloney	GIS Math		
Marla Perez	GIS ELAR		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vanessa Rivera	computer lab aide		

Campus Planning and Decision Making Committee

Committee Role	Name	Position
Paraprofessional	Emily Waldrop	secretary
Administrator	Jana Tarkington	principal
Administrator	Randi Coil	assistant principal
Classroom Teacher	Rhonda Hall	teacher
Classroom Teacher	Gennie Garza	teacher
Classroom Teacher	Kelsey Sellars	teacher
Classroom Teacher	Joan Diaz	teacher
Classroom Teacher	Lori Lopez	teacher
Classroom Teacher	Stephanie Ladner	teacher
Parent	Amanda Perez	parent
Community Representative	Donna Kilgore	community rep

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Anne Vacek	K teacher
Classroom Teacher	Kelsey Sellars	1st teacher
Classroom Teacher	Beth Bates	2nd teacher
Classroom Teacher	Claudia Arroyo	3rd teacher
Classroom Teacher	Terry Dunne	4th teacher
Classroom Teacher	Lindsay Moore	5th teacher
Classroom Teacher	Kate Ezell	sped teacher
Non-classroom Professional	Marla Perez	non-traditional teacher