

Waxahachie Independent School District

Felty Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Felty Elementary Mission Statement:

We will foster a love of learning and will empower students to become leaders.

Vision

Waxahachie ISD will support and empower our community of learners for success in the 21st century.

Value Statement

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.

Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district.

Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

All decisions should be based on thorough research, all programs should be tracked, and that status reports should be provided on a regular basis.

Great school systems are built and maintained because of qualified and caring staff in all areas.

Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are Felty and we are engaged on many levels. Most importantly, we are engaged with our students by providing them a safe, enriching, educational environment which is evident in the kinds of activities they are participating in both inside and outside of the classroom. There is cohesiveness and support among the staff and parents. We try very hard to have the kids look beyond themselves and school and provide them ways to give back to the community. We have a high parent involvement rate and a supportive Parent Teacher Organization.

We are a neighborhood school whose current student population as of October 2020 is 590 students and consists of 68.3% Caucasian, 16.8% Hispanic, 7.8% African American, 4.6% Two or more races, 0.8% Asian, less than 1% Hawaiian, and 1.1% American Indian students. We have a mobility rate of 13.5%. Most new enrollment is due to the growth in our area. Due to this growth, our numbers have increased from 565 in 2015, 614 in to 2016, to 665 in 2017-2018. Following the rezoning and addition of Wilemon STEAM Academy, our campus enrollment was within functional capacity. However, we have seen a spike in enrollment. Our current enrollment is 590 students with continued home and apartment construction within the school zone.

Within these 590 students, we offer many programs. Our enrollment for each program is as follows:

Gifted & Talented (GT): 57 students/9.7%

At-Risk: 215 students/ 36%

504: 58 students/9.8%

Special Education: 64 students/10.8%

Dyslexia: 39 students/ 6.6%

Economically Disadvantaged: 145 students/ 24.6%

Limited English Proficiency (LEP): 18 students/ 3.1%

As far as expectations:

- We have very high expectations for staff quality. All teachers on a team work together to ensure that there is consistency horizontally on each team.
- We have not had a high need for recruitment due to the high desire to work in Waxahachie Independent School District.

Demographics Strengths

*Parent Teacher Organization- Our PTO Board has had very little turnover. This helps build strength and consistency.

*Enthusiastic and engaged staff members

*Our strength would be our number of students that are able to stay at Felty K-5. This creates a continuity in curriculum that they are exposed to and an understanding of our beliefs, values, and expectations.

- Every grade level has at least 1 Gifted and Talented teacher.
- T-TESS (Texas Teacher Evaluation & Support System) allows for meaningful conversations with teachers and administrators.
- We provide co-teach, resource, special education, Reading Intervention, Speech, intervention teachers, ESL (English as a Second Language) and Dyslexia to meet the students in the highest need.
- When we hire a teacher, the entire team is usually involved.
- We have had many conversations through team planning with the curriculum department and have discussed areas in need of training.
- Generally speaking, our programs align with the needs and desires of our stakeholders.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special education population is above the state average. **Root Cause:** We house a self-contained classroom for the District. This inflates our numbers, effects our accountability, and is not considered when staffing.

Problem Statement 2: There is not enough support (training and PD) for our special education teachers and those who work with special needs students. **Root Cause:** Our special education numbers are large.

Student Learning

Student Learning Summary

Due to COVID-19 and remote learning in spring of 2020, our 2021 scores dropped in most areas.

We did perform above both the District and State level in all areas of 4th and 5th grade STAAR.

We had the highest averages in the district in 3rd grade Reading, 4th grade Writing, and in 5th grade Science, Math and Reading.

We consistently score the highest in 5th grade Science.

Student Learning Strengths

We have a high percentage of students that are Masters Level on STAAR.

Our students are doing well. We perform above both the District and State level on a consistent basis.

We had the highest averages in the district in 4th grade Writing, and in 5th grade Science, Math and Reading.

We have made gains and have closed gaps in our two sub-groups that historically scored lower than others (Economically Disadvantaged, African American).

We consistently score the highest in 5th grade Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are in need of more training/resources in guided reading/balanced literacy. **Root Cause:** The former ELAR adoption was very out-dated.

Problem Statement 2 (Prioritized): Attendance rate could be higher. **Root Cause:** We have a large number of students that take vacations during the school year and/or take long weekends due to select sports/activities.

Problem Statement 3: We need more support for our general education teachers as they have inclusion/co-teach students in their classrooms. **Root Cause:** Because of our specialized unit and our large numbers of special education students, we have many general education teachers that have these students in their classrooms.

School Processes & Programs

School Processes & Programs Summary

Our instructional process is consistent. We follow the District pacing calendars and TEKS Resource System. We recruit teachers that are highly qualified and that love students. We need help with these teachers with consistent training and ongoing curriculum support.

Other findings were:

- There is a need for a training/support in the area of Guided Reading/Balance Literacy.
- There is a need for a consistent Math intervention, similar to Reading Intervention.

One of our greatest struggles was in the area of school context and organization. We have the opportunity to provide intervention during the day in the following areas: Reading Intervention, Dyslexia, Speech, Resource, Content Mastery, Literacy Groups, and an instructional paraprofessional. The problem is that all of these people are pulling students from class and they are often missing new content. We decided to focus our attention on this issue. We continue to use "Tribe Time". This allowed students to be pulled from class during that designated 50 minutes for their grade level. This is also the time that we used to intervene and enrich all other students. Additional personnel would be advantageous in making intervention groups smaller.

We use MTSS/ Branching Minds to guide our intervention needs. We monitor students' progress and use quality classroom instruction and intervention time to meet those needs. This targeted and intentional intervention time helps to meet needs in Special Education, Hispanic and economically disadvantaged students.

Our Special Education population is large and we need additional support/training in an effort to improve their growth/successes. One way to improve their STAAR scores would be to provide online practice for 6 weeks progress measures.

School Processes & Programs Strengths

- The administrators are supportive and try to find an answer if it isn't known.
- We work together to "tweak" processes when they aren't working effectively (dismissal, intervention, enrichment, etc.).
- Our special education department actively co-teaches and our special education students and general education students benefit.
- New ELAR adoption will help with support in all areas of ELAR.
- We ensure that assessments match the rigor or the TEKS (Texas Essential Knowledge & Skills) and are fair.
- Bloomz, Twitter, and Facebook have shown parents what we are learning in school and the amount of engagement at Felty.
- We use data to drive instruction and interventions.
- Scope & Sequence, Instructional Focus Document are used across the district.
- Grade-level data meetings are held to analyze data.
- Vertical alignment is used across grade levels.
- All documents are presented across the board, laid out well, and consistent when followed.
- Teachers are using the pacing guides and implementing our new district lesson planner template.
- Preparing our scheduling in May for the following year was very helpful.
- Students were able to receive intervention without missing core instruction

- Parent communication folders are consistent.
- Every parent receives a bi-monthly newsletter, monthly calendar, Remind messages, School Messenger messages, Facebook, Twitter, Bloomz/Remind from their grade level teachers, and a weekly graded paper folder
- Arrival/Dismissal were "tweaked" this year to help with the flow of traffic.Chromebooks/iPads in every classroom.
- Fast rate of help when a ticket is submitted
- Instructional Technology Coordinators are very fast to respond and help in any way possible.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We are in need of more staff for intervention and enrichment. **Root Cause:** Reduction of staffing (one intervention teacher and one paraprofessional)

Problem Statement 2 (Prioritized): We need to use our web page more efficiently/effectively as an active form of communication. **Root Cause:** Lack of web page training.

Problem Statement 3 (Prioritized): As our building ages, we need to stay ahead of the curve and be proactive in our approach to keeping the building beautiful. **Root Cause:** Our building is considered "new", so our requests for upkeep are often considered low priority.

Problem Statement 4: Teachers will work to implement the new lesson planner document provided by the WISD Curriculum department. **Root Cause:** We have needed a common planner that results in collaboration.

Perceptions

Perceptions Summary

All stakeholders share our vision: We will foster a love of learning and will empower students to become leaders.

All stakeholders understand our Dream BIG motto. We teach students to Be safe, Improve themselves, and Give back! Every discussion we have revolves around the philosophy of dreaming BIG. If students are safe, improve themselves, and give back, they will be successful at Felty and in life. This is a more than just a motto. This is something that you can use for the rest of your life. We ask the students, "Are you being safe? Are you improving yourself? Are you giving back?" If not, it's time to change. School means more than grades and academic achievement. We want to create successful human beings that think outside of themselves, leave us and make a positive impact on society.

Overall, the culture and climate is positive. We will implement the HOUSE system (patterned from Ron Clark Academy). This will provide an avenue to build relationships between teachers and students across all grades. Those relationships can build each year as they will stay in the same HOUSE for all of the time they are a student at Felty. The parents feel welcome and like to help as much as possible. Staff members feel supported by one another and by administration.

We are in a growing community that has a large number of families and community members that want to partner with the schools. We have Adopt a Class, SAGU, Navarro College, DEAR Day, local businesses, and a very involved PTO.

Perceptions Strengths

*Common Dream BIG (Be Safe, Improve Yourself & Give Back) language.

*We will implement ideas/strategies from Ron Clark Academy.

*We love students.

*All stakeholders are welcome.

*We have a high standard for academic success.

*We understand the balance between academics and extracurricular activities.

*Our PTO!

Many community partnerships

We work to build relationships with community members and parents. (Dads at the Door, mentors, classroom volunteers, etc)

Increase student knowledge/training about what to do in the case of an emergency. (Guidance lessons on I love you guys Foundation, drills, etc)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a perception that our students are "easy" and that our success isn't due to our hard work. **Root Cause:** Many students have moved in from other districts and have many areas of concern.

Problem Statement 2: Some parents cannot attend night events because of work and extracurricular activities. **Root Cause:** Most night events are on the same night of the week.

Priority Problem Statements

Problem Statement 1: We are in need of more staff for intervention and enrichment.

Root Cause 1: Reduction of staffing (one intervention teacher and one paraprofessional)

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: We are in need of more training/resources in guided reading/balanced literacy.

Root Cause 2: The former ELAR adoption was very out-dated.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a perception that our students are "easy" and that our success isn't due to our hard work.

Root Cause 3: Many students have moved in from other districts and have many areas of concern.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: We need to use our web page more efficiently/effectively as an active form of communication.

Root Cause 4: Lack of web page training.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: As our building ages, we need to stay ahead of the curve and be proactive in our approach to keeping the building beautiful.

Root Cause 5: Our building is considered "new", so our requests for upkeep are often considered low priority.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Attendance rate could be higher.

Root Cause 6: We have a large number of students that take vacations during the school year and/or take long weekends due to select sports/activities.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our special education population is above the state average.

Root Cause 7: We house a self-contained classroom for the District. This inflates our numbers, effects our accountability, and is not considered when staffing.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Felty Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: In Spring 2022, all students will increase their academic achievement by at least 5% in each student performance group (Approaches, Meets, Masters) on all sections of the state assessment (STAAR).

Evaluation Data Sources: Comparison of 2021 STAAR results to the 2022 results.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and support the district's guaranteed and viable curriculum TRS Strategy's Expected Result/Impact: Increase in test scores. Decrease in retention rates. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system (Google planner) Strategy's Expected Result/Impact: -Increase of Advanced levels on Texas Assessment instruments -Increase in T-TESS ratings. Staff Responsible for Monitoring: Curriculum and Instruction Department, Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Decrease the gap in STAAR achievement between student groups in all subject areas by using the following strategies/program: Education Galaxy, Branching Minds, MAP Testing, Empowering Writers, etc. Strategy's Expected Result/Impact: - Increase percentage of students meeting expectations on the Texas Assessment Instruments Staff Responsible for Monitoring: Curriculum and Instruction Department, Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increase staff access to STAAR and other assessment data for improvement of instruction and learning by using the following programs: Axiom, Eduphoria Aware, Skyward Student Information System, iStation, & Branching Minds. Strategy's Expected Result/Impact: - Increase in "data digs". -Increase in student achievement. Staff Responsible for Monitoring: Curriculum and Instruction Department, Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Increase number of students reading on or above grade level on the K-2 reading assessment: (MAP Test) Provide reading support for struggling readers through guided reading groups Strategy's Expected Result/Impact: - MAP Data improvement -DRA Data (beginning of year, middle of year, end of year) improvement Staff Responsible for Monitoring: Curriculum and Instruction Department, Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase the percentage of special education students included in general education classes (co-teach) Strategy's Expected Result/Impact: - Increase in inclusion and decrease in Resource numbers. Staff Responsible for Monitoring: Director of Special Education, Diagnosticians, Principal, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Increase the number of English as a Second Language (ESL) certified teachers: (a). Provide certification training by district personnel, and (b). Provide reimbursement for ESL certification testing and certification fees Strategy's Expected Result/Impact: - Increase in number of ESL certified teachers. Staff Responsible for Monitoring: LEP/Bilingual/ESL Coordinator, Principal, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Teachers review data from district common assessments with curriculum members at grade level meetings. Knowledge gained from data gleaming leads to regrouping and differentiation and ultimately improves student mastery. Strategy's Expected Result/Impact: - Disaggregated feedback data will show student improvement -Increased intervention due to data conclusions -Increased scores/achievement due to regrouping and intervention Staff Responsible for Monitoring: Curriculum and Instruction Department, Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Provide tutoring during school to help students that have not mastered objectives. Strategy's Expected Result/Impact: Students that received after school tutoring will show progress in the following areas: grades, District Common Assessment data, STAAR assessment Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Writing scores will increase due to constant collaboration with successful campuses, seeking new information/techniques/practices, and the implementation of small group instruction in Writing. Strategy's Expected Result/Impact: Our 4th grade Writing STAAR results will increase. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Ensure that Tribe Time (Intervention time) is intentional and targeted for all levels in an effort for all students to show growth (Approaches, Meets, and Masters) . Staff Responsible for Monitoring: Principal, Asst, Principal, Teachers,	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Felty Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Performance Objective 1: By June 2022, 100% of the facilities management goals will be completed.

Evaluation Data Sources: Facilities report, Energy audit report, injury report

Strategy 1 Details	Reviews			
Strategy 1: Improve the overall appearance of the campus by repainting the classrooms. Our campus is old enough that paint is chipping, has been touched up with the wrong color, etc. Strategy's Expected Result/Impact: Time will be saved in fixing/updating by doing a complete "update"/repainting. Staff Responsible for Monitoring: Principal, Support Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Because of our volume of traffic due to cars, walkers and bikers, we need a crossing guard at each of our entrances/exits (3). Strategy's Expected Result/Impact: Students will be safer getting to and from our campus. Staff Responsible for Monitoring: Principal, Security officer, Support Services, HR department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Twice a year, we will do trainings for students/staff in the classroom covering "I love you guys" Foundation information/safety/drills. Counselor and Security officer will provide these lessons in each classroom. Strategy's Expected Result/Impact: Students and staff will be trained on what to do in the case of an emergency. Staff Responsible for Monitoring: Principal, Counselor, Security officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Maintain and utilize the Campus Safety Committee to make any needed improvements to safety drills/procedures. Strategy's Expected Result/Impact: Keep the staff aware of safety procedures, have input from teachers/staff for safety procedures Staff Responsible for Monitoring: Principal, Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All leaks (roof and windows) will be repaired to prevent any damage. Strategy's Expected Result/Impact: Campus will be clean and well-maintained. Staff Responsible for Monitoring: Principal, Support Services	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Felty Elementary will actively seek, develop and retain highly effective personnel and work to provide support for teachers/staff to build positive relationships between students/staff and to improve their engagement and success.

Performance Objective 1: Teachers and staff will be supported throughout the year and provided with meaningful, relevant Professional Development and training opportunities.

Evaluation Data Sources: Staffing plan, certification records, STAAR results, T-TESS data, service records, professional development

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze all teacher data in the areas of: (a). certification, (b). testing, (c). staff development, and (d). service records to ensure that all meet the highly qualified status.</p> <p>Strategy's Expected Result/Impact: Maintain excellent record of high-quality employees</p> <p>Staff Responsible for Monitoring: HR Department, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development in all components identified in the Waxahachie Independent School District Framework for Effective Teaching and Learning. Examples of these could include: small group instruction, new ELAR adoption and TEKS training, math small group training,</p> <p>Strategy's Expected Result/Impact: High number of employees enrolled in professional development opportunities.</p> <p>Improved student performance.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, District Trainers, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: In an effort to address needs on our campus, we need more staff (teachers or support staff) that are bilingual.</p> <p>Strategy's Expected Result/Impact: Increase effective communication between Bilingual parents/home and the school, build relationships with students by supporting them in their language</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, HR dept.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Encourage and provide opportunities for teachers/staff to observe highly effective teachers on campus.</p> <p>Strategy's Expected Result/Impact: Support new teachers by giving them opportunities to watch others, increase teacher performance,</p> <p>Staff Responsible for Monitoring: Principal, Asst Principal, HR dept.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate parts of the existing PBIS system with the House System (from Ron Clark Academy) to build positive relationships across grade levels and high behavior expectations for students.</p> <p>Strategy's Expected Result/Impact: Build positive relationships across grade levels</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, PBIS committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The campus will receive training to support instruction of students with disabilities, including Dyslexia support/training.</p> <p>Strategy's Expected Result/Impact: Increase in awareness of needs for students with disabilities.</p> <p>Increase in classroom strategies that are successful.</p> <p>Staff Responsible for Monitoring: Principal, Classroom teachers, Dyslexia teacher, Special Education department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: We will devise a plan to allow each grade level to have 1/2 day each semester to plan for intervention and stations.</p> <p>Strategy's Expected Result/Impact: Intervention groups will be more focused and data driven.</p> <p>STAAR results will improve.</p> <p>Stations and small group instruction will be implemented with fidelity.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Allow time for classroom teachers to observe master teachers do Guided Reading groups in an effort to learn strategies to use in small group instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: Learn strategies for Guided reading instruction.</p> <p>Learn common vocabulary to use in small group instruction to help students in using the same strategies.</p> <p>Staff Responsible for Monitoring: Principal, Asst Principal, classroom teachers, Reading Recovery teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Felty Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: The campus will effectively utilize the technology tools provided by the district (Education Galaxy, MAP, iPads, Chromebooks, etc.) to enhance academic growth for our students.

Evaluation Data Sources: Principal, Campus Advisory Team and will use Comprehensive Needs Assessment and student usage data to determine technology usage and needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Devices/Technology will be provided that will allow more students the opportunity to connect with technology.</p> <p>Strategy's Expected Result/Impact: -Students will have easier access to technology -Reports will show that students are accessing online tools more often (Education Galaxy, MAP, etc.).</p> <p>Staff Responsible for Monitoring: Principal, Technology Department</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide 21st century technology tools and training for teachers and administrators in the following areas: ongoing support from Curriculum and Technology regarding best practices</p> <p>Strategy's Expected Result/Impact: Increase in use of technology in the classrooms.</p> <p>Increase in student performance.</p> <p>Increase in teacher enrollment in technology related professional development.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, District Trainers, Instructional Technologist, Technology Department, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Curriculum will provide strategies and training opportunities to help the teachers understand the depth at which Education Galaxy and online resource/ tools can be used.</p> <p>Strategy's Expected Result/Impact: Increase in use of Education Galaxy and online resources.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase student use of technology achievement: (a) Increase access to online learning tools that support mastery of the TEKS (b) Increase student mastery of technology TEKS through the academic curriculum.</p> <p>Strategy's Expected Result/Impact: Student Technology Assessment (5th grade) data gains</p> <p>Increased percentage of students meeting expectations on the Texas Assessment Instruments</p> <p>Staff Responsible for Monitoring: Principal, Asst Principal, Classroom teachers, Computer teacher</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Utilize the technology learning during Distance Learning (zoom, Seesaw, Loom, etc) to enhance learning in the classroom by providing a "link" to home learning. Strategy's Expected Result/Impact: Students/parents can have home access to enhance learning. Staff Responsible for Monitoring: teachers, AP, Principal,	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Felty Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2022, 100% of the parental engagement goals will be completed.

Evaluation Data Sources: Create/administer online survey in May 2020. Review survey results to see which parental involvement goals were met and which ones need attention.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children: (a). Provide parents the opportunity to receive information about extra-curricular activity opportunities on all WISD campuses (specifically UIL, Robotics, and Destination ImagiNation), and (b). Provide parents with information about how the district defines high-quality teaching and learning. There will be less opportunity for face to face activities, but we will work to continue virtually as much as possible.</p> <p>Strategy's Expected Result/Impact: - Increased participation in Parent/Teacher Conferences - More traffic on District and Campus Websites -Increase in parent participation -Increase in test scores -Increase in DRA levels</p> <p>Staff Responsible for Monitoring: Principal ALL Felty staff members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Revise and update district, campus, and teacher websites to ensure parents have access to pertinent information and news. Allow parents access to campus YouTube channel to hear daily announcements and important information.</p> <p>Strategy's Expected Result/Impact: -Increase in website "traffic" - Increase ability to allow parents to know more about campus happenings.</p> <p>Staff Responsible for Monitoring: Webmaster, PR Director, Technology Department, Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase positive communication to students. (weekly notes , Positive Office Referrals , etc)</p> <p>Strategy's Expected Result/Impact: Positive communication between the Assistant Principal and parents regarding their child's behavior.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use social media (Facebook and Twitter) to share the good things that have occurred on a daily basis. Strategy's Expected Result/Impact: Positive communication/ PR Staff Responsible for Monitoring: Principal Assistant Principal Counselor Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Create a parent newsletter to be sent home (via social media links) every two weeks. Strategy's Expected Result/Impact: Increase communication from school to home Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: As the counselor plans her guidance lessons for all classrooms, she will send topic information to teachers. This allows them to know about guidance topics and to also send information to parents as well. Strategy's Expected Result/Impact: Parents will be able to have conversations and be aware of the guidance lessons' topics every two weeks. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Utilize the Campus Educational Improvement Committee (CEIC) in a more effective manner. Not only will it be used to conduct CNA, but will be an advisory committee for teachers/staff to ask questions, voice concerns, etc. Strategy's Expected Result/Impact: Staff will have a place to "voice" their concerns/questions, CNA will be completed, Campus needs addressed Staff Responsible for Monitoring: Principal, CEIC committee members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize one common platform (SeeSaw) for communicating to parents. Strategy's Expected Result/Impact: Parents will have ONE place to look for multiple students/children's information. This will be easier and will lend itself to ease to Distance Learning (if needed in the future). Staff Responsible for Monitoring: teachers, Principals, AP,	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Parent trainings by the counselor will be done on a digital platform to increase involvement. Strategy's Expected Result/Impact: Attendance/participation should increase because they can access the training from home instead of coming to the campus in the evenings for trainings. Staff Responsible for Monitoring: Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: Felty Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: By May of 2022, all spending for the current year will be complete and all money spent will be related to student success.

Evaluation Data Sources: In April 2022, reassess budget allocations and make adjustments as needed for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop staffing priorities and request staff based on student needs. Strategy's Expected Result/Impact: Increase in student performance due to adequate coverage of students with need for intervention. Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Evaluate existing programs for all departments based on effectiveness relating to students achievement vs. costs, and then ask the Campus Educational Improvement Committee to prioritize student needs. Strategy's Expected Result/Impact: Increase in student performance. Staff Responsible for Monitoring: Principal Campus Educational Improvement Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that any purchase approved is research-based and deny purchase orders that do not tie directly to the Campus Improvement Plan. Strategy's Expected Result/Impact: - No unneeded spending. Staff Responsible for Monitoring: Principal Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Personnel for Felty Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amber Richmond	Intervention Paraprofessional	0
Kareece McKie	Reading Interventionist	0

Campus Education Improvement Committee

Committee Role	Name	Position
Non-classroom Professional	Monica Taylor	Counselor
Classroom Teacher	Jenifer Cunningham	Teacher
District-level Professional	Debbie Needham	Coordinator of Instructional Technology
Community Representative	Eric Cunningham	Community Rep
Classroom Teacher	Sharleen Andersen	Teacher
Parent	Russell Clark	Parent
Administrator	Brittany Griffith	Principal
Classroom Teacher	Jamie Stockton	Teacher
Classroom Teacher	Kareece McKie	Reading Interventionist
Administrator	Ashley Gabbard	Assistant Principal
Classroom Teacher	Edie Hamill	Teacher
Classroom Teacher	Stacey Cremers	Teacher
Classroom Teacher	Noel Baskin	Teacher
Classroom Teacher	Emilie Colwell	Teacher

Addendums