

Wichita Falls Independent School District
Fain Elementary
2018-2019 Campus Improvement Plan



Board Approval Date: November 12, 2018
Public Presentation Date: November 1, 2018

Mission Statement

We believe that all students can become lifelong learners and contributing members of society. The commitment of our school is to provide a learning environment that is safe, caring, and focuses on the individual abilities and talents of each student as we work with students, parents, faculty, and the community to help each child achieve maximum success. We base this mandate on clear goals, instructional needs, and the ever-changing expectations of student achievement.

Vision

Our vision is to ensure a passion for life-long learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school enrollment is 505. We currently average 59.6% Economically Disadvantaged; 56.63% At-Risk 40.99%; White; 20.99% Hispanic; 14.65% African American; .2% American Indian; .59% Asian; 0% Pacific Islander; 6.93% two or more races; 1.39% ELL; 8.51% SPED; Homeless .59%. Class size averages are within the 22:1 ratio.

Demographics Strengths

Fain Elementary has a large number of "neighborhood" students that return from year to year. Fain's enrollment remains above the 500 mark and stays fairly consistent throughout the year. Fain is a school-wide Title 1 school that allows for additional funds for staff and for tutorials for struggling students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: More time/personnel for inclusion services for SPED students **Root Cause:** Increase in SPED numbers, especially with behavior plans

Student Academic Achievement

Student Academic Achievement Summary

STAAR Results:3rd MATH

Fain Elementary	74	21.99	1483.16	68.78%	78.38%	51.35%	27.03%	05/01/18
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3rd Reading

Fain Elementary	74	24.14	1465.69	70.86%	78.38%	55.41%	35.14%	05/01/18
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4th Math

Fain Elementary	74	23.3	1575.35	68.47%	81.08%	50%	27.03%	05/01/18
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4th Reading

Fain Elementary	74	25.62	1538.55	71.18%	83.78%	56.76%	18.92%	05/01/18
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5th Math

Fain 72 tested 65 approaches 90% percent at approaches

5th Reading

Fain 72 tested 62 approaches 86% percent at approaches

5th Science

Fain 74 tested 61 approaches 82% percent at approaches

Fain has clear and measurable performance objectives and goals. Weekly progress monitoring as well as curriculum based assessments are in place to determine student and teacher needs. Fain has participated in the High Reliability Schools training that has provide training for teachers and teacher leaders

on campus and helped provide systems for high levels of learning on campus. Fain staff has reached Marzano's Level 1 and Level 2 and Level 3 certifications. Fain has worked with the Buck Institute for Education to become a project based learning campus and will continue with training from the Buck Institute and will also extend PBL training with Dexter Learning.

Student Academic Achievement Strengths

Overall high percentage of students at Approaches.

Fain has a structure in place for weekly progress monitoring. These assessments are shared with Intervention staff and students are pulled into flexible groups to receive assistance. The District also provides curriculum based assessments, benchmark assessments, and TPRI testing to help accurately monitor student and teacher progress. Fain staff has worked to create PLC time for staff that can be used as a grade level or vertically. Fain has also implemented a common learning framework in which staff members set goals and work towards those goals for instruction. Fain staff has also chosen priority standards from the curriculum and created proficiency scales that include common vocabulary, assessments, and activities. Fain has created common expectations for behavior and has added a success skills component.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Meet and Master percentages lower than Approaches **Root Cause:** Not monitoring individual student progress and differentiation

Problem Statement 2: Fain will have many new staff members that will need to be mentored and trained on campus initiatives. **Root Cause:** 8 new staff members and young staff carry-over

School Processes & Programs

School Processes & Programs Summary

Fain has several new teachers this year. Support systems, such as common grade level planning, PLC time, and a common learning framework will be in place for these new staff members.

WFISD's goal is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and hold districts and schools accountable for improvements in student academic achievement

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Fain Elementary met all four targets.

- Domain 1 - Student Achievement. Fain Elementary Score: 83
- Domain 2 School Progress: Fain Elementary Score: 85
 - Academic Growth: 82
 - Relative Performance: 85
- Domain 3 Closing Performance Gaps: Fain Elementary Score: 94

The TEKS Resource System is in place to cover all TEKS and to create a schedule for implementation. Through the Marzano's training, the staff has adopted a common learning framework. The staff has also worked to identify priority standards and to take these standards and create proficiency scales with common vocabulary, assessments, and activities. Fain will continue training staff on Project based learning. Staff will work with the Buck Institute for Education and with Dexter Learning. Fain LA teachers will utilize Balanced Literacy to improve student achievement in reading. Fain math teachers will implement Guided Math to improve student achievement in math.

Teachers in all grades will have access to 11 devices. 5th graders will continue to have 1:1 devices. Teachers not previously attending Google training will have an opportunity to be trained. Staff will be working with Dexter Learning with a software to publish teacher and student project portfolios.

School Processes & Programs Strengths

Fain staff has participated in the Marzano High Reliability School training this year which will build systems for learning on campus. Fain will work to maintain the 3 levels of certification achieved through HRS. Several teachers have been through the ASOT training and a common instructional framework will be in place for teachers. Instructional coaches will help foster new teachers on campus and facilitate the ASOT training with staff members. Staff will receive 1 day of training on Project Based Learning from the Buck Institute of Education. Staff will also receive a day of training from Dexter Learning on Project Based Learning, as well as support service. Substitutes will be provided for additional days of training on Balanced Literacy, Guided Math,

Marzano's work on Priority Standards for new staff, Project research, planning with Dexter Learning, campus visits, etc.

The District provides curriculum-based assessments to help monitor teacher and student progress. The District also provides a benchmark assessment. After each of these assessments, staff looks at student and curricular needs and makes adjustments. Fain has implemented a program called Gateway Crashers that allows students to work with teachers to set goals on CBA, benchmark, and state assessments, and to monitor that progress and "crash" that goal. Through the Marzano's training, the staff has adopted a common learning framework. The staff has also worked to identify priority standards and to take these standards and create proficiency scales with common vocabulary, assessments, and activities. Staff will utilize projects as part of instruction.

More devices are available in the classroom. Staff will be working with Dexter Learning with a software to publish teacher and student project portfolios.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Training new staff on PBL, Balanced Literacy, and Guided Math **Root Cause:** 8 new staff members and young staff carry-over

Problem Statement 2: Fain will have many new staff members that will need to be mentored and trained on campus initiatives. **Root Cause:** 8 new staff members and young staff carry-over

Problem Statement 3: Fain staff will need to have training to move towards Google certifications and other technology uses. **Root Cause:** New programs for staff to learn. Time for training.

Perceptions

Perceptions Summary

School culture and climate is positive among students and staff in regards to respect, support, and behavior. School-wide systems are in place to promote positive behavior for students. School-wide systems are also in place to address the needs of students that might struggle with behavior. Fain staff has worked with Region 9 and the Marzano's teams to establish a safe and collaborative school.

Fain communicates with parents through a "Tuesday Newsday" folder. School to home notes are sent in the Tuesday folder, as well as notes from PTA and weekly discipline information. Fain has a successful Read2Learn program in which community members read with 2nd graders. Fain has great support from PIE partners. Fain had great success from community involvement with student projects. Fain staff will teach through projects that include hands on opportunities and community aspects.

Perceptions Strengths

Fain positive behavior support has been in place for the last 10 years. Teachers have been trained in positive behavior support and CHAMPS. Lesson plans are in place for teachers to teach behavior expectations. Rewards are in place for student success, such as the Rockade, weekly drawings, monthly celebrations, and end of nine week incentives. Fain also has a strong PTA that actively participates in these reward systems. Fain is also fortunate to have a full-time counselor, dyslexia support teacher, 2 Interventionist/Instructional Coaches to assist with student support. Fain recently certified in Marzano's level 1 certification which looks at the culture, climate, and safety of the school. Fain staff has written Success Skills curriculum to help students learn to present themselves in public.

Fain has an active PTA. Parents also are active in participating in student programs, Fain Rocks, holiday activities, Fun Night, and the End of Year Extravaganza. Fain also has some great PIE partners that work with our PTA to provide incentives and support for our students. Fain added Read 2 Learn and had a very consistent participation from the community. Fain has worked closely with Margie Reese, from the Alliance for Arts and Culture, to work towards a project based learning campus. Fain staff reached out to several community members to assist with projects and had a great response.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New staff understanding of Fain behavior expectations and success skills curriculums **Root Cause:** 8 new staff members and young staff carry-over

Problem Statement 2: Increasing community support with projects **Root Cause:** Time to make contact with community members

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged 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.
- Homeless data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: October 04, 2018

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Reduce the number of teacher-requested, interdistrict transfers from 1 to 0 by spring of 2019

Evaluation Data Source(s) 1: WFISD Human Resources Spring 2019 interdistrict transfer list.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Each teacher new to our campus, who has 2 or less years of teaching experience, will be provided a peer mentor for a minimum of one year.</p>	2.4	Principal	<p>Expected result: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels, by the teacher mentored.</p>			
<p>Problem Statements: School Processes & Programs 2 Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Instructional Coaches</p>	2.4	Principal	Provide guidance to all staff, but especially new staff members.			
<p>Problem Statements: School Processes & Programs 1 Funding Sources: Title 1 Part A - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) PLC (FUEL) time</p>	2.6	Principal	Designated time allows for collaboration among staff			
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Not Funded - 0.00</p>						

4) TTESS	Critical Success Factors CSF 3 CSF 7	Principal Assistant Principal	Allows for goal setting, observation and collaboration about teaching and instruction.			
	Problem Statements: School Processes & Programs 1, 2 Funding Sources: Not Funded - 0.00					
5) Instructional Rounds	Critical Success Factors CSF 6 CSF 7	2.4 Principal	Gives teachers the opportunity to observe other teachers and learn new ideas and strategies.			
	Problem Statements: School Processes & Programs 1, 2 Funding Sources: Not Funded - 0.00					
6) The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.	Critical Success Factors CSF 1	2.5 Principal				
	Problem Statements: School Processes & Programs 1 Funding Sources: Not Funded - 0.00					
7) Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners. Staff will continue PBL and Marzano's HRS. Followup training on Balanced Literacy will be provided and training on Guided Math. Staff will attend Get Your Teach On National Conference to find new engaging strategies for PBL.	Critical Success Factors CSF 1	2.5 Principal	Instructional practices will be built around student collaboration and student lead learning. Student work will be based on projects and student presentations.			
	Problem Statements: School Processes & Programs 1 - Perceptions 1, 2 Funding Sources: Title 1 Part A - 0.00, SCE - 0.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Meet and Master percentages lower than Approaches Root Cause 1: Not monitoring individual student progress and differentiation
Problem Statement 2: Fain will have many new staff members that will need to be mentored and trained on campus initiatives. Root Cause 2: 8 new staff members and young staff carry-over
School Processes & Programs

Problem Statement 1: Training new staff on PBL, Balanced Literacy, and Guided Math Root Cause 1: 8 new staff members and young staff carry-over
Problem Statement 2: Fain will have many new staff members that will need to be mentored and trained on campus initiatives. Root Cause 2: 8 new staff members and young staff carry-over
Perceptions
Problem Statement 1: New staff understanding of Fain behavior expectations and success skills curriculums Root Cause 1: 8 new staff members and young staff carry-over
Problem Statement 2: Increasing community support with projects Root Cause 2: Time to make contact with community members

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 90% of Kindergarteners will be reading at grade level as measured with EOY reports by May 2019 and 87% will be satisfactory in math based on district math assessments by May of 2019.

Evaluation Data Source(s) 1: BOY, MOY, and EOY TPRI reports for kindergarten.
District Math assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Student Goal Setting	2.4	Principal Instructional Coaches Teachers	Increase in student performance			
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Balanced literacy	2.5	Language Arts teachers Principal	Increased time for small group instruction in reading and a variety of reading strategies.			
	Problem Statements: School Processes & Programs 1 Funding Sources: Title 1 Part A - 0.00					
Critical Success Factors CSF 1 CSF 7 3) Reading and Math Instructional Coach	2.4, 2.5	Principal Instructional Coach	Provide assistance to teachers in the area of literacy and math			
	Problem Statements: School Processes & Programs 1, 2 - Perceptions 2 Funding Sources: Not Funded - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 4) Scientific Learning	2.4, 2.5	Principal Instructional Coach Language Arts teachers including SPED	Increased attention and focus for struggling readers.			
	Problem Statements: School Processes & Programs 1 Funding Sources: Not Funded - 0.00					

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 5) Response to Intervention Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.	2.4	Teaching staff Counselor Instructional Coach Principal	Targeted focus on student deficiencies.			
	Problem Statements: Demographics 1 - Demographics 1 - Student Academic Achievement 1 - Perceptions 1 Funding Sources: Title 1 Part A - 0.00, SCE - 0.00					
6) Differentiated instruction that involves student lead learning through PBL practices.	2.4	Teaching Staff Makerspace instructors Principal	Student participation in interest areas and at higher cognitive levels.			
	Problem Statements: School Processes & Programs 1 - Perceptions 1, 2 Funding Sources: Title 1 Part A - 0.00					
Critical Success Factors CSF 1 CSF 4 7) *Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.	3.1	Principal				
	Problem Statements: Perceptions 2 Funding Sources: Not Funded - 0.00					
8) Campus will conduct a parent engagement event involving literacy.	3.2	Principal Counselor	Increase understanding for parents in reading strategies.			
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: More time/personnel for inclusion services for SPED students Root Cause 1: Increase in SPED numbers, especially with behavior plans
Demographics
Problem Statement 1: More time/personnel for inclusion services for SPED students Root Cause 1: Increase in SPED numbers, especially with behavior plans
Student Academic Achievement
Problem Statement 1: Meet and Master percentages lower than Approaches Root Cause 1: Not monitoring individual student progress and differentiation
Problem Statement 2: Fain will have many new staff members that will need to be mentored and trained on campus initiatives. Root Cause 2: 8 new staff members and young staff carry-over
School Processes & Programs
Problem Statement 1: Training new staff on PBL, Balanced Literacy, and Guided Math Root Cause 1: 8 new staff members and young staff carry-over
Problem Statement 2: Fain will have many new staff members that will need to be mentored and trained on campus initiatives. Root Cause 2: 8 new staff members and young staff carry-over

Perceptions
Problem Statement 1: New staff understanding of Fain behavior expectations and success skills curriculums Root Cause 1: 8 new staff members and young staff carry-over
Problem Statement 2: Increasing community support with projects Root Cause 2: Time to make contact with community members

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: 85% of 1st and 2nd graders will be reading at grade level as measured with EOY reports by May 2019 and 78% will be satisfactory in math based on district math assessments by May of 2019.

Evaluation Data Source(s) 2: BOY, MOY, and EOY iStation reports for grades 1 and 2
District Math Assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Student Goal Setting	2.4	Principal Instructional Coaches Teachers	Increase in student performance			
Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 2) Balanced literacy/Guided Math	2.5	Language Arts teachers Math Teachers Principal	Increased time for small group instruction in reading/math.			
Problem Statements: School Processes & Programs 1 Funding Sources: Not Funded - 0.00						
3) Reading and Math Instructional Coach	2.4, 2.6	Principal Instructional Coach	Provide assistance to teachers in the area of literacy and math.			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00						
Comprehensive Support Strategy 4) Scientific Learning	2.4	Principal Instructional Coach Language Arts teachers including SPED	Increased attention and focus for struggling readers.			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00						

Comprehensive Support Strategy 5) Response to Intervention Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.	2.4, 2.6	Teaching staff Counselor Instructional Coach Principal	Targeted focus on student deficiencies.			
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Not Funded - 0.00					
6) Differentiated instruction that involves student lead learning through PBL practices.	2.4	Teaching Staff Makerspace instructors Principal	Student participation in interest areas and at higher cognitive levels.			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 5 7) 8) Campus will conduct a parent engagement event involving literacy.	3.1	Counselor	Improve literacy			
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Meet and Master percentages lower than Approaches Root Cause 1: Not monitoring individual student progress and differentiation
Problem Statement 2: Fain will have many new staff members that will need to be mentored and trained on campus initiatives. Root Cause 2: 8 new staff members and young staff carry-over
School Processes & Programs
Problem Statement 1: Training new staff on PBL, Balanced Literacy, and Guided Math Root Cause 1: 8 new staff members and young staff carry-over

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: Increase the percentage of 3rd-5th grade students scoring meets standard on the reading STAAR test from 81% in May of 2018 to 83% on May 2019.

Evaluation Data Source(s) 3: Spring 2019 STAAR reading results for 3rd - 5th grade students, and STAAR reading retest results for 5th grade students.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Student Goal Setting	2.4	Principal Instructional Coaches Teachers	Increase in student performance			
Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00						
2) Reading Instructional Coach	2.4, 2.6	Principal Instructional Coaches Math Teachers	Increased time for small group instruction in reading and a variety of reading strategies			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00						
3) Balanced Literacy	2.4, 2.6	Principal Instructional Coaches	Increased time for small group instruction in ELA and a variety of ELA strategies			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00						
4) Response to Intervention Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.	2.4, 2.6	Teaching staff Counselor Instructional Coach Principal	Targeted focus on student deficiencies			
Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00						
5) Differentiated instruction that involves student lead learning through PBL practices.	2.5	Teaching Staff Makerspace instructors Principal	Student participation in interest areas and at higher cognitive levels.			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00						

Critical Success Factors CSF 4 6) *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.	2.4, 2.6	Principal				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 1 7) *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.	2.4, 2.6	Principal				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 5 8) Campus will conduct a parent engagement event involving literacy.	3.2	Counselor	Improve literacy			
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Meet and Master percentages lower than Approaches Root Cause 1: Not monitoring individual student progress and differentiation
School Processes & Programs
Problem Statement 1: Training new staff on PBL, Balanced Literacy, and Guided Math Root Cause 1: 8 new staff members and young staff carry-over




Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: Increase the percentage of 3rd-5th grade students scoring meets standard on the math STAAR test from 80% in May of 2018 to 82% on May 2019.

Evaluation Data Source(s) 4: Spring 2019 STAAR math results for 3rd - 5th grade students, and STAAR math retest results for 5th grade students

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Critical Success Factors CSF 1 1) Student Goal Setting		Principal Instructional Coaches Teachers	Increase in student performance			
	Problem Statements: School Processes & Programs 1, 2 Funding Sources: Not Funded - 0.00					
2) Guided Math	2.5	Math teachers Principal	Increased time for small group instruction in math and a variety of reading strategies.			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 3 3) Math Instructional Coach	2.4, 2.6	Principal Instructional Coach	Provide assistance to teachers in the area of literacy.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 1 4) Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.		Teaching staff Counselor Instructional Coach Principal	Targeted focus on student deficiencies			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
5) Differentiated instruction that involves student lead learning through PBL practices.	2.5	Teaching Staff Makerspace instructors Principal	Student participation in interest areas and at higher cognitive levels.			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					

Critical Success Factors CSF 1	2.6	Principal				
6) *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 4 Problem Statements:

Student Academic Achievement	
Problem Statement 1: Meet and Master percentages lower than Approaches	Root Cause 1: Not monitoring individual student progress and differentiation
School Processes & Programs	
Problem Statement 1: Training new staff on PBL, Balanced Literacy, and Guided Math	Root Cause 1: 8 new staff members and young staff carry-over
Problem Statement 2: Fain will have many new staff members that will need to be mentored and trained on campus initiatives.	Root Cause 2: 8 new staff members and young staff carry-over

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: Increase meets standard of special education students on STAAR math from 33% to 35% and in reading from 33%- 35% as measured on STAAR from 2018-2019.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Student Goal Setting	2.4	Principal Instructional Coaches Teachers	Increase in student performance			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
2) Differentiated instruction that involves student lead learning through PBL practices.	2.4, 2.5	Teaching Staff Makerspace instructors Principal	Makerspace instructors Principal Student participation in interest areas and at higher cognitive levels.			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 5 3) Campus will conduct a parent engagement event involving literacy.	3.2	Counselor	Improve literacy			
= Accomplished = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: Meet and Master percentages lower than Approaches Root Cause 1: Not monitoring individual student progress and differentiation

Goal 3: Connect high school to career and college.

Performance Objective 1: In grades 1-5, 98% of students will be promoted to the following grade by May 2019. 2 students were retained in 2018.

Evaluation Data Source(s) 1: Campus retention report 2018 - 2019

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) School-wide RTI time Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.	2.6	Administrator All teaching staff	scientific learning, IStation, Prodigy math, and small group differentiated instruction will be utilized.			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
2) *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.	2.6	Principal				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00, Title 1 Part A - 0.00					
Critical Success Factors CSF 5 3) Campus will conduct a parent engagement event involving literacy.	3.2	Counselor	Improve literacy			
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:






Student Academic Achievement
Problem Statement 1: Meet and Master percentages lower than Approaches Root Cause 1: Not monitoring individual student progress and differentiation

Goal 3: Connect high school to career and college.

Performance Objective 2: 100% of students will participate in higher education learning activities by the spring of 2019.

Evaluation Data Source(s) 2: counselor and teacher lesson plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide hands on learning through Project -based learning and makerspace activities that extend learning to higher levels of learning.	2.5	Administrator All teaching staff	Differentiation of instruction that provides real-world application and allows students to have choice in creating projects	 66%	 76%	
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 2 Funding Sources: Title 1 Part A - 0.00						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Meet and Master percentages lower than Approaches Root Cause 1: Not monitoring individual student progress and differentiation
School Processes & Programs
Problem Statement 1: Training new staff on PBL, Balanced Literacy, and Guided Math Root Cause 1: 8 new staff members and young staff carry-over
Perceptions
Problem Statement 2: Increasing community support with projects Root Cause 2: Time to make contact with community members

Goal 4: Improve low performing schools

Performance Objective 1: Increase school provided family engagement through PBL presentations and expos. In 2018-2019, Fain will host a reading parent night and a PBL expo.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 5</p> <p>1) Each grade will be responsible for projects in the fall and spring semester which will incorporate family and community presentations and expos.</p>	2.5	Teachers Administrators	PBL strategies			
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>2) Fain will host an PBL expo in January.</p>	2.5	Teachers Administrators	Presentation of PBL projects.			
<p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Title 1 Part A - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>3) *The campus, in consultation with parents, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p>	3.1	Principal				
<p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Not Funded - 0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>4) Campus will conduct a parent engagement event involving literacy.</p>	3.2	Counselor	Improve literacy			
<p> = Accomplished = No Progress = Discontinue</p>						

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: continue to inform parents of student learning activities and to try to increase participation on campus. **Root Cause 1:** lack of parent participation

Student Academic Achievement

Problem Statement 1: Meet and Master percentages lower than Approaches **Root Cause 1:** Not monitoring individual student progress and differentiation

School Processes & Programs

Problem Statement 1: Training new staff on PBL, Balanced Literacy, and Guided Math **Root Cause 1:** 8 new staff members and young staff carry-over

Perceptions







Problem Statement 2: Increasing community support with projects **Root Cause 2:** Time to make contact with community members

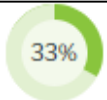
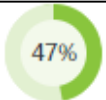



Goal 4: Improve low performing schools

Performance Objective 2: Increase the overall attendance rate to 97% by the end of the school year in 2019.

Evaluation Data Source(s) 2: Academic Performance Report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>1) Staff will monitor monthly attendance of students and will contact parents when students are absent and set up meetings as necessary.</p> <p>*Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p>	2.5	Attendance clerk	SART meetings parent contact			
	<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>					
<p>2) *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p>	2.5	Principal PE Teacher				
	<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>					
<p>3) *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>*Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p>	2.5	Principal Counselor				
	<p>Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00</p>					

<p>4) *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p>	2.4	Principal				
<p>Problem Statements: Demographics 1 Funding Sources: Not Funded - 0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 1: More time/personnel for inclusion services for SPED students	Root Cause 1: Increase in SPED numbers, especially with behavior plans
Student Academic Achievement	
Problem Statement 1: Meet and Master percentages lower than Approaches	Root Cause 1: Not monitoring individual student progress and differentiation

Goal 4: Improve low performing schools

Performance Objective 3: Provide school-wide RTI time to address daily to provide tiered intervention in reading and math for students based on weekly progress monitoring from teachers, IStation Reports, Scientific Learning Reports, and District benchmarks, and STAAR results. Progress will be monitored weekly and end of year assessments will measure progress in May Of 2019.

Evaluation Data Source(s) 3: Weekly progress monitoring

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy 1) RTI will be provided daily. Small groups will be adjusted according to weekly progress monitoring, CBA's, STAAR, and IStation reports	2.6	Instructional Coaches Counselor Administrators Teachers	Differentiated small group instruction			
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Critical Success Factors CSF 1 2) *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.	2.4	Principal				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 3) *The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.	2.6	Principal				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 4) *SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.	2.5, 2.6	Principal				
	Problem Statements: Student Academic Achievement 1 Funding Sources: Not Funded - 0.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Meet and Master percentages lower than Approaches Root Cause 1: Not monitoring individual student progress and differentiation

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	4	Scientific Learning
2	1	5	Response to Intervention Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.
2	2	2	Balanced literacy/Guided Math
2	2	4	Scientific Learning
2	2	5	Response to Intervention Response to Intervention will be provided as a targeted small group intervention to students with academic deficits.
4	3	1	RTI will be provided daily. Small groups will be adjusted according to weekly progress monitoring, CBA's, STAAR, and IStation reports
4	3	3	*The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling and accelerated instruction.
4	3	4	*SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.

State Compensatory

Budget for Fain Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Tutors	6118 Extra Duty Stipend - Locally Defined	\$7,818.00
Teacher Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$39,480.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$28,260.00
Benefits	6142 Group Health and Life Insurance	\$17,706.00
	6100 Subtotal:	\$93,264.00

Personnel for Fain Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Biegalski, Barbara	PK Aide	School Wide	.50
Chavez, Daniele	Aide	School Wide	.90
Davis, Brittany	Instructional Coach	School Wide	.40
Fowler, Traci	PK Teacher	School Wide	.50
Hughes, Brittany	PK Teacher	School Wide	.50
Ortega, Pat	Aide	School Wide	.90
Snell, Veronica	Instructional Coach	School Wide	.40
White, Alison	PK Aide	School Wide	.50

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davis, Brittany	Instructional Coach	School Wide	.60
Snell, Veronica	Instructional Coach	School Wide	.60

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Brittany Hughes	Pre K
Classroom Teacher	Jordan Ealy	Kindergarten
Classroom Teacher	Terri Gunkel	1st grade
Classroom Teacher	Tammy Spray	2nd grade
Classroom Teacher	Harley James	3rd grade
Classroom Teacher	Jennifer Anderson	4th grade
Classroom Teacher	Jennifer Stafford	5th grade
Classroom Teacher	Veronica Snell	Instructional math coach
Parent	Daniele Chavez	parent
Parent	Alison White	parent
District-level Professional	Kelly Strenski	Director of Fine Arts
Community Representative	Virginia Brillhart	community
Community Representative	Jan Bailey	community
Administrator	Clarisa Richie	Principal

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coaches		\$0.00
1	1	7		211 11 6112 00 109 8 30 000	\$0.00
2	1	2	Leveled reading material	211 11 6329 00 109 8 30 000	\$0.00
2	1	5	tutors	211 11 6118 67 109 8 30 000	\$0.00
2	1	6	Pebble Go for differentiated research for lower grades	211 11 6248 00 109 9 30 000	\$0.00
2	1	6	supplies/computers/equipment	211 11 6399 00 109 8 30 000	\$0.00
2	1	6	online service/maint agreement		\$0.00
3	1	2			\$0.00
3	2	1	Parent PBL Showcase	211 61 6399 00 109 8 30 215	\$0.00
3	2	1	Refreshment for parent showcase	211 61 6499 00 109 8 30 215	\$0.00
4	1	2	Parent Involvement		\$0.00
4	1	2	Food for Parent Involvement		\$0.00
Sub-Total					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		199 E 6112 00 109 0 30 000	\$0.00
2	1	5		199 E 11 6118 63 109 0 30 000	\$0.00
Sub-Total					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00

1	1	6			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	6			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6			\$0.00
2	3	7			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	4	4			\$0.00
2	4	5			\$0.00
2	4	6			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00

4	1	1			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	3	4			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Campus: Fain

Principal: Clarisa Richie

\$85,556 2018-2019 Title 1 Budget Allocation
\$14,744 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	109	9	30	000	\$2,000	Title I Substitutes
211	11	6117	00	109	9	30	000	\$0	Salary Stipends
211	11	6118	67	109	9	30	000	\$6,744	Tutors
211	13	6118	00	109	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	109	9	30	000	\$59,220	Teacher Salaries
211	11	6129	00	109	9	30	000	\$0	Aide Salaries
211	11	6142	00	109	9	30	000	\$11,592	Benefits
Contracted Services:									
211	13	6239	00	109	9	30	000		Region 9 esc services
211	11	6248	00	109	9	30	000	\$1,500	On-line services/Maint agreements
211	34	6294	67	109	9	30	000		Student busing for tutorials
211	11	6297	00	109	9	30	000		Printing
211	13	6299	00	109	9	30	000		Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	109	9	30	000	\$2,500	Instructional Reading materials/books
211	11	6339	00	109	9	30	000		STAAR Test Booklets/Study Materials
211	11	6395	00	109	9	30	000		Technology
211	11	6397	00	109	9	30	000		Software/Licenses
211	11	6399	00	109	9	30	000	\$2,000	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	109	9	30	000		Teacher Staff Development Travel

TOTALS **\$85,556**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$1,096	
211	61	6299	00	109	9	30	215		PFE Contracted Services
211	61	6399	00	109	9	30	215	\$946	PFE Supplies
211	61	6499	00	109	9	30	215	\$150	PFE Snacks

TOTALS \$1,096
 Remaining Funds to Allocate: **\$0**

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature: Clarisa Richie

Date: 6-8-18