

# WELDER ELEMENTARY

## Campus Improvement Plan

### 2018/2019



Luci Rodriguez, Principal  
901 Hamilton St  
(361)364-6600

# WELDER ELEMENTARY

## Vision

*WELDER...*

*Welcomes diverse students by*

*Engaging and empowering*

*Lifelong learners through*

*Dedication, determination*

*Exceeding expectations,*

*Resulting in success for ALL!*

### Nondiscrimination Notice

WELDER ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# State Compensatory Education Statement

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. Sinton ISD uses student performance data resulting from the basic skills assessment instruments and achievement tests administered under Subchapter B, Chapter 39, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students at risk of dropping out of school that will enable these students to be performing at grade level at the conclusion of the next regular school term. SCE funds are also used to support Title I School improvement programs and initiatives. 10.5 FTE's are utilized for academic interventionists and class size reduction for \$484,100.

# Welder Elementary Campus Improvement Team

Name	Position
Adams, Shannon	Paraprofessional
Bluntzer, Marce	Teacher
Brosig, Amanda	Parent
Carreon, Jessica	Paraprofessional
Elliot, Chelsea	Parent
Escobedo, Kristen	Teacher
Fishbeck, Michelle	Teacher
Flores, Lisa	Counselor
Gerber, Jeanna	Teacher
Gonzales, Elizabeth	Community Member
Guajardo, Gina	District Rep
Loredo, Kim	Teacher
Moore, Sara	Teacher
Rabb, Hannah	Teacher
Reyna, Erica	Teacher
Rodriguez, Beth	Business Rep
Rodriquez, Luci	Principal
Seago, Connie	Assistant Principal
Segovia, Christina	Teacher
Self, Kelly	Business Rep

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Enrollment around 550 students with little or no change over the past 3 years.
- 84% Hispanic, 14% Anglo, with the remaining 2% comprised of African American, Asian, and multicultural students.
- Less than 1% ELL population
- Retention rates are 0% in most grades or less than 1%. Special education retention rates are 0%.
- 63% minority staff and 44% of staff has 11 or more years of experience.

### Demographics Weaknesses

- 54% of students are classified at risk which exceeds the state average of 50%.
- 73% of our students are classified as economically disadvantaged. This exceeds the state average of 59%.

### Demographics Summary

**Problem Statement:** At risk and economically disadvantaged students perform significantly lower in the area of literacy compared to non-at risk students.

**Root Cause:** Poverty limits the learning experiences of our students which has a negative impact on their vocabulary.

## Student Achievement

### Student Achievement Strengths

- Guided reading data overall shows a 12% increase in the % of students reading on or above grade level.
- 1st cohort of Full Day Pre-K students scored 82% in both Reading and Math on 3rd grade STAAR.
- Implementation of Flexible grouping

### Student Achievement Weaknesses

# Comprehensive Needs Assessment

- 13% of students are reading significantly below grade level.
- 20% of students in second grade are still in need of explicit phonics intervention.
- STAAR Writing scores increased from 42% to 47%, but were still 20% lower from 2016.

## Student Achievement Needs

- Continue to increase K-2 students reading at or above grade level through the use of Istation and Fountas and Pinnell Classroom resources.
- Additional time needed for literacy instruction.
- Improve writing scores.
- Refine Flexible Grouping

## Student Achievement Summary

**Problem Statement 1:** 4th grade STAAR writing scores 20% lower than 2016 data.

**Root Cause:** Lack of vertical alignment, limited instruction on STAAR formatted revising and editing

**Problem Statement 2:** Teachers did not have adequate time to engage in literacy activities.

**Root Cause:** Departmentalization in 2nd grade, lack of consistent time allotted to balanced literacy components.

## School Culture and Climate

### School Culture and Climate Strengths

- 95.3% attendance rate slightly above district goal of 95%.
- Campus Discipline Framework reviewed and in place.
- Welder Campus Committees keep all employees involved in campus decisions: Leadership Team, AVID Team, Spirit Team, Discipline Team, and Coordinated School Health Committee

### School Culture and Climate Weaknesses

- Lack of Campus Vision and Mission Statement

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

- Project Turnaround Lessons will not be included in 1st and 2nd grade classrooms

## School Culture and Climate Needs

- Develop a collective Campus Vision and Mission Statement.
- Include Character lessons
- Positive Discipline Approach

## School Culture and Climate Summary

**Problem Statement:** Lack of shared vision and mission statement.

**Root Cause:** Lack of training/understanding of the need for a campus specific vision and mission statement.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

- 44% of staff have 11 or more years of experience.
- Highly qualified staff
- Collaboration and support within grade level PLCs
- AVID photo circle
- Professional development built into faculty meetings
- Professional development opportunities made available when needed.

### Staff Quality, Recruitment and Retention Weaknesses

- Ensuring new staff is up to date with district initiatives and training

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Needs

- Continue to monitor PLC minutes
- Schedule MOY TTESS conferences to measure progress toward TTESS goals

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

- Professional Development made readily available.
- Fountas & Pinnell Guided Reading Kits, book study, and training.
- Schoolwide consistent use of Istation
- Implemented Formative Loop to build math fluency
- Self contained in first grade
- Collaborative horizontal and vertical teams

### Curriculum, Instruction and Assessment Weaknesses

- Time in 2nd grade schedule for all literacy components.
- Vertical alignment among campuses.
- Consistent use of TEKS Resource System.
- Time to pace and plan Year.

### Curriculum, Instruction and Assessment Needs

- Classroom Schedule in 2nd grade that allows for flexibility and integration.
- Scheduled time during August in service for pacing and planning.
- Scheduled vertical alignment meetings PK-5.



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary

**Problem Statement:** Lack of time to meet with all guided reading groups and all literacy components effectively in 2nd grade classrooms.

**Root Cause:** Departmentalization limits flexibility within the daily schedule to provide adequate time for all literacy components.

## Family and Community Involvement

### Family and Community Involvement Strengths

- Strong PTA support-Monthly PTA Board Meetings
- Family Nights scheduled and attended by all staff
- Multiple ways to reach out to parents: Quarterly Welder Newsletter, School Reach, PTA Facebook page, District Calendar, District Website
- 4-5 Fun Run/Walks a year
- Parents included in Campus SBDM and Coordinated School Health Committee

### Family and Community Involvement Weaknesses

- Academic School-Home Connection
- AVID parent awareness/knowledge

### Family and Community Involvement Needs

- Communicate campus initiatives and expectations to parents
- Include informational parent session at Family Nights

### Family and Community Involvement Summary

# Comprehensive Needs Assessment

## Technology Strengths

- Ample technology available in each grade level
- Teacher Chromebooks to support Istation implementation, planning, data collection, documentation, and data meetings
- Fast turnaround time to address technology issues

## Technology Weaknesses

- I pads need updates
- Limited access for teachers to download
- Aged technology means longer wait time for parts/bulbs

## Technology Needs

- Initial Smartboard training for new teachers
- Increased professional development on implementation of effective digital teaching and learning practices.
- Evaluation of technology needs in computer lab, technology tools and instructional resources needed to develop long range campus plans

# Comprehensive Needs Assessment Data Sources

Community Demographics  
Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
Failure Lists  
Homeless Students  
Mobility Rates  
Multi-Year Trends  
Parent Participation  
PBM Risk Levels  
PEIMS Reports  
Report Card Grades  
Safe Schools Checklist  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents  
Teacher Turnover Rates

# Recommended Initiatives and Strategies

Goal 1: Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

- Implement access protocols for visitors
- Attend Emergency Procedures Training and implement Standard Response Protocols recommended by Texas School Safety Center
- Schedule regular drills to ensure protocols are properly implemented
- Expand and enhance camera surveillance system
- Implement keyless entry system to ensure outside entrances/exits are secure
- Embed literature based character lessons to build classroom community and positive character traits
- Begin implementation of Restorative Practices

Goal 2: Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

- Implement Fountas & Pinnell Classroom resources PK-2
- Continue to utilize Academic Language and Literacy Strategies including 7 Steps to a Language-Rich Interactive Classroom
- Communicate and Monitor Campus PK-2 Reading Mastery Expectations
- Expand flexible grouping within grade levels to efficiently meet with all Guided Reading groups
- Utilize Dyslexia Specialist to support campus intervention needs
- Consult with Sinton Elementary interventionist to align K-2/3-5 writing instruction
- Utilize intervention activities such as Reading Mastery, TPRI Intervention Activities, Istation interventions, and Rite Flight
- Continue to implement and monitor Fluency English Word Program (Sight Words)
- Refine implementation of Formative Loop Numeracy Program
- Conduct regular data meetings within grade level PLCs
- Continue all day Prekindergarten program and increase their alignment with Kinder through vertical PLC
- Expand Welder Family Engagement Plan
- Continue to support Professional Learning Communities
- Continue to monitor and track Istation growth and progress
- Collaborate with Special Education department to ensure effectiveness of Student Assistance Team and referral process
- Continue to collaborate to reorganize special education classroom structure as needed to provide a continuum of services to special education students
- Provide opportunities for GT and high achieving students through AVID practices, Kaleidoscope, small group instruction and participation in UIL activities

Goal 3: Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

- Embed support for first and second year teachers in grade level PLCs
- Continue to develop instructional proficiency by attending training opportunities at ESC 2, Reading and Math Academies, and District specialists
- Utilize TOT model to provide training of AVID strategies, DMAC, BAS, Fountas & Pinnell resources, and other professional development opportunities
- Embed professional development and model best instructional practices in Campus Faculty Meetings and grade level PLCs
- Continue AVID onsite coaching visits and follow up training
- Utilize district reading specialist to provide literacy training and support Kaleidoscope intervention
- Utilize district math specialist to facilitate vertical alignment meeting and support implementation of Formative Loop
- Utilize district Technology Department to provide instructional technology integration
- Conduct focused walkthroughs and communicate feedback in a timely manner

# Resources

Resource	Source
IDEA B Preschool-225	Federal
IDEA Special Education-224	Federal
Title I, Part C, Migrant-212	Federal
Title I-211	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IV Safe and Drug Free	Federal
Title VI, Part B Rural/Low Income	Federal
ELL Allotment	State
Gifted and Talented	State
High-Quality Prekindergarten Grant	State
Local Funds	State
State Compensatory-191	State

# WELDER ELEMENTARY

**Goal 1.** Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

**Objective 1.** Sinton ISD will provide a safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize SAT team for Behavior Response to Intervention Plan as a layered model of interventions for students not demonstrating success in the classroom/school environment. The following intervention strategies may be used: Restorative Practices, behavioral contracts, and other methods for reducing behavioral issues. (Title I SW: 1) (Target Group: All, SPED) (CSFs: 1,4,6)	Assistant Principal, Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Sept.-June	(S)Local Funds	Summative - Review meeting minutes, agendas and discipline data.
2. Utilize resources from the TEXAS School Safety Center to update and implement our Emergency Operations Plan that provides for staff training, emergency drill schedules, and coordination with local agencies. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Assistant Superintendent for Business, Director of Transportation and Safety, Principal	August-June	(S)Local Funds	Summative - Meeting minutes, agendas and EOP logs.
3. Utilize Sinton PD School Resource Officers for campus support. (Title I SW: 10) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal	August-June	(S)Local Funds	Summative - Review safety records.
4. Develop a Coordinated School Health Committee that reviews campus policies, procedures, integrates activities and resources into the curriculum and promotes healthy lifestyles. (Target Group: All)	Assistant Principal, Counselor(s), Principal, School Nurse, Teacher(s)	October- May	(S)Local Funds	Summative - Review meeting minutes and agendas.
5. Maintain campus wide "Bullying Awareness Initiative" that include School-wide Pledge, online "Report a Bully", Incident Report Form, counselor led social character lessons, and PTA sponsored Bully Awareness Program. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal, Teacher(s)	August - June	(O)PTA Funds, (S)Local Funds	Summative - Review incident report forms.
6. Implement access protocols for visitors. (Title I SW: 1) (Target Group: All) (CSFs: 4,6)	Assistant Principal, Principal, Teacher(s)	August-June	(S)Local Funds	Summative - Raptor reports.
7. Continue Family Fun Runs/Walks for all grade levels to promote healthy lifestyles and parental involvement. (Title I SW: 6,10) (Target Group: All) (CSFs: 5,6)	Assistant Principal, Principal	October - May	(S)Local Funds	Summative - Parent sign in sheets/surveys

# WELDER ELEMENTARY

**Goal 1.** Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

**Objective 2.** Severe misbehavior that results in out of classroom placements will decline annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reinforce good behavior through the use of "The Beginning of a Hero " and "The Right Choices!", character education programs. (Title I SW: 1,2,6,10) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal, Teacher(s)	Sept.-June	(S)Local Funds	Summative - Data from discipline referrals.
2. Utilize consistent campus wide "Hero" behavior expectations. (Title I SW: 1,2) (Target Group: All) (CSFs: 4,6)	Assistant Principal, Counselor(s), Principal, Teacher(s)	August-May	(S)Local Funds	Summative - Review and monitor discipline data.
3. Utilize classroom dojo to reinforce positive behavior in the classroom and cafeteria. (Title I SW: 9) (Target Group: All) (CSFs: 4,6)	Assistant Principal, Principal, Teacher(s)	August-June	(S)Local Funds	Summative - Review and monitor discipline data.
4. Provide students opportunity to visit "Character Cove" each Friday as a positive behavior incentive. (Title I SW: 6,10) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal, Teacher(s)	August-June	(O)PTA Funds	Summative - Review disciplinary records.
5. Review, revise and maintain a discipline framework that will, A) ensure behavior standards are consistent from teacher to teacher, B) ensure office referral consistency between teachers, C) facilitate collaboration and behavior interventions within the grade level,D) decrease out of class time for students due to minor infractions, and E) increase parent/guardian communication, F)support a hierarchy of consequences. (Title I SW: 1) (Target Group: All) (CSFs: 4,6)	Assistant Principal, Principal, Teacher(s)	August - June	(O)PTA Funds, (S)Local Funds	Summative - Review disciplinary records.
6. Provide training and support for implementation of Restorative Practices which include Circle Time in classrooms to build relationships, classroom community and address negative behaviors. (Title I SW: 1) (Target Group: All) (CSFs: 1,4,6)	Assistant Principal, Principal, Teacher(s)	August - May	(S)Local Funds	Summative - Review of disciplinary data/referrals.

# WELDER ELEMENTARY

**Goal 1.** Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

**Objective 3.** Sustain a district-wide Safe and Drug Free Schools program

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in Safe & Drug Free School Week. (Title I SW: 1,2) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal	August-May	(S)Local Funds	Summative - Schedule of activities for Red Ribbon Week.
2. Continue Character Education lessons in classrooms. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal, Counselor(s), Principal	September - June	(S)Local Funds	Summative - Review disciplinary data.
3. Participate in Bully Prevention Program(s). (Title I SW: 1) (Target Group: All) (CSFs: 6)	Counselor(s), Principal	October/November	(O)PTA Funds	Summative - Data from Incident Investigation Forms (bully referrals)
4. Provide and train staff with Literature based lessons to build classroom community and positive character traits. (Target Group: All) (CSFs: 4,6,7)	Assistant Principal, Principal, Teacher(s)	September - May	(S)State Compensatory-191	Summative - Faculty meeting agendas, sign in sheets, evidence of implementation, lesson plans



# WELDER ELEMENTARY

**Goal 1.** Ensure safe schools for all students and enforce student code of conduct throughout all Sinton campuses.

**Objective 4.** Increase opportunities for parents to become involved in their child's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Facilitate teacher-parent conferences during the 1st nine weeks explaining BOY assessments, grade level requirements and instructional skills. (Title I SW: 1,2,6) (Target Group: All) (CSFs: 5,6)	Assistant Principal, Principal, Teacher(s)	Sept.-Oct.	(S)Local Funds	Summative - Collect and review conference logs and parent contact records.
2. Schedule Family Nights (literacy, math, and science) throughout the year to promote parental involvement and academic success. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Principal	October-May	(O)Community Funds, (S)Local Funds	Summative - Sign in sheets.
3. Promote parental access to the web based Parent Portal for district registration, grades, attendance, and discipline. (Title I SW: 1,6) (Target Group: All) (CSFs: 5,6)	Assistant Principal, Principal	August-May	(S)Local Funds	Summative - Review family access data.
4. Communication will be facilitated through quarterly campus newsletters, marquees, school reach, daily calendar/agenda, notes home and Skyward parent communication system, SISD website, Sinton ISD community facebook page and district calendar to keep parents informed of upcoming events, important information, schedules, congratulations and parental involvement opportunities. (Title I SW: 1,6) (Target Group: All) (CSFs: 5,6)	Assistant Principal, Instructional Technology Specialist, Principal	August-May	(S)Local Funds	Summative - Review communication logs, school blog.
5. Promote parent involvement through PTA membership, scheduled PTA meetings, PTA Facebook page and events. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Principal	August-June	(O)PTA Funds	Summative - Review membership list and PTA minutes.

# WELDER ELEMENTARY

**Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

**Objective 1.** The percentage of students in grades K-2 reading on grade level, according to district approved assessment tools, will increase from 66% to 75% by the end of the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue comprehensive reading initiative that includes: (A) An explicit phonics program (B) Data collection and progress monitoring system, (C) Utilize Istation PK-2 (D) Utilize reading specialist for onsite coaching/training to support the application of learning from training sessions (E) targeted instruction as determined by TPRI, BAS, and Texas KEA, (F) provide Early Intervening services to identified students for Dyslexia, (G) ensure small group differentiated instruction is part of instructional delivery, (H) Schedule vertical alignment meetings with Sinton Elementary 3 times a year, (I) Implement and Monitor Fluency English Word Program (Sight Words) (J) Utilize Dyslexia specialist for campus intervention needs (K) Utilize Fountas &amp; Pinnell Classroom resources and provide training and support as needed. (Title I SW: 1,2,3,4,5,9,10) (Target Group: All) (CSFs: 1,2,7)</p>	<p>Core Subject Teachers, Director of Literacy, Literacy Interventionist, Principal</p>	<p>August-June</p>	<p>(F)IDEA Special Education-224, (F)Title I-211, (S)Local Funds, (S)State Compensatory-191</p>	<p>Summative - Review assessment data in the area of reading: Guided Reading logs/checkpoints, Direct Instruction Lesson Gains Chart, small group plans, Kaleidoscope plans and Data notebooks maintained</p>

# WELDER ELEMENTARY

**Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

**Objective 1.** The percentage of students in grades K-2 reading on grade level, according to district approved assessment tools, will increase from 66% to 75% by the end of the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>2. Continue comprehensive writing initiative that includes: 1) PLCs consistently meet to plan lessons targeted to grade level writing standards 2) PLCs consistently meet to analyze benchmark targets to monitor progress of students and align grading; 3) Cross-curriculum writing plan that includes daily and weekly writing activities in all content areas 4) Writing progress measured using Developmental Stages of Writing and Standards-Based Rubrics 5) Vertical alignment meetings with Sinton Elementary 3 times a year 6) WICORized lesson planning 7) Continue Calendar of writing benchmarks to monitor progress 8) Utilize Sinton Elementary interventionist to support writing instruction and alignment K-5. (Title I SW: 1) (Target Group: All) (CSFs: 1,2)</p>	<p>Assistant Principal, Principal, Teacher(s)</p>	<p>July-June</p>	<p>(F)Title I-211, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)State Compensatory-191</p>	<p>Summative - Review assessment data in the area of writing.</p>
<p>3. Continue comprehensive math initiative: (A) Maintain data collection and progress monitoring system, (B) Refine math adoption, Go Math (C) RTI system for identified students, (D) Ensure small group differentiated instruction is part of the instructional delivery, (E) Continue to utilize Istation Math (F) Embed data analysis and standards study within PLC (G) Continue to utilize Interactive Notebooks, (H) Refine use of Formative Loop Numeracy Program in Grades 1 and 2 (I) Schedule vertical alignment meetings within campus as well as with Sinton Elementary PK-5. (Title I SW: 1) (Target Group: All) (CSFs: 1,2)</p>	<p>Department Chairpersons, Principal, STEM Director, Teacher(s)</p>	<p>August-June</p>	<p>(S)Local Funds</p>	<p>Summative - Review assessment data in the area of math.</p>

# WELDER ELEMENTARY

**Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

**Objective 1.** The percentage of students in grades K-2 reading on grade level, according to district approved assessment tools, will increase from 66% to 75% by the end of the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Continue Universal Prekindergarten Initiative that includes: (A) extended full day program, (B) OWL curriculum to support instruction (C) Zoo Phonics and Heidi Math to be included as additional supplemental resources (D) Utilize District Reading Specialist to provide onsite support (E) Fountas & Pinnell Classroom resources. (Title I SW: 1,2,7) (Target Group: PRE K) (CSFs: 1,2,4,7)	Director of Literacy, Principal	August-June	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Review PK assessment data.
5. Provide common planning time for all teachers to facilitate professional collaboration: 1) Develop PLC opportunities for professional development; 2) Continue to refine PLC practices to analyze data, share best instructional strategies, and design lessons aligned to the district curriculum and rigor of the TEKS with specific attention to the STAAR Readiness, Supporting, Process and Ineligible standards. (Title I SW: 1,2,5,8) (Target Group: All) (CSFs: 1,2,3,6,7)	Assistant Principal, Department Chairpersons, Literacy Interventionist, Principal	August-June	(F)Title I-211, (S)Local Funds	Summative - Review PLC agendas and minutes
6. Continue to utilize social studies adoption, My World, and refine use of Fusion, our current Science Adoption with a focus on academic vocabulary. (Title I SW: 1) (Target Group: All) (CSFs: 1,4)	Principal, Teacher(s)	August-June	(F)Title I-211, (S)Local Funds	Summative - Review science and social studies assessment results.
7. Continue to implement and monitor Response to Intervention (RtI) and student progress in DMAC. (Title I SW: 8,9,10) (Target Group: AtRisk) (CSFs: 1,2)	Counselor(s), Literacy Interventionist, Principal, Teacher(s)	September-June	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Review RtI documentation in DMAC.
8. Utilize Kaleidoscope in grades K-2 for intervention using Istation, Direct Instruction, remediation, acceleration, and enrichment. (Title I SW: 1,3) (Target Group: All, GT, AtRisk) (CSFs: 1)	Assistant Principal, Literacy Interventionist, Principal, Teacher(s)	September-June	(S)Local Funds	Summative - Review Kaleidoscope plans.

# WELDER ELEMENTARY

**Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

**Objective 1.** The percentage of students in grades K-2 reading on grade level, according to district approved assessment tools, will increase from 66% to 75% by the end of the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Utilize DMAC and other assessment tools to analyze student assessment data and monitor student achievement. (Title I SW: 8) (Target Group: All) (CSFs: 1,2)	Assistant Principal, Literacy Interventionist, Principal, Teacher(s)	September-June	(F)Title I-211	Summative - Review data notebooks.
10. Attend AVID Academic Language & Literacy strand at AVID Summer Institute and provide staff training. (Title I SW: 1,3) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Assistant Principal, Director of Federal and Special Programs, Principal	August-May	(F)Title I-211	Summative - Classroom Observations and Student Data

# WELDER ELEMENTARY

**Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

**Objective 2.** The percentage of all tested students on STAAR/EOC in reading and math who meet the post-secondary readiness standard (Meets Grade Level) will increase from 40% to 45% by the end of the school year 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support and monitor weekly PLCs to create lesson plans that are aligned to the district curriculum and the rigor of the TEKS and PK guidelines with specific attention to STAAR Readiness, Supporting, Process and Ineligible standards. Results of common assessments will be reviewed and used to design student interventions. (Title I SW: 1,2,8) (Target Group: All) (CSFs: 1,6,7)	Department Chairpersons, Principal	August-June	(F)Title I-211, (S)Local Funds	Summative - Analyze DMAC data and performance indicators.

# WELDER ELEMENTARY

- Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.
- Objective 3.** Academic indicators on PBMAS will average to a 2 and all other indicators as measured by PBMAS will be no higher than 1.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor implementation Priority for Service reports, academic progress, parental involvement and student attendance. (Target Group: Migrant) (CSFs: 1,2,5)	Director of Federal and Special Programs, Migrant Coordinator, Principal	August-June	(F)Title I, Part C, Migrant-212	Summative - Review PBMAS reports.
2. Accelerate LEP students' successful acquisition of proficiency in English by monitoring the implementation language acquisition programs and continuing to emphasize the English Language Proficiency Standards (ELPS) in all content areas. (Title I SW: 1,10) (Target Group: LEP) (CSFs: 1,2)	Director of Federal and Special Programs, ESL Teachers, Principal	August-June	(S)ELL Allotment	Summative - Review PBMAS reports and TELPAS results.
3. Continue to provide a comprehensive enhancement of continuum of services to Special Education students: (A) continue to implement reorganized classroom structure (B) provide common planning time for SpEd and general education teachers (C) review student eligibility data, current services and assessment results to ensure proper placement (D) intensive instruction based on IEPs (E) inclusion support, small group instruction, and study skills. (Title I SW: 2,9,10) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2,7)	Director of Special Education, Principal	August-June	(F)IDEA Special Education-224	Summative - Review SPED Assessment Data

# WELDER ELEMENTARY

**Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

**Objective 4.** The attendance rate for the district will be increased from 95.21 to 96%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize School Truancy Officer to support school attendance and implementation of truancy prevention methods. (Title I SW: 6) (Target Group: All, AtRisk) (CSFs: 4,6)	Assistant Principal, Principal	August-June	(S)Local Funds	Summative - Review attendance and truancy reports.
2. Provide attendance incentives for students throughout the year. (Title I SW: 6) (Target Group: All) (CSFs: 4,6)	Assistant Principal, Principal	August-June	(O)PTA Funds, (S)Local Funds	Summative - Review attendance reports.
3. Continue to implement truancy prevention methods. (Title I SW: 6) (Target Group: All) (CSFs: 4)	Assistant Principal, Principal, Teacher(s)	August - May	(S)Local Funds	Summative - Daily attendance, grade level attendance rates



# WELDER ELEMENTARY

- Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.
- Objective 5.** The percentage of College, Career and Military Readiness graduates will increase from 44% to 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to refine implementation of AVID Elementary organizational and instructional strategies campus wide K-2, WICORize lesson plans, incorporate Costa's levels of questioning, embed student use of Interactive Notebooks and build college going culture to support AVID initiative. (Title I SW: 1,4,10) (Target Group: All) (Strategic Priorities: 1,3,4) (CSFs: 1,4,7)	Assistant Principal, Core Subject Teachers, Department Chairpersons, Director of Federal and Special Programs, Principal	July-June	(F)Title IIA Principal and Teacher Improvement	Summative -
2. Continue to highlight colleges and careers on Sinton Heroes Bulletin Board. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Principal	August - May	(S)Local Funds	
3. Include information about colleges on weekly announcements, highlighting famous graduates, degree programs, locations and other interesting facts. (Title I SW: 10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Principal	October - May	(S)Local Funds	

# WELDER ELEMENTARY

**Goal 2.** Meet all performance index targets within the state accountability framework; meet PBMAS standards; eliminate performance gap among subgroups and ensure that all students reach their full potential.

**Objective 6.** SISD will integrate the effective usage of technology across the curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the district's technology Plan to strategically align our technology resources, training, and hardware to promote student achievement. (Title I SW: 1,10) (Target Group: All) (CSFs: 1)	Director of Transportation and Safety, Principal	August-June	(F)IDEA Special Education-224, (F)Title I, Part C, Migrant-212, (F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Review student assessment data.
2. Improve academic achievement across the curriculum through integration of technology, distance learning and digital content services. (Title I SW: 10) (Target Group: All) (CSFs: 1)	Director of Transportation and Safety, Instructional Technology Specialist, Principal	August-June	(F)Title I, Part C, Migrant-212, (F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Review student assessment data.
3. Utilize computer based differentiated instructional resources such as Istation Reading and Math to maximize student performance. (Title I SW: 1,10) (Target Group: All) (CSFs: 1,2)	Assistant Principal, Principal, Teacher(s)	September-June	(F)Title I-211, (S)Local Funds	Summative - Review and monitor Istation reports.

# WELDER ELEMENTARY

**Goal 3.** Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

**Objective 1.** 100% of all Sinton ISD teachers will select professional development hours that align to specific campus goals and professional target areas; delivery methods will include face-to-face and virtual options.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop instructional proficiency of teachers by providing onsite support, district provided professional development, AVID, and ESC 2 sponsored professional development. (Title I SW: 4,10) (Target Group: All) (CSFs: 1,7)	Director of Literacy, Principal	June-June	(F)Title I-211, (F)Title IIA Principal and Teacher Improvement, (O)ESC 2 Staff	Summative - Review assessment data.
2. Continue to implement staff development that supports universal design for learning and access to general curriculum to reach the diverse learner. (Title I SW: 4) (Target Group: SPED) (CSFs: 1,7)	Director of Special Education, Principal	August-June	(F)IDEA B Preschool-225, (F)IDEA Special Education-224, (F)Title I-211	Summative - Review SpEd assessment data.
3. Provide staff development on instructional technology integration to improve instruction and increase student achievement. (Title I SW: 4,10) (Target Group: All) (CSFs: 1,7)	Director of Transportation and Safety, Instructional Technology Specialist, Principal	August-June	(F)Title I-211, (S)Local Funds, (S)State Compensatory-191	Summative - Training sign in sheets.
4. Continue to provide staff development on DMAC utilities, disaggregation of assessment data, and development of formative assessments. (Title I SW: 4,8,10) (Target Group: All) (CSFs: 1,2,7)	Assistant Principal, Director of Special Education, Literacy Interventionist, Principal	August-June	(F)Title I-211	Summative - Review student assessment data.
5. Provide on-line 6-hour Gifted/Talented update for teachers that have their initial 30 hour GT certification. (Title I SW: 3) (Target Group: GT) (CSFs: 1,7)	Principal, Teacher(s)	June-May	(F)Title IIA Principal and Teacher Improvement	Summative - Review student assessment data.
6. Provide new content teachers with initial 30 hour Gifted/Talented certification training. (Title I SW: 3) (Target Group: GT) (CSFs: 1,7)	Principal, Teacher(s)	August-June	(F)Title IIA Principal and Teacher Improvement	Summative - Review student assessment data.

# WELDER ELEMENTARY

**Goal 3.** Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

**Objective 2.** The district will recruit and retain highly qualified teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in selecting a Teacher of the Year and a Teacher of Promise to represent Welder Elementary. (Title I SW: 5) (Target Group: All) (CSFs: 6)	Assistant Principal, Principal, Teacher(s)	March-June	(S)Local Funds	Summative - Review staff nominations.
2. Maintain GT requirements for teachers. (Title I SW: 3) (Target Group: GT) (CSFs: 1,7)	Director of Federal and Special Programs, Principal	August to June	(S)Gifted and Talented , (S)Local Funds	Summative -

# WELDER ELEMENTARY

**Goal 3.** Provide professional development opportunities for staff and create an environment that values staff and maximizes student achievement.

**Objective 3.** Staff will receive adequate training and support to implement district initiatives including Literacy, AVID, Project Based Learning, STEM Education, RtI, TEKS Resource System, Professional Learning Communities, Data-driven Decision Making, and Effective Leadership.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide planning and onsite support in ELA and Math through ESC training opportunities and onsite support from District Reading and Math specialists. (Title I SW: 1,4) (Target Group: All) (CSFs: 1,3,6,7)	Director of Literacy, Dyslexia specialist, Principal	July-May	(F)Title I-211, (S)Local Funds	Summative - Review student assessment data.
2. Provide training to support RtI implementation and practices on universal screening tools, continuum of support resources, progress monitoring, and documentation. (Title I SW: 4,9) (Target Group: All) (CSFs: 1,2,7)	Assistant Principal, Principal	August-June	(F)Title I-211, (S)Local Funds	Summative - Review RtI records and student assessment data.
3. Provide core academic teachers training in the 7 Steps to a Language Rich Interactive Classroom and provide ongoing support throughout the year from mentor teachers, PLCs, and faculty meetings. (Title I SW: 1,2) (Target Group: All) (CSFs: 1,6,7)	Director of Federal and Special Programs, Principal	August-May	(F)Title I-211, (F)Title IIA Principal and Teacher Improvement	Summative - Review classroom walkthrough data to determine level of implementation.
4. Increase the number of staff members trained in AVID Elementary Organizational tools, WICOR, Growth Mindset and Higher Level Questioning by attending the AVID Summer Institute, AVID Fall and Spring Onsite Training opportunities and utilizing the TOT model to implement AVID strategies campus wide. (Title I SW: 4) (Target Group: All) (CSFs: 1,6,7)	Director of Federal and Special Programs, Principal	July-May	(S)State Compensatory-191	Summative - Review overall achievement data.
5. Continue comprehensive training on guided reading using Guided Reading, 2nd Edition: Responsive Teaching Across the Grades, the Literacy Continuum, Expanded Edition, Fountas and Pinnell Classroom resources and the Benchmark Assessment System 1 & 2, 3rd edition. (Title I SW: 1,3,4) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,7)	Assistant Principal, Assistant Superintendent, Director of Literacy, Principal	August - May	(F)Title I-211, (S)Local Funds	Summative -

# Strategic Priorities

**Priority 1.** Recruit, support, and retain teachers and principals

**Priority 2.** Build a foundation of reading and math

**Priority 3.** Connect high school to career and college

**Priority 4.** Improving low-performing schools