

**Gladewater Independent School District**  
**Weldon Elementary School**  
**Campus Improvement Plan**  
**2016 - 2017**  
**092-901-105**



**Weldon Mission Statement**

We care about children with a commitment to the individual success of each student. Weldon celebrates our past, embraces our present and we anticipate our future, with a desire to maintain a caring environment.

**Belief Statements of Weldon Elementary School**

- We believe we care for each child, and we are committed to positively affecting their learning and character.
- We believe enhanced learning through the celebration of success and tradition promotes a positive, caring environment.
- Committed staff. Continuing the tradition. Celebrating character. Achieving excellence.
- We believe that we celebrate our past, embrace our present, and anticipate our future.

The District Education Improvement Council collaboratively developed the District Improvement Plan. The No Child Left Behind Act of 2001 National Performance Goals have been adopted by the district and are reflected in the District Improvement Plan. The following funding sources support the objectives and strategies identified in the District Improvement Plan: Title I, Part A; Title II, Part A; Title III, Part A; Special Education; Head Start; Gifted & Talented; SSI; State Compensatory Education; Tobacco Grant; and Local.

This school district and its Career and Technology Education Program does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

Este distrito escolar y su Programa de Educacional de Carrera y Tecnología no discriminan en base de sexo, discapacidad, raza, color, edad u origen nacional en sus programas educativos, actividades, o empleo como lo requiere el Título IX, Sección 504 y Título VI.

## Campus Education Improvement Council Members

Position	Name	Term Expiration
Non-Teaching Professional	Cathy Bedair *	Open
Non-Teaching Professional	Renee Byers	Open
Non-Teaching Professional	Diana Dunn **	Open
Special Education Representative	Keisha Lewis	September 2018
Regular Program 2 <sup>nd</sup> Grade Teacher	Cecily Anderson	September 2018
Regular Program 3 <sup>rd</sup> Grade Teacher	Jodi Woods	September 2018
Regular Program 4 <sup>th</sup> Grade Teacher	Rachel Haynes	September 2018
Regular Program 5 <sup>th</sup> Grade Teacher	Sheree Cook	September 2018
Specials Teacher Representative	Christy McQueen	September 2017
Parent Representative	John McQueen	September 2017
Parent Representative	Sakkinah Balcorta	September 2017
Parent Representative	Tomasa Coronado	September 2018
Business Representative	Tiffany Lewis	September 2017
Community Representative	Dick Dobbins	September 2017
Community Representative	Lois Reed	September 2017

\*Facilitator

\*\*Secretary

## **Comprehensive Needs Assessment**

**The following sources provided data for the comprehensive needs assessment. An in-depth review of data led to the development of the goal, objectives, and strategies included in the Campus Improvement Plan.**

- Longitudinal TAPR Data
- PBMAS Data
- Longitudinal academic performance data for non-AEIS student groups
- TELPAS, TPRI, STAAR-A, STAAR-Alt, AYP, PBMAS, Program Evaluations
- Stakeholder Surveys
- Discipline Reports
- Formative Assessment Data Core 6 Week Tests
- Staffing Needs
- Professional/Paraprofessional Training Needs
- Norm-referenced Tests
- Promotion/Retention Rates
- Informal Evaluations
- Focused Data Analysis

### **Components of a School wide Program**

1. Comprehensive Needs Assessment
2. Reform Strategies
3. Highly Qualified Teachers
4. Professional Development
5. Strategies to Attract Highly Qualified Teachers
6. Parental Involvement
7. Preschool Transition
8. Teachers Involved in Assessment Decisions
9. Timely Assistance for Students
10. Coordination of Programs

# Academic Performance Chart

	2016 Weldon	2016 Bdwy	2016 Weldon	2016 Bdwy	2016 Weldon	2016 Weldon
	Reading ELA	Reading ELA	Math	Math	Writing	Science
All	62%	60%	65%	63%	64%	60%
African American	60%	43%	39%	57%	50%	25%
Hispanic	46%	55%	78%	59%	65%	63%
White	68%	66%	69%	68%	67%	72%
Eco. Disadvantaged	57%	53%	60%	58%	57%	57%
Special Education	39%	0%	19%	25%	14%	10%
LEP	21%	38%	78%	50%	29%	--%

2016 3<sup>rd</sup> Grade STAAR

	% Passed
Reading	59%
Math	62%

2016 4th Grade STAAR

	% Passed
Reading	66%
Math	57%
Writing	64%

2016 5<sup>th</sup> Grade STAAR

	% Passed
Reading	51%
Math	56%
Science	60%

	2014	2015	2016
Annual Dropout Rate (GR __)	N/A	N/A	N/A

Accountability	2013 State	2014 State	2015 State	2016 State
Weldon Elementary	Met Standard	Met Standard	Improvement Required	Met Standard
Distinction Designation				Academic Achievement in Science

## Weldon Elementary Improvement Plan

**Board Goal 1: GISD will provide academic programs, which will ensure that all students' academic performance and achievement levels will reflect excellence in learning and attainment.**

**Objective 1.1: Receive “Met Standard” with Distinction**

Summative Outcome Measures:

- Meet or exceed state minimum scores
- 20% of students will be at Level III or higher
- Earn 3/5 distinctions
- Each sub-pop % will be at 60% or greater
- Meet System Safeguards in AA, Hisp., ECD, ELL, Spec. Ed.
- Attendance > or = 97%

<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
1.1A Continue implementation of TEKS Resource Systems to ensure alignment with TEKS/State curriculum	Principal, Teachers	District	Weekly PLC Meetings	Lesson Plans YAG	2, 3
1.1B Implement Balanced Literacy to ensure students become strong readers and writers	Principal, Asst. Principal, teachers	Local	Daily	Walk-Throughs Lesson Plans Daily 5 DRA Testing	1, 2, 3, 9
1.1C Least Restrictive Environment: Provide inclusion in regular education classes for students with disabilities and in non-curricular and extracurricular activities	Special Education and Regular Education Teachers, Principal, Asst. Principal, Upshur County Co-op.	Local	Daily Classroom Opportunities	Records of inclusion students	3, 9

1.1D Accelerated enrichment opportunities for passing students to advance growth on STAAR (ie: level 1 to level 2, level 2 to level 3)	Principal, GT teacher, Teachers	Local	Daily	Formative Assessments, CBA data, Mock testing	1, 2, 3, 8, 9
1.1E Accelerated learning opportunities will be held within the school day for at-risk students who: failed STAAR the previous school year, failing weekly formative assessments, results of the six weeks tests.	Principal, teachers, RTI Teachers	Local	Daily RTI	Formative Assessments, CBA data, Mock testing	1, 2, 3, 8, 9
1.1F Continue to implement an effective writing instruction for all students.	Principal, Teachers	Local	Weekly across all subjects	State rubric	2, 3
1.1G Implement the components of the RTI process (ie: universal screener, SAT meetings)	Principal, Asst. Principal, Counselor, teachers, RTI teacher	Title 1 Funds, IMA Funds	Each Six Weeks	Minutes of meetings, records of interventions	1, 2, 3, 8, 9, 10
1.1H Utilize DRA as a universal screener for reading and STAAR Math for math	Principal, RTI Teacher, Teachers	Title 1 Funds	September, January, May	Student testing results	1, 2, 3, 8, 9, 10
1.1I Utilize Renaissance Learning for math and reading	Principal, Teachers, RTI Teachers	IMA	School Year	Accelerated Math and Reading Reports	1, 2, 3, 8, 9, 10
1.1J Implement various instructional strategies (i.e Marzano's 9, Lead4ward Instructional Toolbox, etc.)	Principal, Asst. Principal, Teachers	Local	Weekly	Walk-Throughs. Lesson plans	3
1.1K Implement Reasoning Mind Math Program as a supplemental program for grades 2-5	Principal, Asst. Principal, Teachers, RTI Teachers	Free for this year	Daily	Walk-Throughs, Lesson Plans	1, 2, 3, 8, 9, 10
1.1L Bring in successful AA and Hisp. male role models to positively influence students	Principal, Asst. Principal, Teachers, Community members	Free	Every 9 weeks	Volunteer sign-in sheet	1, 6
1.1M Increase vocabulary in all core subjects using Flocabulary	Teachers	Local	Weekly	Weekly vocabulary tests	1, 2, 3, 8, 9, 10

1.1N Established an Attendance Incentive Committee to encourage high attendance	Principal, Asst. Principal, Counselor Teachers	Local	Each six weeks	Attendance reports	1, 10
--	---	-------	----------------	--------------------	-------

<b>Objective 1.2: Have a challenging CIA program, requiring high levels of learning and accountability, preparing graduates for higher education and employment.</b>					
Summative Outcome Measures: <ul style="list-style-type: none"> <li>Pass CBAs at 70% or higher</li> </ul>					
<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
1.2A Continue implementaton of Professional Learning Communities (PLC's) to collaboratively plan to improve student outcomes and plan interventions	Principal, Teachers, Spec. Ed. Teachers, RTI Teachers	Local	Weekly PLC Meetings	Lesson Plans Agendas Newsletters	3,8
1.2B Develop and administer campus based assessments (CBA) that are aligned to the rigor of STAAR and analyze data to adjust instructional strategies based on six weeks tests results	Principal, teachers	Local	Each six weeks	Campus data, DMAC	1, 3
1.2C Implement The Daily 5 in Reading classrooms	Principal, Asst. Principal, Teachers	Local	Daily	Walk-Throughs	1, 2, 3, 9
1.2D Implement The Daily 3 in all math classrooms	Principal, Asst. Principal, Teachers	Local	Daily	Walk-Throughs Lesson Plans	1, 2, 3, 9
1.2E 30% of students will participate in Academic UIL events while anticipating placing 1 <sup>st</sup> -3 <sup>rd</sup> in district competition	Principal, Asst. Principal, Teachers	Local	Spring Semester	# Students registered in UIL	3, 9

**Objective 1.3: GISD students have a vision for future success and set goals to achieve success**

Summative Outcome Measures

- 30% of students will participate in Academic UIL

<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
1.3A Annual Career Day will be held in the spring semester	Principal, Asst. Principal, Counselor, Teachers	Local	Spring Semester	Master calendar	6
1.3B College Shirt Day 1 <sup>st</sup> Monday of every month	Principal, Asst. Principal, Counselor, Teachers	Local	Monthly	Master calendar	6



**Objective 1.4: GISD has a safe and alcohol/drug-free climate that fosters discipline, respect, confidence and a desire to contribute.**

Summative Outcome Measures:

- 100% of students receive character lessons
- Reduce office referrals by 10%

<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
1.4A Participate in Red Ribbon Week	Principal, Asst. Principal, Counselor, teachers	Local	Month of October	Master Calendar Newsletter	6
1.4B Visibility of principal and asst. principal in classrooms, cafeteria, and hallways	Principal, Asst. Principal	Local	Daily	Walk-throughs	9
1.4C Implement Principal's Principles-A Character Building Program	Principal	Local	Daily	Daily Announcements	9
1.4D Counselor will provide instruction on Character Building	Counselor	Local	Weekly	Lessons during PLC time	3, 9
1.4E Classroom management training during monthly faculty meeting	Principal, Teachers	Local	Monthly	Referrals Agendas	4
1.4F Develop and implement awareness education for a variety of topics (ie: Anti-bullying week, alcohol awareness, National Unity Day, Human Trafficking, Dating Violence, Post-partum Depression, Hydrocephalus, Iwo Jima Day, Autism Awareness, Lung Cancer Awareness)	Principal, Asst. Principal, Counselors, Teachers	Local	School Year	Counselor lessons during PLC time	3, 9

**Objective 1.5: GISD has a high quality faculty and staff.**

Address: Provide professional development training to faculty and staff for technology integration

All staff participates in at least 30 hours of professional development per year

## Summative Outcome Measures:

- 100% of faculty teaches at least two technology lessons per six weeks
- 100% of faculty will complete 30 or more hours of PD

<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
1.5A On-going technology training during monthly faculty meetings	Principal, Technology Director, Teachers	Local	Monthly	Agenda, Sign-In Sheet	4
1.5B On-going monthly training of topics to improve student outcomes (ie. ELPS, RTI, Rigor/Blooms, Spec. Ed. Process)	Principal, Teachers	Local	Monthly	Agenda, Sign-In Sheet	4
1.5C On-going TEKS Resource System Training	Reg. 7, Principal, teachers	District	PLCs	Agenda, sign-in sheets	4
1.5D Complete required GT training and/or update	Principal, teachers	District Local	Beginning of School Year	Certificates	4
1.5E Provide teachers with the opportunity to attend workshops at Reg. 7.	Principal, Teachers	Reg. 7 Co- op	School Year	Certificates	4
1.5F Provide Writer's Workshop Training to all ELA teachers	Principal, Teachers	Local	Fall Semester	Certificates	4

**Board Goal 2: GISD will promote the continual upgrade of facilities while providing multi-level safety and security of student & staff.**

**Objective 2.1: Provide systems to ensure that facilities will be clean and well maintained**

Summative Outcome Measures:

- 100% of work orders entered
- Custodial inspections will average at least 80%

<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
2.1A Walk-through each nine weeks with Custodial Director	Darla Allen, Principal	District	Each 9 Weeks	Walk-through form	1
2.1B Survey campus to gage efficiency of custodians	Principal, Teachers	Local	Each 9 Weeks	Survey Results	1
2.1C Enter maintenance and grounds work orders	Principal, Counselor, Teachers	Local	School Year	Work Orders Eduphoria	1

**Board Goal 3: GISD will provide sound financial management through integrity, planning and accountability to provide for the operation of the District's financial affairs and all student related programs and services.**

**Objective 3.1: GISD will develop and adopt balanced budgets to include monitoring 2014 Bond Series**

Summative Outcome Measures:

- Save 10% of budget at end of school year

<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
3.1A Monitor spending of campus budget	Principal	Local	Daily	Budget Reports	10
3.1B Title funds will be utilized for after-school program for students at-risk of failing STAAR and the school year.	Principal, Asst. Superintendent of CIA, Counselor, teachers	Title funds	Beginning in November after 1 <sup>st</sup> Mock, After School Program	Student attendance sheets, report cards, STAAR results	9, 10
3.1C Seek business partnerships to aide in providing needs for students.	Principal, Teachers	Local	School Year	Record of donation	10
3.1D IMA funds will be used to purchase various curriculum needs	Principal, Asst. Superintendent of CIA	IMA	School Year	IMA Records	9, 10

**Board Goal 4: GISD will establish a process that ensures interactive, open, honest, timely and effective communication among district employees, students, parent, and the community at-large.**

**Objective 4.1: Establish a process that ensures interactive, open, honest, timely and effective communication among district employees, students, parent, and the community at-large.**

Summative Outcome Measures:

- 100% of required campus communication will be completed.

<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
4.1A Write Staff Newsletter	Principal	Local	Weekly	Newsletter	10
4.1B Teachers will create and post on class Face Book pages	Teachers	Free	Weekly	Face Book Page	6
4.1C Teachers will send home a class newsletter	Teachers	Local	Each six weeks	Newsletter	6
4.1D Utilize Blackboard Connect to notify parents of upcoming events (6 per each six weeks)	Principal, secretary	Local	Weekly	Blackboard reports	6
4.1E Use the Marquee to disseminate information	Asst. Principal	Local	Monthly	Marquee	6
4.1F Hold Meet the Teacher Night	Principal, Asst. Principal, Counselor, Teachers	Local	August	Sign-in sheet	6
4.1G Hold Open House	Principal, Asst. Principal, Counselor, Teachers	Local	Spring Semester	Sign-in sheet	6
4.1H Teachers send Daily Folders home	Teachers	Local	Daily	Parent Signature	6
4.1I Post on Weldon's Facebook and Twitter pages	Principal	Local	Weekly	Postings	6

4.1J Write Campus Newsletter	Principal, Counselor, Teachers	Local	Each six weeks	Newsletter	6, 10
4.1K Teachers will utilize Remind 101	Teachers	Free	Weekly	Parent Sign-ups	6

**Objective 4.2: Promote participation through parent/community involvement programs**

Summative Outcome Measures:

- 100% of Family Engagement Activities Completed
- 10% increase in volunteers

<b>Action Step/Strategy</b> <i>Based on Campus Needs Assessment</i>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>	<b>Check Points</b>	<b>Measurement Tool</b>	<b>Title 1 Schoolwide Component (#1-10)</b>
4.2A Promote parent participation in PTO	Principal, Asst. Principal, Counselor, Teachers, Parents	Fund Raiser	Each Six Weeks	Sign-in sheets	6
4.2B Promote and hold two family engagement activities, i.e. Trunk-or-Treat	Principal, Asst. Principal, Counselor, Teachers	Fund Raiser	Fall/Spring semester	Family Engagement Plan	6
4.2C Promote and hold "Bring Your Parent to School" Day	Principal, Asst. Principal, Counselor, Teachers, Parents	Local	Spring Semester	Sign-in sheets	6
4.2D Monitor and increase volunteer hours	Principal, Asst. Principal	None	Fall/Spring Semester	Sign-in sheets	6

## Ten Components of a Title 1 Schoolwide Program

Components	
1	Comprehensive Needs Assessment (Internal and external Data)
2	Reform Strategies (Scientifically-based programs for all students)
3	Instruction by Highly Qualified Teachers (All teachers and paraeducators met HQ status)
4	High-Quality Professional Development (Program must support schoolwide goals)
5	Strategies to Attract Highly Qualified Teachers (Recruit and retain teachers)
6	Strategies to Increase Parental Involvement (Support and maintain two-way communication with home and school)
7	Transition (Support early childhood programs)
8	Teacher Decision-Making Regarding Assessments (Collaborative process on local assessments)
9	Effective and Timely Assistance to Students (Students are to be provided effective and timely academic assistance)
10	Coordination and Integration (Use of State, Federal, and local monies to support programs for all students)