

Commerce Independent School District
A.C. Williams Elementary
2016-2017 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

A.C. Williams Elementary School is a 3rd -5th campus. It has a student body of 354 students: Third grade 127 students, Fourth 124 students, Fifth 103 students. Ethnic Distribution:

African American	18.6%	127 students	Hispanic	20.3%	72 students	White	53.1%	188 students
American Indian	0.6%	2 students	Asian	3.7%	13 students	Two/More Races	3.7%	13 students
Pacific Islander	0.0%	0 students						
Economically Disadvantaged	63.0%	225 students	Non-Educationally Disadvantaged	36.4%	129 students			
English Language Learners (ELL)	11.3%	40 students	At-Risk	56.2%	199 students			
Mobility	18.0%	67 students						

Demographics Strengths

We have a diverse campus and an overall high attendance rate of 96.3%.

Demographics Needs

Because of our diversity, we are constantly striving to meet the varying individual needs of all student groups.

Student Achievement

Student Achievement Summary

According to our 2016 Accountability Rating A.C. Williams Elementary School met standard in all four index performance areas.

ACW Average Level II Satisfactory

All Students

Grade 3- Reading- 67% Grade 3- Math- 70%

Grade 4- Reading- 79% Grade 4- Math- 71% Grade 4 Writing- 70%

Grade 5- Reading- 83% Grade 5- Math- 85% Grade 5 Science- 76%

Student Achievement Strengths

Grade 3- Reading- White- 81% Grade 3 Reading- Two or More Races- 80% Grade 3- Reading- SpEd- 100%

Grade 4- Reading- White- 90% Grade 4- Reading- Economically Disadvantaged- 71%

Grade 5- Reading- Hispanic- 77% Grade 5- Reading- African American- 81% Grade 5- Reading- Two or More- 100%

Grade 5- Reading- Econ. Disadvantaged- 80%

Grade 3- Math- Hispanic- 89%

Grade 3- Math- ESL- 88%

Grade 3- Math- Special Ed- 83%

Grade 4- Math- Econ. Dis- 69%

Grade 4- Writing- Hispanic- 69%

Grade 4- Writing- White- 79%

Grade 5- Math- African American- 81%

Grade 5- Math- Two or More- 100%

Grade 5- Math- Econ. Dis- 83%

Grade 5- Science- Hispanic- 73%

Student Achievement Needs

We will continue to strive to improve student performance in the following areas:

Grade 3- Reading for Hispanic and African American

Grade 4- Reading for African American and ESL

Grade 5- Reading for ESL

Grade 3- Math for African American

Grade 4 Math for ESL

Grade 5 Math for ESL

Grade 5 Science for ESL

School Culture and Climate

School Culture and Climate Summary

We are continuing to shape our school culture and climate. Currently, we have an active PTO. We have family activities, such as the Fall Carnival, Reading and Math nights, etc. We are becoming more customer service minded and try to create an atmosphere that is warm and inviting for students, parents, and staff.

School Culture and Climate Strengths

Our Positive Behavior Support Initiative (PBSI) procedures help to provide a common language and expectations across grade levels. Students are provided incentives and rewards for exhibiting positive behavior.

School Culture and Climate Needs

We will continue to promote a school climate and culture that ensures that students, teachers, staff and visitors are treated with mutual respect. The school is clean and orderly. Students are engaged in their learning and overall ACW is a happy place and promotes the well being of all stakeholders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due to various reasons, at the end of the 2015-16 school year ACW was left with several positions vacant. For the 2016-2017 school year, five classroom teachers, one math intervention teacher, three paraprofessionals, and one assist principal were hired.

Staff Quality, Recruitment, and Retention Strengths

ACW has the following percentage of teachers by years of experience:

Beginning Teachers 3.2% 1-5 Years Experience 28.4% 6-10 Years Experience 22.8% 11-20 Years Experience 38.0% over 20 Years Experience 7.6%

In addition to having a nice range of teaching experience on our campus, the ACW staff has demonstrated the ability to pull together and work effectively as a team under adverse circumstances and limited resources.

Staff Quality, Recruitment, and Retention Needs

We will continue to strive to provide new teachers with an effective mentor program to support continued learning and professional development and attract, recruit and hire minority teachers to bring the ratio of minority personnel equal to the ratio of minority students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We have focused weekly grade level Professional Learning Community(PLC) meetings to review data, improve instruction and facilitate the RTI process. We currently utilize Eduphoria Aware to analyze student performance data to drive instruction as well as develop intervention groups. Teachers continue to implement TRS Curriculum using the 5 E Instructional Model and administer Benchmark Assessments in STAAR tested areas.

Curriculum, Instruction, and Assessment Strengths

We utilize our Curriculum and Instruction coordinator and department heads to conduct team meetings to ensure curriculum alignment and monitor student achievement. We continue to provide extended learning opportunities to ensure that all students develop an awareness of careers, technology, and real world connections to learning through out side presenters, field trips, etc.

Curriculum, Instruction, and Assessment Needs

The staff would like more Staff development that provides Positive Discipline strategies to use with challenging students, as well as, effective Reading and Math Strategies Instruction training. We also need a progress monitoring system to determine the effectiveness of our current small group instruction and means to assess additional needs.

Family and Community Involvement

Family and Community Involvement Summary

In order to provide our ACW families timely, open communication we utilize social media, newsletters and the School Messenger communication system to communicate with parents via email, text messaging, and automated phone services. We have had the following family activities thus far: Annual Fall Festival, Reading Success Night, and Parent/Teacher conferences.

Family and Community Involvement Strengths

Here at ACW we will continue to take advantage of every opportunity to make parents and other visitors feel welcome at our school.

We provide translation services in Spanish and coordinate with PTO and the community to provide activities that benefit our students and their families.

Family and Community Involvement Needs

Translation services can be improved with personnel available. We will continue to strive to develop ways to involve more families and community members in the educational process here at ACW.

School Context and Organization

School Context and Organization Summary

A.C. Williams Elementary School is a 3rd through 5th grade campus.

Regular Education

We have six classroom teachers per grade level. The 3rd grade team works in two teacher teams. Three teachers teach Math/Science content and the other three teach Language Arts/Social Studies content. The 4th grade team has 2 three teacher teams. Each team has one math/science teacher, one reading/social studies teacher, and one writing teacher. The 5th grade team has one science, one social studies, two math and two reading teachers. The students rotate between both the science and social teacher and one of the math and reading teachers.

Special Ed/ Life Skills/Learner Support

We have two SPED teachers and one paraprofessional to service our SPED population. Our Learner support team consist of one math intervention teacher, one ESL teacher, and one Reading Intervention/Dyslexia teacher. One Life Skills teacher and one paraprofessional to meet the needs of our specials needs students.

Speciality Teachers/Paraprofessionals

We have three teachers and three paraprofessionals to provide speciality programs for our students, which includes: (Art, Music, PE, Computer lab, and Library) and one paraprofessional for In-school suspension.

School Context and Organization Strengths

Regular class instruction is provide on a 90 minute block with pull outs and inclusion for SPED and ESL students. Our morning enrichment time provides an opportunities for tutorials, remediation, and other programs such as GT and intervention services for students as needed.

Our district and campus professional development is geared toward providing teachers best practices and technology training to be used on an on going basis.

RtI process is being utilized to help reduce the number of students failing core subject areas by providing teachers strategies and assistance to ensure that students are in the best academic setting to help them be successful.

School Context and Organization Needs

Our campus could benefit from having more personnel to minimum the group sizes for interventions, as well as provide regular ed. classroom support.

Technology

Technology Summary

All ACW classrooms are equipped with an interactive whiteboard, projector, document camera, phone, and laptop with docking station. This school year ACW received 5 Chromebook carts that teachers may check out through the library for classroom use. This year our campus gained one Icoach to assist teachers and staff in the integration of more technology usage in the learning process.

Technology Strengths

Every teacher has access to technology resources for planning lessons that engage students. Students are give many opportunities to interact with technology, and we have two computer labs and multiple mobile device carts, which makes our student/device ratio 1:1.

Technology Needs

We will continue to strive to provide technology professional development, so teachers may continue to grow and become proficient at using all the technology resources that are available in our district.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.


Performance Objective 1: ACW will increase scores on state tests that will meet or exceed the state standard for all sub-populations including Level III percentages.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Eduphoria Aware to analyze student performance and develop intervention groups	1, 3, 9	Teachers; Principal	STAAR Results; Think Through Math				
2) Utilize data from Lead4ward to set up quintile groups for Math and Reading intervention.	9	Teachers; Principal	lead4ward data; STAAR results; Progress monitoring; STAAR Results/Think Through Math/iStation				
3) Coordinator of Elementary Instruction helps facilitate Curriculum and student success through PLC meetings.	2	Principal; Assistant Principal; Curriculum Director	lead4ward data; STAAR results; Progress monitoring; Improved Student Performance				
Funding Sources: 211 - Title I, Part A - \$30000.00							
4) Conduct weekly walk-throughs to collect classroom instruction data		Principal; Assistant Principal	Walk Through Data; Improved Student Performance				
5) Continue to target ELL/ESL/Economically Disadvantaged students in writing by continuing to implement Gretchen Bernabei writing practices .	4	Principal; Curriculum Director	lead4ward data; STAAR results; Progress monitoring; Improved student performance				
6) Utilize department heads to conduct monthly content vertical team meetings to ensure curriculum alignment and student achievement	2	Department Heads; Administration	Agendas, Meeting Notes; Improved Student Performance				
Funding Sources: 255 - Title II, Part A - \$1500.00							
7) Implemented weekly grade level Professional Learning Community meetings to review data, improve instruction and facilitate the RTI process.	9	Principal; Elementary Curriculum Specialist	Documentation of scores; Participation; Testing Data; STAAR Results				
8) Use supplemental intervention materials (Mentoring Minds; IXL) to help aid students in academics achievement.	2	Principal; RTI Committee	RTI Documentation; Progress Monitoring; Grade Reports; STAAR Results; Decrease in office referrals				
Funding Sources: 211 - Title I, Part A - \$1000.00							

9) Utilize leaner support, dyslexia instruction (MTA), Math Intervention and ESL programs to provide small group instruction for at-risk students.	2	Principal; Dyslexia teacher	Student Achievement Data; Progress Monitoring; STAAR results				
Funding Sources: 211 - Title I, Part A - \$4300.00							
State System Safeguard Strategy	1, 3, 9	Principal; Teachers	Tutoring Attendance Sheets; STAAR results				
10) Provide extended learning to reach at-risk students with transportation provided. With focus on math, reading, and writing for AA, ED, and SPED students. Summer school will be offered to students who do not meet standard on state assessments	Funding Sources: 211 - Title I, Part A - \$8000.00						
11) Teachers will continue to implement TRS Curriculum using the 5E Instructional Model and administer Benchmark Assessments in STAAR tested areas.	2, 8	Teachers; Principal	Lesson Plans; STAAR Results; Performance Indicators				
Funding Sources: 199 - General Fund: SCE - \$1900.00							
12) Improve core curriculum adherence and effectiveness of implementation through lesson plans, instructional rounds and current teacher Appraisal system.		Principal; Director of Curriculum	Lesson Plans; Data Reports; STAAR Results				
13) Provide extended learning opportunities to ensure that all students develop an awareness of careers, technology, and real world connections to learning (i.e. field trips, museum, etc)	10	Teachers; Principal	Attendance sheets; Documentation of Opportunities				
Funding Sources: 211 - Title I, Part A - \$2500.00							
14) GT program will be evaluated and upgraded to meet student needs.		Counselor; Teachers; Principal	Lesson Plans; District GT Plan; Identification Procedures; Updated GT handbook				
15) To create a least restrictive environment, ARD committee will participate in planning and placement of students with disabilities.		Teachers; Principal; Diagnostician, Speech Therapist	PEIMS reports; ARD minutes				
16) Utilize additional math and science web-based programs to supplement curriculum. i.e. Think through Math; iStation	9	Principal	Log in reports, Student achievement reports, STAAR results				
17) Utilize progress monitoring systems to determine effectiveness of small group instruction and additional needs.		Principal, Teachers	BOY, MOY, & EOY Progress Monitoring Reports				
18) Meet regularly with curriculum director to maximize effectiveness of instruction to all students.		Principal; Curriculum Director	Sign in Sheets; STAAR Results, Grade Reports				
19) Provide a reading intervention specialist to provide accelerated instruction for students at-risk of failing the state reading test.	9	Principal; Curriculum Director; Teachers	Progress Monitoring Reports; Student Data; Report Cards				
Funding Sources: 211 - Title I, Part A - \$32000.00							
20) Provide additional intervention for students through the assistance of an instructional aide.	9	Teachers; Instructional Aide	STAAR results				
Funding Sources: 211 - Title I, Part A - \$16000.00							
21) Increase the availability of library materials and assist students in selecting appropriate books to support the curriculum and increase the reading skills of students through the involvement of a library aide.	2	Principal; Librarian	AR Records, State Reading Test results				
Funding Sources: 211 - Title I, Part A - \$15000.00							


22) A campus Instructional Technologist will provide students a curriculum that includes state of the art technology and programs so that classes simulate real world learning for students.		Principal; Curriculum Director; Director of Technology	Lesson Plans, Student Products				
23) Provide supplementary supplies in core courses to enhance classroom instruction		Principal; Curriculum Director	State testing results				
24) Provide accelerated instruction during the school day for at-risk students in order to prepare them for all state mandated tests. Progress will be monitored by three-weeks.		Principal; Teachers	Benchmark results; Attendance sheets, STAAR results				
25) Encourage participation in UIL academic contests.		Curriculum Director; Principal	UIL rosters				
26) Provide staff development and training to prepare teachers to utilize new technologies and increase student achievement.		Curriculum Director; Principal	Professional Development Sign in sheets; TTESS				
27) RTI committee will continue to evaluate at-risk students to determine appropriate levels of intervention.		Teachers; Principals; Campus Intervention Team	PLC recommendations, BOY, MOY, EOY data report				
28) Summer school will be offered to students who do not meet standard on state assessments in SSI grade 5.							
Funding Sources: 199 - General Fund: SCE - \$3000.00							
29) Will provide assistance to homeless students	9						
Funding Sources: 211 - Title I, Part A - \$500.00							
							

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 2: Technology programs and practices will be offered that will include a curriculum to mirror and simulate real world learning.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize technology (software/hardware) to increase student performance on state mandated tests, i.e., Think Through Math;		Principal; Technology staff; Curriculum Director; Teachers	STAAR results				
2) Make all district resources for instruction accessible via the internet (i.e., TRS, Eduphoria, etc.).		Curriculum Director	District Website Usage reports; lesson plans				
3) Utilize web-based math and reading intervention programs for designated at-risk students. ie: Think Through Math; IXL, Education Galaxy	2	Principal; Intervention teachers	Log in Reports; Data reports; STAAR results, BOY, MOY, EOY data reports				
4) Utilize District Instructional Technologist to facilitate and train faculty in areas of technology.		Principals; Teachers; Director of Technology	Sign in Sheets; Staff Development Records, Faculty Needs Assessment				
5) Provide new technology to increase Special Education students' access to the general curriculum.		Director of Technology; Principal; Curriculum Director	ARD minutes; SpEd STAAR results				
6) Provide staff development in differentiation of instruction.	4	Director of Curriculum; Principal	Attendance sheets; Staff Development Documentation				
							

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: A. C. Williams will achieve an attendance rate of equal or greater than 95% and decrease incidences of disruptive behavior.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reinforce objectives of character based education.		Principal; Counselor	Schedules; Reduction in office referrals; PIEMS reports				
2) Provide school-wide presentation on anti-bullying.		Principal; Counselor	Discipline logs and referrals				
3) Monitor disciplinary referrals on a nine-weeks basis to assure consistency		Principal; Assistant Principal	PEIMS Reports; Discipline Logs				
4) Continue with PBSI procedures and reinforce C.H.A.M.P.S.		Principal; Assistant Principal; Teachers	Staff Meeting agendas, Discipline Data				
5) Provide incentives/rewards for students exhibiting positive behavior in school. DOJO will be utilized to motivate appropriate behavior.		Assistant Principal	PBSI Meeting documentation				
6) Review and revise emergency procedures for fire, weather, evacuation, and lock-down.		Principal; School Resource Officer	Audit Documentation; Emergency Plans				
7) Conduct safety drills (fire, tornado, shelter in place).		Principals, Teachers; School Resource Officer	Documentation Log; Drill Logs				
8) Include School Resource Officer in providing instruction and programs to students concerning behavior and safety.		Principal; School Resource Officer	Lesson Plans; Program Offerings				
9) ACW will strive to be a safe and drug free school. Students will participate in Red Ribbon Week activities to promote positive choices.		Principal; Counselor	Visitor Sign in; Visitor Badges; Sign in Sheets				
10) Visitors will sign-in and wear a visitors badges to visit classrooms.		Principal; Office Staff	Visitor Sign in sheets; Visitor Badges, Sign in Sheets				
							

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: Improve Attendance through motivational activities and increase parent notification and participation.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ACW will motivate students by providing rewards to students with perfect attendance at the end of each six-weeks.		Principal; Assistant Principal	Attendance Reports; Attendance Rates				
2) ACW will motivate students achievement and attendance by recognizing at the end of each nine-weeks.		Principal; Assistant Principal	Grade Reports; Attendance Reports				
3) Conduct awards ceremonies each semester to recognize student achievement in the areas of A Honor Roll, A-B Honor Roll, Perfect Attendance, Accelerated Reader, Math, Science, Reading, and Social Studies.		Principal; Teachers	Grade Reports; Attendance Reports; Teacher Records				
4) Partner with TAMU-C Student Athletic Advisory Committee (SAAC) to encourage attendance and good grades. "Lunch with Lions" and free TAMU-C tickets for A/B Honor Roll Award		Principal; Counselor	Grade Reports; Attendance Reports; Student grades				
							

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 3: Maintain Facilities that are comfortable and conducive to the teaching/learning process.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor building daily and report necessary maintenance and repairs.		Principal; School Secretary; Custodians, Teachers	Maintenance Reports; Maintenance logs				
2) Routinely inspect and audit inventory of all ACW assets.		Principal; School Secretary; Custodians, Custodians	Inventory Reports				
3) Utilize results from safety audit to create a campus action plan.		Principal; School Resource Officer	Safety Audit; Campus Action Plan				
							

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Parent and community involvement will increase. Parents and community will participate in the educational process.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide parents with multiple sources of information that increases awareness of academic standards (newsletters, parent access, communication folders).	6	Principal; Teachers	School Documents; Parent survey				
2) Provide an Instructional Aide/Translator.	6	Principal	Documents Translated; Sign in Sheets; ARD meetings				
3) Coordinate with PTO/Community to provide activities that benefit students and parents	6	Principal; PTO President	PTO Minutes, Agendas, and Sign in Sheets; PTO events				
4) Implementation of Accelerated Reader to promote reading.	6	Principal; Assistant Principal; PTO	AR reports				
5) Update school/parent compact and parent involvement policies jointly with parents.	6	Principal; Federal Programs Coordinators; Teachers	Parent compact and involvement policies				
6) Parent involvement survey will be conducted, needs assessed and Professional Development training offered by Region 10.	6	Principal	Meeting minutes				
							

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 2: Improve communication among school, parents, students and community.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize School Messenger service to communicate with parents via email, text messaging, and automated phone services.	6	Principal	Phone logs; Usage Report				
2) Communicate parent involvement policy to parents through PTO, emails, newsletters, and website.	6	Principal; Teachers	Newsletters, emails, agendas, website; School Messenger Reports				
3) Provide a School Newsletter bulletin to parents and community via Facebook page	6	Principals	Copies of news bulletin				
4) Teachers will update webpages regularly.		Teachers	Webpage				
5) Transition meeting will be held for 5th graders transitioning to Middle School	7	Principal and Counselor	Meeting Agenda; Sign in Sheets				
6) Weekly folders will be sent home to keep parents informed of school activities and assignments.	6	Teachers	Weekly Communication copies				
7) Transition meeting will be held for incoming third grade students	7	Principal; Counselor	Meeting Agenda; Sign in Sheets				
							

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1: A.C. Williams Elementary will achieve 100% HQ staff with a turnover rate of ≤10%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide new teachers with an effective mentor program to support continued learning and professional development.		Principal	Teacher Retention Rate				
2) Continue to attract, recruit and hire minority teachers to bring the ratio of minority personnel equal to the ratio of minority students.	5	Principal; Director of Personnel and Communication	Teacher position/openings posted; Recruitment records/hiring records				
							

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 2: All staff will be provided high quality, sustained professional development.

Evaluation Data Source(s) 2:

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff development to paraprofessionals to meet standards set in NCLB (No Child Left Behind) and state accountability system	4	Principal; Curriculum Director	Documentation of Attendance				
Funding Sources: 211 - Title I, Part A - \$1000.00							
2) Provide resources for teachers to implement the Commerce Curriculum (TRS).		Principal; Curriculum Director	Documentation of Attendance for PD; TRS sign in sheets				
3) Provide staff development in identified areas of need.	4	Principal; Curriculum Director	Documentation of Attendance; Professional Development offered				
4) Provide staff development for all teachers to implement the ELPs and support second language acquisition for ELL students. Increase targeted instruction for ELL/SPED students via STAAR data.	4	Curriculum Director	Documentation of Attendance; Improved Student performance				
5) Teachers will be trained in discipline management, conflict resolution, and violence prevention.	4	Principal; Curriculum Director	Documentation of Attendance; Reduced Discipline Referrals				
							

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 3: All staff will meet required technology proficiency levels

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff development opportunities in technology.		Principal; Campus Tech Coordinator; Curriculum Director	Documentation of Attendance; WalkThrough Records				
2) Provide training in data management program to disaggregate STAAR and local assessment data.		Principal; Curriculum Director	Documentation of Attendance; Log Reports				
3) Provide high quality instruction for all teachers to implement and use new technologies in the classroom to differentiate the instruction and allow for additional accommodations of special education students. New technologies include interactive whiteboards, document cameras, and data projectors.		Principal; Curriculum Director	Documentation of Attendance; Professional Development Records				
4) All teachers will demonstrate their technology skills by integrating technology information into their classroom instruction that will produce student products.		Teachers; Principals	Lesson Plans; Student Projects				
5) Utilize campus instructional technologists to provide staff development to address identified campus needs.		Director of Curriculum; Director of Technology; Principals; Campus Instructional Technologists	Documentation of Attendance; Professional Development Records				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 1: Reduce energy at the school before a major holiday.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A checklist will be given to all staff to reduce energy costs.		Principals Teachers Energy	Reports on energy management				
							

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 2: CISD will offer a free breakfast to all students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Offer a free breakfast to all students in the classroom.		Principals Director of Food Services	Food Service reports				
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	10	Provide extended learning to reach at-risk students with transportation provided. With focus on math, reading, and writing for AA, ED, and SPED students. Summer school will be offered to students who do not meet standard on state assessments

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Tina Bronson	Asst. Principal
Business Representative	Trey Bailey	GM Fix & Feed Store
Classroom Teacher	Carol Adams	5th Grade Teacher
Classroom Teacher	Latisha Britton	3rd Grade Teacher
Classroom Teacher	Trish Hawkins	4th Grade Teacher
Classroom Teacher	Terri Thompson	Specialty Teacher
Community Representative	Maria Garza	Community Plaza Coordinator
Non-classroom Professional	Linda Grubert	Counselor/Testing Coordinator
Parent	Rachael Bailey	Parent Representative
Parent	Cheryl Westhafer	Parent Representative

Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$1,900.00
1	1	28			\$3,000.00
Sub-Total					\$4,900.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$30,000.00
1	1	8			\$1,000.00
1	1	9			\$4,300.00
1	1	10			\$8,000.00
1	1	13			\$2,500.00
1	1	19			\$32,000.00
1	1	20			\$16,000.00
1	1	21			\$15,000.00
1	1	29			\$500.00
4	2	1			\$1,000.00
Sub-Total					\$110,300.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$1,500.00
Sub-Total					\$1,500.00
Grand Total					\$116,700.00