Onalaska Independent School District

Onalaska Elementary

2017-2018 Campus Improvement Plan

Mission Statement

To provide a safe and exceptional education that unlocks student potential to become responsible and productive members of society.

Vision

Inspriring and empowering 21st centurey learners toward a standard of superior achievement.

OISD MOTTO

Dedicated to Excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Onalaska Elementary serves approximately 633 students in Pre-Kindergarten through sixth grade. Onalaska is a school-wide Title I campus with approximately 66 faculty members. The student population is 92% economically disadvantaged, 2% limited English proficient, 5% homeless, 14% Special Education and __% of Onalaska Elementary's students are considered At-Risk. The student body is composed of ___% Hispanic students, ___% White students, ___% African American, and ___% identified as Two or More races. Onalaska Elementary's 16-17 attendance rate was 95.36% with a mobility rate of ___%. The school's average class size is 18 students to each staff.

Demographics Strengths

- Small class sizes
- 9 Week Attendance Recognition/Incentives for students both individually and by grade-level attendance
- Backback Food Program to assist Low SE, at Risk students
- Furnish school supplies for all students free of cost
- Inclusion opportunities for all students
- Free breakfast programs
- Allday Pre-K for all students living in the school district

Problem Statements Identifying Demographics Needs

Problem Statement 1: Currently, there are 96 incoming 6th graders with only 4 sixth grade teachers which would place teachers with a class size of more than 25 students in each classroom. **Root Cause**: The campus has had additional student growth over the past year.

Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards causing campus-wide achievement gaps that require intervention. **Root Cause**: Onalaska Elementary has an above average mobility rate in the TEA campus comparison group.

Problem Statement 3: For the 2016-2017 school year, our attendance rate was 95.36%; therefore, students were not here to receive instruction. The campus goal is that 96% of our students will attend school every day. **Root Cause**: Illness, partnership with parents needs to be strengthened to focus on education and timely attendance.

Student Academic Achievement

Student Academic Achievement Summary

The campus met standard in all four indexes. Student achievement scores were significantly above the state standard (73 compared to 55). Closing achievement gaps were also significantly above the state standard (40 compared to 31). The campus highlight was our college readiness standard where we scored 75 compared to the target of 57. The campus met 31 of 37 system safeguards with SpEd, Eco Dis, and ELL in Reading being a focus area. A focus for the campus will be on ELAR in all subgroups across the campus.

Any distinctions

Student Academic Achievement Strengths

- After school tutorial program
- Study Buddies
- Built in 30 minute small group tutorial period every day
- Options for Tier II and Tier III support with Specialists
- Large number of 5th grade students passed Math STAAR in the first round of testing
- Professional Development (both in district and out of district) planning sessions/days provided each grading period (vertical alignment)
- Data room and data talks and analysis
- Student goal setting and recognition (AR, iAchieve)
- Instructional Rounds
- End of Year promotion standards
- Wrtiting Rubrics and portfolios (K-3rd grade)
- Grade level and Special Education Paraprofessionals

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The 2016 data reveals that fourth grade student writing performance does not meet the state target. **Root Cause**: Students demonstrate a difficulty with developing a written response to a prompt. Instructional writing strategies must continue to be established and strengthened at all grade levels.

Problem Statement 2: The 2016 data reveals that Special Education students scored significantly below all other student groups in 3rd - 6th grade Reading and Math, with exception of 5th grade Math. **Root Cause**: Greater structures and strategies are needed for providing support, accommodations, acceleration

and interventions for Special Education students.

Problem Statement 3: The 2016 data reveals that students did not meet the state target for expected growth in (Domain II) of 32%. **Root Cause**: Student data are not monitored to the objective/skill/TEK level by students. Students do not have ownership over their own learning and progress down to the SE level.

School Processes & Programs

School Processes & Programs Summary

Parents, staff and students at Onalaska Elementary take pride in their school and the school's reputation of success. The perception of Onalaska Elementary among stakeholders is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as positive behaviors supports. Onalaska Elementary's focus goes far beyond just STAAR Scores. Our commitment is to make data-driven and student-centered decisions to promote and support student growth. As a resource to evaluate student growth, we have created and continue to improve our data room as a platform to analyze and plan with RtI data. In addition to our targeted data room, campus PLCs strengthen our capacity to increase student engagement and to better serve our students. We work hard to ensure that instructional time is protected and this is reflected in our Master Schedule.

School Processes & Programs Strengths

- Data Room
- Planning days provided each 9 weeks for teachers (vertical alignment opportunities)
- ReadWell, Waterford, CLI Engage
- Master Schedule
- TEKs Resource System, OWL Curriculum (district curriculum)
- Instructional Rounds
- Goal Setting for students and teachers
- Administration
- Teachers included in decision making
- Communication
- Use of Accommodations
- Variety of technology and training readily available (Chromecarts added)
- Teacher Chromebooks
- eBeams
- Tablets for students
- Google
- Technology is a campus priority for students and staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our current data room needs to be expanded to all grade levels K-6 and aligned to RtI student data. **Root Cause**: Our data room does

not address foundational grade levels and the represented data lacks depth and complexity for each student.

Problem Statement 2: Our staff is limited in their ability to plan and implement strategies that promote student growth and meet the needs of the 21st Century learner. **Root Cause**: There are many before and after-school activities that involve all staff members and this has made it difficult to plan PLC times that is convenient for all staff.

Problem Statement 3: Currently we have 4 Chromecarts shared by 8 grade levels (Pre-K-6th grade) along with various tablets and classroom computers; we would like to increase our student to technology ratio along with professional development for continued technology integration across the campus. **Root Cause**: The need to increase technology use and accessibility.

Perceptions

Perceptions Summary

Our mission at Onalaska Elementary is to provide a safe and exceptional education that unlocks student potential to become responsible and productive members of society. With this in mind, the entire campus is focused on maintaining high expectations for both staff and students in order to support growth and progress, not only in academics, but in social development and behavior as well. The school strives to create and maintain positive relationships and proactive partnerships to support our mission with parents and community members. Students, staff and parent surveys conclude that stakeholders feel that Onalaska Elementary is a safe and supportive campus dedicated to student achievement.

Parent Survey Results:

100% feel that teachers and administrators at Onalaska Elementary expect every student to be successful.

98% feel that throughout their child's school, there is a "push" for academic achievement.

96% feel that the school staff considers their opinion when it comes to decision concerning their child.

97% feel that the school is parent friendly.

96% feel that parents have opportunities to become involved in activities that support the instructional program.

93% feel that they are provided materials/training and encouraged to work with their children at home.

97% feel that teachers show care and encouragement when working with students and pay attention to students interest, problems and successes, both in and out of the classroom.

99% feel that students are provided recognition for success.

98% feel that the school provides a secure, clean and attractive setting.

98% agree that their child is physically safe at school.

Staff Survey Results:

96% feel that academic achievement for all students is the main focus at Onalaska Elementary.

100% feel that Onalaska Elementary's faculty is focused on student data, academic planning, professional development opportunities and student learning.

100% feel that teachers and administrators believe that students can achieve and be successful in their studies.

98% agree that students feel welcome when they transfer to our school.

96% feel that adults in the school attempt to learn about students' interest outside of school and about their future plans.

94% feel that the campus has a positive and welcoming environment.

92% fee that our school reflects a true sense of community.

98% feel that students have an adult at this school they can turn to when they have problems.

100% of staff members feel physically safe at school.

100% of staff members agree that students feel physically safe at school.

94% feel that staff members treat each other with respect.

96% feel that staff members treat students with respect.

Perceptions Strengths

- High academic standards and expectations
- Competitive pay scale, benefits for staff
- Improved facilities
- Professional Development opportunities (Local and outside)
- Positive and supportive atmosphere
- Blue Jean Club
- Instructional Rounds
- Support for collaborative planning
- Parent volunteers

- Remind
- Kitty Reading program
- Designated Parent Conference Day
- Parent Portal
- Variety of family activities offered throughout the year
- Automated call out
- Communication sent home regularly
- Wednesday folders-weekly communication sheets
- CHAMPS school-wide rules and guidelines (Wildcat Way)
- Students and staff feel safe
- Safety procedures are effective for both staff and students
- PASS Program

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a continued focus and development of character traits and social responsibility with and among students. **Root Cause**: Students from low socioeconomic situations typically come to school with underdeveloped social skills, and there is a lack of cultural understanding and awareness between the staff and the student

Problem Statement 2: There are a limited number of family/parent nights that involve stakeholders in student learning. **Root Cause**: Scheduling conflicts with community stakeholders including other campuses in the district.

Problem Statement 3: There is a need for continued development of consistent support systems for teachers and staff members. **Root Cause**: Lack of committees, timing, scheduling and communication between district, campus and staff

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Provide an academically engaging environment with a focus on college and career readiness and innovative technological solutions that address the needs of 21st century learners.

Performance Objective 1: Onalaska Elementary will increase this year's 3rd - 6th Grade STAAR Approaches Grade Level performance by at least 5% in Reading, 3% in Math and 10% Writing and/or Meets Grade Level performance in all areas by at least 10%.

Evaluation Data Source(s) 1: STAAR 2018 Results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** 1) Professional development in vertical team meetings each 9 weeks to enhance instruction and plan instruction	2, 4	Principal Math Coach ELAR Coach	Quality Lesson Plans Walk-Through Data Formative Classroom Assessments CBA's STAAR 2018 Results	◕	◕		
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2							
System Safeguard Strategy **PBMAS** 2) Utilization of the TEKS Resource System Tools to enhance instruction	3	Principal Ass. Principal Math Coach Team Leaders Teachers	Lesson Plan Review Formative assessments in the classroom Curriculum Based Assessments every nine weeks Vertical Team Planning and Grade Level Meetings Minutes and Agendas	◕	◕		
Problem Statements: Student Academic Achievement 1, 2, 3							

Strategy		Staff Responsible	Evidence of Implementation	Formative			Summative
System Safeguard Strategy **PBMAS** 3) Utilization of the following programs to support, enhance, and monitor student performance: Exact Path (Edmentum) Study Island (Edmentum) Read Well Waterford	1, 9	Principal Assistant Principal Teachers Counselor Math Intervention teacher Reading Intervention teacher Math Coach ELAR Coach	Monthly Reports - Increasing trends of Student Data Adjustment in Lesson Plans to target student needs Agenda from Weekly and 9 Weeks planning Formative Classroom Assessments and CBA's	◑	◑		
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2							
System Safeguard Strategy **PBMAS** 4) Continue to evaluate and upgrade technology to engage students in the curriculum and support technology skills.	1, 9	Principal Assistant Principal Counselor Technology Director Math Coach	Increase in Formative Classroom Assessments and CBA's	◑	◑		
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2, 3							
5) Develop teacher working knowledge of strong foundational reading skills with kindergarten through second grade using all components of Balanced Literacy.	4, 8, 9	Principal Assistant Principal ELAR Coach Reading Specialist	Increase in student Reading Performance (Read Well, High Frequency Words, Fluency Rate, TPRI) TTESS walkthrough Data	◑	◑		
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3							
System Safeguard Strategy **PBMAS** 6) Promote reading in first through sixth grade with the Accelerated Reader Program.	9	Principal Assistant Principal Librarian Teachers Accelerated Reader Committee	Accelerated Reader Reports indicating students meeting/exceeding goals	◑	◑		
Problem Statements: Student Academic Achievement 2, 3							
System Safeguard Strategy **PBMAS** 7) Employ a full-time ELAR coach to aid teachers in planning and addressing specific student needs in Reading and Writing.	1, 8, 9	Principal Assistant Principal Curriculum Director	Weekly and 9-week planning support Walk-through data	✓	✓	✓	
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 3							
System Safeguard Strategy **PBMAS** 8) Inclusion of student of diverse populations (special education and ESL students) in regular classroom activities	1, 2, 3, 4, 9, 10	Teachers Resource Teachers Paraprofessionals ARD Committee LPAC Meetings	Observations of students participation in the classrooms Nine Weeks Grades Formative Assessments in the Classroom Curriculum Based Assessments	◑	◑		
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2							

Strategy		Staff Responsible	Evidence of Impact	Formative			Summative

System Safeguard Strategy **PBMAS** 9) Continue to expand and utilize our Data Room kindergarten through 6th grade to evaluate individual performance, identify areas/skills of strength/need as well as successful interventions and plan support of individualized student growth.	1, 2, 3, 4, 8	Principal Assistant Principal Curriculum Director ELAR Coach Math Coach	Increased performance on formative classroom assessments and CBAs Detailed SST Reporting Weekly and 9-week planning	◔	◔		
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1							
10) Provide Read Well Supplemental Tier support in kindergarten through second grade.	1, 9	Principal Ass. Principal Teachers Paraprofessionals	TPRI Assessment Results Nine Weeks Grades SST Meeting Records Read Well Monitoring Assessments Curriculum based assessments in second grade	◔	◑		
Problem Statements: Demographics 2 - Student Academic Achievement 2							
System Safeguard Strategy **PBMAS** 11) Use electronic reporting system for TPRI testing (kindergarten-second grade) to increase testing efficiency and utilize culminating data reports.	3, 8, 9	Principal Assistant Principal ELAR Coach	Efficient use of time testing TPRI Targeted intervention for student needs Increased performance of formative classroom assessments and CBA's	◔	◔		
Problem Statements: Demographics 2 - Student Academic Achievement 2, 3 - School Processes & Programs 1							
System Safeguard Strategy **PBMAS** 12) Provide School supplies for students in Pre-K through Sixth grade.	1, 10	Principal Ass. Principal Counselor Secretary Teachers	Observation of students utilizing supplies	✓	✓	✓	
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2							
13) Utilize Waterford Early Learning (K) and Smart Start (PK) for all students to systematically support individualized mastery of foundational skills in Reading and Math. Utilize Waterford Early Learning in 1st grade as an intensive intervention tool for students struggling with reading readiness skills.	1, 7, 8, 9	Principal Assistant Principal ELAR Coach Teachers	Increased rate of mastering foundational skills Formal and Informal Classroom Assessment data	◔	◔		
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3							
System Safeguard Strategy **PBMAS** 14) Use ongoing student goal setting, progress monitoring and incentives (kindergarten - 6th grade) to increase motivation and personal responsibility for individual growth and success. (iAchieve Parties, AR Parties, STAAR Motivational Rallies, Awards Ceremonies, Attendance Rewards, etc.).	1, 3, 8, 9	Principal Assistant Principal Teachers	Increased student responsibility Increase number of students participating in incentives Increased formative classroom assessments and CBA's	◔	◔		
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1, 2							

System Safeguard Strategy **PBMAS** 15) Provide additional instructional supplies in classrooms and interventions for academic support.	3	Principal Assistant Principal Instructional Coaches Teachers Curriculum Director	TTESS Observations and walk-through data Increased formative classroom assessments and CBAs			
	Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3					

✔ = Accomplished ➡ = Continue/Modify ◖ = Considerable ◖ = Some Progress ⬤ = No Progress ✖ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards causing campus-wide achievement gaps that require intervention. **Root Cause 2**: Onalaska Elementary has an above average mobility rate in the TEA campus comparison group.
Problem Statement 3: For the 2016-2017 school year, our attendance rate was 95.36%; therefore, students were not here to receive instruction. The campus goal is that 96% of our students will attend school every day. **Root Cause 3**: Illness, partnership with parents needs to be strengthened to focus on education and timely attendance.
Student Academic Achievement
Problem Statement 1: The 2016 data reveals that fourth grade student writing performance does not meet the state target. **Root Cause 1**: Students demonstrate a difficulty with developing a written response to a prompt. Instructional writing strategies must continue to be established and strengthened at all grade levels.
Problem Statement 2: The 2016 data reveals that Special Education students scored significantly below all other student groups in 3rd - 6th grade Reading and Math, with exception of 5th grade Math. **Root Cause 2**: Greater structures and strategies are needed for providing support, accommodations, acceleration and interventions for Special Education students.
Problem Statement 3: The 2016 data reveals that students did not meet the state target for expected growth in (Domain II) of 32%. **Root Cause 3**: Student data are not monitored to the objective/skill/TEK level by students. Students do not have ownership over their own learning and progress down to the SE level.
School Processes & Programs
Problem Statement 1: Our current data room needs to be expanded to all grade levels K-6 and aligned to RtI student data. **Root Cause 1**: Our data room does not address foundational grade levels and the represented data lacks depth and complexity for each student.
Problem Statement 2: Our staff is limited in their ability to plan and implement strategies that promote student growth and meet the needs of the 21st Century learner. **Root Cause 2**: There are many before and after-school activities that involve all staff members and this has made it difficult to plan PLC times that is convenient for all staff.
Problem Statement 3: Currently we have 4 Chromecarts shared by 8 grade levels (Pre-K-6th grade) along with various tablets and classroom computers; we would like to increase our student to technology ratio along with professional development for continued technology integration across the campus. **Root Cause 3**: The need to increase technology use and accessibility.
Perceptions
Problem Statement 3: There is a need for continued development of consistent support systems for teachers and staff members. **Root Cause 3**: Lack of committees, timing, scheduling and communication between district, campus and staff

Goal 2: Promote effective parent, family, and community involvement through communication, participation, and partnerships.

Performance Objective 1: Increase the participation and involvement of parents, families and the community in school activities that provide academic support and strategies to increase student success.

Evaluation Data Source(s) 1: Sign In-Sheets, Surveys

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** 1) Provide multiple opportunities for parents and families to learn academic strategies that support student success.	1, 3, 6, 7, 10	Curriculum Director Principal Assistant Principal Instructional Coaches Parent Involvement Committee	Increase Attendance as Evident on Sign-In Sheets Feedback through surveys	◔	◯		
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - Perceptions 2							
2) Establish a Parent Involvement Committee.	1, 6, 10	Curriculum Director District Parent Liaison Principal Assistant Principal	Increase Opportunittes and Communication of Academic Parent/Family Nights Increase Attendance as Evident on Sign-In Sheets Feedback through Surveys	◔	◑		
Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 - Perceptions 2, 3							

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards causing campus-wide achievement gaps that require intervention. **Root Cause 2**: Onalaska Elementary has an above average mobility rate in the TEA campus comparison group.
Student Academic Achievement
Problem Statement 1: The 2016 data reveals that fourth grade student writing performance does not meet the state target. **Root Cause 1**: Students demonstrate a difficulty with developing a written response to a prompt. Instructional writing strategies must continue to be established and strengthened at all grade levels.

Problem Statement 2: The 2016 data reveals that Special Education students scored significantly below all other student groups in 3rd - 6th grade Reading and Math, with exception of 5th grade Math. **Root Cause 2**: Greater structures and strategies are needed for providing support, accommodations, acceleration and interventions for Special Education students.
Problem Statement 3: The 2016 data reveals that students did not meet the state target for expected growth in (Domain II) of 32%. **Root Cause 3**: Student data are not monitored to the objective/skill/TEK level by students. Students do not have ownership over their own learning and progress down to the SE level.

Perceptions

Problem Statement 2: There are a limited number of family/parent nights that involve stakeholders in student learning. **Root Cause 2**: Scheduling conflicts with community stakeholders including other campuses in the district.
Problem Statement 3: There is a need for continued development of consistent support systems for teachers and staff members. **Root Cause 3**: Lack of committees, timing, scheduling and communication between district, campus and staff

Goal 3: Recruit, employ, develop, and retain highly qualified staff to maximize learning for all students and staff.

Performance Objective 1: Maximize effective instruction by maintaining class sizes at or below 20:1 and providing additional classroom support in kindergarten through 6th grade for individualized intervention for struggling students.

Evaluation Data Source(s) 1: Enrollment Records, HR Records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** 1) Employ an additional 6th Grade ELAR/Social Studies teacher.	1, 3, 5, 9	Principal Assistant Principal HR Director PEIMS Secretary	Low Class Size Ratio Additional Effective Interventions Increase in Student Performance and Closing the Gap	✔	✔		
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3						
System Safeguard Strategy **PBMAS** 2) Employ an additional kindergarten grade level para to support effective instruction and academic interventions.	1, 3, 5, 9	Principal Assistant Principal Curriculum Director	Additional Interventions Available Increase in Student Performance on Formative Classroom and Benchmark Assessments (Read Well, Letter Names, Letter Sounds, High Frequency Words, Basic Math Skills, etc.)	🟠	🟠		
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 - Perceptions 3						
System Safeguard Strategy **PBMAS** 3) Recruit highly qualified personnel with the use of: District Web Page Region VI Webpage TASA Net Job Fairs	1, 5, 10	Curriculum Director HR Director Principal	Increase in Applicants	✔	✔		
	Problem Statements: Demographics 1						

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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Currently, there are 96 incoming 6th graders with only 4 sixth grade teachers which would place teachers with a class size of more than 25 students in each classroom. **Root Cause 1**: The campus has had additional student growth over the past year.

Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards causing campus-wide achievement gaps that require intervention. **Root Cause 2**: Onalaska Elementary has an above average mobility rate in the TEA campus comparison group.

Student Academic Achievement

Problem Statement 1: The 2016 data reveals that fourth grade student writing performance does not meet the state target. **Root Cause 1**: Students demonstrate a difficulty with developing a written response to a prompt. Instructional writing strategies must continue to be established and strengthened at all grade levels.
Problem Statement 2: The 2016 data reveals that Special Education students scored significantly below all other student groups in 3rd - 6th grade Reading and Math, with exception of 5th grade Math. **Root Cause 2**: Greater structures and strategies are needed for providing support, accommodations, acceleration and interventions for Special Education students.
Problem Statement 3: The 2016 data reveals that students did not meet the state target for expected growth in (Domain II) of 32%. **Root Cause 3**: Student data are not monitored to the objective/skill/TEK level by students. Students do not have ownership over their own learning and progress down to the SE level.

School Processes & Programs

Problem Statement 2: Our staff is limited in their ability to plan and implement strategies that promote student growth and meet the needs of the 21st Century learner. **Root Cause 2**: There are many before and after-school activities that involve all staff members and this has made it difficult to plan PLC times that is convenient for all staff.

Perceptions

Problem Statement 3: There is a need for continued development of consistent support systems for teachers and staff members. **Root Cause 3**: Lack of committees, timing, scheduling and communication between district, campus and staff

Goal 3: Recruit, employ, develop, and retain highly qualified staff to maximize learning for all students and staff.

Performance Objective 2: 100% of teachers and paraprofessionals will meet all certification requirements or highly-qualified requirements and participate in ongoing professional development activities to support student success.

    Evaluation Data Source(s) 2: HR Records, PD Records, TTESS

    Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** 1) Provide a mentor program for new teachers.	3, 4, 5	Curriculum Director Principal Ass. Principal Teachers	Mentor Logs New Teacher Jam Session Sign-in and agendas Mentor/Mentee meeting sign-in and agendas	Considerable	Considerable		
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 - Perceptions 3							
System Safeguard Strategy **PBMAS** 2) Utilize campus and district instructional coaches in providing opportunities for quality staff development to meet district initiatives and actively plan for student growth.	1, 3, 4, 5, 8, 9	Curriculum Director Principal Assistant Principal Instructional Coaches Teachers	Quality/Effective Lesson Planning Evidence in TTESS and Walkthrough Data Professional Development Surveys Increased Students Performance on Curriculum Based Assessments and STAAR Tests	Accomplished	Accomplished		
Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 - Perceptions 3							
System Safeguard Strategy **PBMAS** 3) All instructional staff will participate in a district-wide book study (A Framework for Poverty by Ruby Payne) and will reflect on and plan implementation of highly effective strategies to support struggling learners and their families through campus PLCs.	1, 2, 3, 4, 6, 7, 8, 9, 10	Curriculum Director Principal Assistant Principal Counselor Instructional Coaches	Parent and Student Surveys Increased Student Performance on Formative Classroom Assessments and CBAs	No Progress	Considerable		
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 - Perceptions 1, 2, 3							
System Safeguard Strategy **PBMAS** 4) Access specific professional development to implement strategies that support the needs of Special Education students.	1, 2, 3, 4, 8, 9, 10	Curriculum Director Principal Assistant Principal Instructional Coaches Special Education Teachers	Improved Attainment of IEP Goals and/or Grade Level Curriculum Low Rate of Disciplinary Incidents	Some Progress	Some Progress		
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2							
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students who enroll from other districts struggle to meet grade level standards causing campus-wide achievement gaps that require intervention. **Root Cause 2**: Onalaska Elementary has an above average mobility rate in the TEA campus comparison group.
Problem Statement 3: For the 2016-2017 school year, our attendance rate was 95.36%; therefore, students were not here to receive instruction. The campus goal is that 96% of our students will attend school every day. **Root Cause 3**: Illness, partnership with parents needs to be strengthened to focus on education and timely attendance.

Student Academic Achievement
Problem Statement 1: The 2016 data reveals that fourth grade student writing performance does not meet the state target. **Root Cause 1**: Students demonstrate a difficulty with developing a written response to a prompt. Instructional writing strategies must continue to be established and strengthened at all grade levels.
Problem Statement 2: The 2016 data reveals that Special Education students scored significantly below all other student groups in 3rd - 6th grade Reading and Math, with exception of 5th grade Math. **Root Cause 2**: Greater structures and strategies are needed for providing support, accommodations, acceleration and interventions for Special Education students.
Problem Statement 3: The 2016 data reveals that students did not meet the state target for expected growth in (Domain II) of 32%. **Root Cause 3**: Student data are not monitored to the objective/skill/TEK level by students. Students do not have ownership over their own learning and progress down to the SE level.

School Processes & Programs
Problem Statement 2: Our staff is limited in their ability to plan and implement strategies that promote student growth and meet the needs of the 21st Century learner. **Root Cause 2**: There are many before and after-school activities that involve all staff members and this has made it difficult to plan PLC times that is convenient for all staff.

Perceptions
Problem Statement 1: There is a need for a continued focus and development of character traits and social responsibility with and among students. **Root Cause 1**: Students from low socioeconomic situations typically come to school with underdeveloped social skills, and there is a lack of cultural understanding and awareness between the staff and the student
Problem Statement 2: There are a limited number of family/parent nights that involve stakeholders in student learning. **Root Cause 2**: Scheduling conflicts with community stakeholders including other campuses in the district.
Problem Statement 3: There is a need for continued development of consistent support systems for teachers and staff members. **Root Cause 3**: Lack of committees, timing, scheduling and communication between district, campus and staff

Goal 4: Provide and maintain a safe, healthy, secure, and orderly environment for students, staff, families, and community.

Performance Objective 1: Implement regular social, emotional and behavioral supports for staff and students.

Evaluation Data Source(s) 1: Surveys, Discipline Data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** 1) Provide regular training and information to faculty and students on bullying, other social issues, and signs of mental health that create a focus on developing character traits and social responsibility with and among students.	1, 2, 4	Principal Assistant Principal Counselor All Staff	Improved Climate and Culture on Surveys Reduction in Disciplinary Incidents	◕	◔		
Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3 - Perceptions 1, 3							
System Safeguard Strategy **PBMAS** 2) Provide group and individual counseling for students.	1, 3	Principal Assistant Principal Counselor All Staff	Improved Climate and Culture on Surveys Reduction in Disciplinary Incidents Increase of Student Performance on Formative Classroom Assessments and CBAs	◔	◔		
Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3 - Perceptions 1, 3							
3) Review and require all staff to use our positive behavior support system (CHAMPS) with fidelity school-wide.	1, 2, 3, 4, 8	Principal Assistant Principal Counselor All Staff	Improved Climate and Culture on Surveys Evidence through TTESS Walkthroughs and Observations Reduction in Disciplinary Incidents Increase of Student Performance on Formative Classroom Assessments and CBAs	◕	◔		
Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 - Perceptions 1, 3							
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: For the 2016-2017 school year, our attendance rate was 95.36%; therefore, students were not here to receive instruction. The campus goal is that 96% of our students will attend school every day. **Root Cause 3**: Illness, partnership with parents needs to be strengthened to focus on education and timely attendance.
Student Academic Achievement

Problem Statement 1: The 2016 data reveals that fourth grade student writing performance does not meet the state target. **Root Cause 1**: Students demonstrate a difficulty with developing a written response to a prompt. Instructional writing strategies must continue to be established and strengthened at all grade levels.

Problem Statement 2: The 2016 data reveals that Special Education students scored significantly below all other student groups in 3rd - 6th grade Reading and Math, with exception of 5th grade Math. **Root Cause 2**: Greater structures and strategies are needed for providing support, accommodations, acceleration and interventions for Special Education students.

Problem Statement 3: The 2016 data reveals that students did not meet the state target for expected growth in (Domain II) of 32%. **Root Cause 3**: Student data are not monitored to the objective/skill/TEK level by students. Students do not have ownership over their own learning and progress down to the SE level.

School Processes & Programs

Problem Statement 2: Our staff is limited in their ability to plan and implement strategies that promote student growth and meet the needs of the 21st Century learner. **Root Cause 2**: There are many before and after-school activities that involve all staff members and this has made it difficult to plan PLC times that is convenient for all staff.

Perceptions

Problem Statement 1: There is a need for a continued focus and development of character traits and social responsibility with and among students. **Root Cause 1**: Students from low socioeconomic situations typically come to school with underdeveloped social skills, and there is a lack of cultural understanding and awareness between the staff and the student

Problem Statement 3: There is a need for continued development of consistent support systems for teachers and staff members. **Root Cause 3**: Lack of committees, timing, scheduling and communication between district, campus and staff

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Professional development in vertical team meetings each 9 weeks to enhance instruction and plan instruction
1	1	2	Utilization of the TEKS Resource System Tools to enhance instruction
1	1	3	Utilization of the following programs to support, enhance, and monitor student performance: Exact Path (Edmentum) Study Island (Edmentum) Read Well Waterford
1	1	4	Continue to evaluate and upgrade technology to engage students in the curriculum and support technology skills.
1	1	6	Promote reading in first through sixth grade with the Accelerated Reader Program.
1	1	7	Employ a full-time ELAR coach to aid teachers in planning and addressing specific student needs in Reading and Writing.
1	1	8	Inclusion of student of diverse populations (special education and ESL students) in regular classroom activities
1	1	9	Continue to expand and utilize our Data Room kindergarten through 6th grade to evaluate individual performance, identify areas/skills of strength/need as well as successful interventions and plan support of individualized student growth.
1	1	11	Use electronic reporting system for TPRI testing (kindergarten-second grade) to increase testing efficiency and utilize culminating data reports.
1	1	12	Provide School supplies for students in Pre-K through Sixth grade.
1	1	14	Use ongoing student goal setting, progress monitoring and incentives (kindergarten - 6th grade) to increase motivation and personal responsibility for individual growth and success. (iAchieve Parties, AR Parties, STAAR Motivational Rallies, Awards Ceremonies, Attendance Rewards, etc.).
1	1	15	Provide additional instructional supplies in classrooms and interventions for academic support.
2	1	1	Provide multiple opportunities for parents and families to learn academic strategies that support student success.
3	1	1	Employ an additional 6th Grade ELAR/Social Studies teacher.
3	1	2	Employ an additional kindergarten grade level para to support effective instruction and academic interventions.
3	1	3	Recruit highly qualified personnel with the use of: District Web Page Region VI Webpage TASA Net Job Fairs
3	2	1	Provide a mentor program for new teachers.
3	2	2	Utilize campus and district instructional coaches in providing opportunities for quality staff development to meet district initiatives and actively plan for student growth.
3	2	3	All instructional staff will participate in a district-wide book study (A Framework for Poverty by Ruby Payne) and will reflect on and plan implementation of highly effective strategies to support struggling learners and their families through campus PLCs.

Goal	Objective	Strategy	Description
3	2	4	Access specific professional development to implement strategies that support the needs of Special Education students.
4	1	1	Provide regular training and information to faculty and students on bullying, other social issues, and signs of mental health that create a focus on developing character traits and social responsibility with and among students.
4	1	2	Provide group and individual counseling for students.