

Jasper Independent School District
Parnell Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Improvement Required



Board Approval Date: October 9, 2017

Mission Statement

The Mission of Parnell Elementary is to provide an excellent education for all students.

Vision

The Vision of Parnell Elementary, in partnership with parents, and the community, is to educate with compassion and dedication so that every child can be successful.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Parnell Elementary School was opened on September 1, 1955 and named for J.F. Parnell, the Superintendent of Schools for over 43 years. Parnell Elementary currently serves 373 students from 4th and 5th grade, as of August 28, 2017. The campus enrollment has steadily decreased over the past 15 years. The ethnic breakdown for the campus is 45.33% African American, 33.33% White, 17.33% Hispanic, 2.40% Two-or-More races.

The campus is made up of 73.60% Economically Disadvantaged students, and 72.80% considered At-Risk. With such high numbers, the campus also has 67.20% participation in free lunch.

Campus staffing consists of 30 teachers and reflects experienced teachers with the majority having more than 6 years of service in education.

Demographics Strengths

Parnell Elementary has a diverse population with a low mobility rate. The attendance rate for the 2016-17 school year was 95.54%. Due to the high number of low socioeconomic students, our campus receives Title 1 funds which are used for Reading and Math Labs. These labs allow for teachers to work with our struggling learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus economically disadvantages percentage has increased while staff reflects a more middle class mindset. **Root Cause:** Even with training to address students living in poverty, teachers remain tied to middle class management of students.

Student Academic Achievement

Student Academic Achievement Summary

Parnell Elementary uses DMAC data software that enables teachers to view assessment data for all of their students. Teachers are able to use the data to drive instruction by looking at an item analysis, the different sub-populations and making instructional adjustments.

Parnell Elementary received a rating of Improvement Required for the 2017-18 school year, based on STAAR data from 2016-17. For Index 1, the campus received a rating of Improvement Required and 51% of the students passed their STAAR test. Index 2 which measures student progress, the campus Met Standard and received 36 points. Index 3 measures closing the performance gaps between certain sub-populations; the campus was rated Improvement Required, and received 26 points. For the final index, Index 4, the campus Met Standard and received 25 points. Student progress was a focus campus wide this past school year, with a plus 10 initiative, focused on each student growing 10 points on various assessments throughout the year.

This school year, there have been changes to the Master Schedule as well as an adjustment to the Response to Intervention for struggling students. In the 4th grade, Reading and ELA were split, and allows for teachers to place a bigger focus on ELA this school year. The Master Schedule still incorporates Bulldog Time, and allows a specific time for intense instruction focused on students needs.

STAAR - GRADES 4-5	2015	2016	2017	2017 State Avg	2017 Region Avg
4th Math	58%	39%	54%	75%	67%
4th Reading	54%	45%	49%	70%	65%
4th Writing	56%	46%	39%	63%	59%
5th Math	74%	71%	65%	86%	80%
5th Reading	74%	69%	60%	81%	76%
5th Science	54%	56%	41%	73%	67%

2017 State System Safeguards: Reading for All, African American, Economically Disadvantaged and Special Education student groups. Math for African American, Economically Disadvantaged and Special Education student groups. Writing for All, African American, Hispanic, White and Economically Disadvantaged student groups. Science for All, African American, Hispanic and Economically Disadvantaged student groups.

Student Academic Achievement Strengths

Based on STAAR data for the school year 2016-17, the data shows a strength in 5th grade Math and a 15% increase in scores for 4th grade Math. 4th grade Reading also showed a slight increase over the previous school year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th grade Writing scores have decreased over the last three years and is down to a 39% pass rate on the 2017 STAAR Writing. **Root Cause:** The campus has not had a viable curriculum source and training on STAAR Writing.

Problem Statement 2: The teacher turnover rate of 26.5% is high. **Root Cause:** District serves as a stepping stone to gain experience for larger cities that offer greater salaries and opportunities.

Problem Statement 3: Steady decline in STAAR scores across content areas **Root Cause:** Gaps have increased for some students that have not progressed with their peers

School Processes & Programs

School Processes & Programs Summary

Parnell Elementary utilizes the TEKS Resource System (TRS) to outline the curricular foundation. The TEKS Resource System offers many different tools that teachers can access to help align instruction to the state standards. TRS provides a vertical alignment document and a year-at-a-glance document. These documents allow teachers to outline their curriculum for the entire year, and also provides a source that keeps track of the TEKS that should be taught during the school year, as well as previous school years. At the conclusion of each assessment, teachers disseminate the data and make necessary adjustments to the curriculum.

Core team members have been established to help support each content area of Reading, Math, Science, English Language Arts and Social Studies. This allows support for each teacher from their colleagues.

School Processes & Programs Strengths

Core content teachers receive ELPS training, as well as seeking certification to support the English Language Learners.

Parnell offers all new teachers a content and culture mentor.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parnell Elementary lacks collaboration amongst content teachers. **Root Cause:** Master Schedule has not provided a structured time for content teachers to meet.

Problem Statement 2: Parnell Elementary lacks a viable universal screener and progress monitoring tool. **Root Cause:** STAAR scores across the content areas have decreased at various points over the last three years.

Perceptions

Perceptions Summary

Parnell Elementary communicates the belief that all students can learn and provides a safe learning environment. Campus aesthetics are focus despite the age of the building. Students participate in the survey to reflect their perceptions of the campus. D.A.R.E. is offered to all 5th grade students to help build a relationship with local law enforcement as well as provide training and information on drug awareness.

Parnell Elementary has a parent organization called PRIDE that assist with student and staff recognition. Parents and community members are involved in the decision making process through participation of the campus improvement planning. Communication tools such as Facebook, campus website and weekly newsletters keep parents abreast of campus events and important information. During the Spring, a survey is given to parents to provide information about parent and community perception of the campus. We also receive anonymous community donations to assist with student supply needs.

Campus events range from informational sessions to fundraisers like Fall Carnival. The students participate in field trips and field day; as well as an Outdoor Day and 4th grade Historical Wax Museum.

Perceptions Strengths

Multiple communication tools to showcase students and staff.

School-wide PBIS program to assist in rewarding students, building relationships and emphasizing a positive school culture.

Majority of students feel like they have a safe learning environment where they are able to express themselves.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: School-wide discipline management has not been implemented with fidelity **Root Cause:** Within the past 7 years, the school has experienced leadership change each year.

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
- State and federal planning requirements

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data


Goals

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 1: Parnell Elementary will show an increase of 21% on the 2018 Writing STAAR

Evaluation Data Source(s) 1: Walkthroughs, Lesson Plans, CBA 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) The Writing Academy in Kemah, TX, September 28-29, 2017. Editing and Revising in Kemah, TX, October 5-6, 2017.	1, 3, 4, 9	Principal	We will show an increase of 21% on the 2018 STAAR				
Problem Statements: Student Academic Achievement 1 Funding Sources: State Compensatory Education - \$2,819.72							
2) Establish Professional Learning Communities to provide time within the master schedule for collaboration amongst teachers and time to disseminate data and align instruction.	4, 8, 9	Administrators	Teachers will be able to collaborate while receiving support from Administration.				
Problem Statements: Student Academic Achievement 3							
							

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 1: 4th grade Writing scores have decreased over the last three years and is down to a 39% pass rate on the 2017 STAAR Writing. Root Cause 1: The campus has not had a viable curriculum source and training on STAAR Writing.
Problem Statement 3: Steady decline in STAAR scores across content areas Root Cause 3: Gaps have increased for some students that have not progressed with their peers

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 2: Parnell Elementary will show an increase of 10% for all students on the 2018 Math STAAR

Evaluation Data Source(s) 2: Lesson Plans; Walkthroughs, CBA Data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Provide push-in intervention support for Tier 2 and Tier 3 students	1, 3, 8, 9	Title 1 Lab Teacher, Administrators	Increased academic performance in Math for African American, Economically Disadvantaged and Special Education sub-populations.				
	Funding Sources: Title I - \$0.00						
2) Provide Professional Learning Communities across the grade level and content areas. Teachers will spend 45 minutes a week to discuss data, examine assessments, diagram TEKS, as well as discuss lesson plans to align instruction.	4, 8	Administrators	Provide a common time for teachers to discuss lesson plans, assessments and data analysis				
	Problem Statements: School Processes & Programs 1						
3) Implement RtI guidelines to target at-risk and struggling students in Math	1, 8, 9	Teachers, Title 1 Lab Teachers, Counselor, Administrators	Increased academic achievement for students who are struggling to intervene in a timely manner.				
PBMAS 4) Special Education, 504 and Dyslexia Coordination days for teachers to ensure that students are receiving modifications and accommodations as outlined in their IEPs. 100% of instructional staff will participate	9, 10	Campus Special Education Coordinator	Teachers will meet with the Special Education department Coordinator to discuss student needs and supports.				
5) 100% of Math instructional staff will utilize Think Through Math	3, 9	Math Teachers	Students will use Think Through Math as a progress monitoring tool to assist in increasing student achievement.				
	Problem Statements: School Processes & Programs 2						
							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Parnell Elementary lacks collaboration amongst content teachers. Root Cause 1: Master Schedule has not provided a structured time for content teachers to meet.


Problem Statement 2: Parnell Elementary lacks a viable universal screener and progress monitoring tool. **Root Cause 2:** STAAR scores across the content areas have decreased at various points over the last three years.

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 3: Parnell Elementary will show an increase of 10% for all students on the 2018 Reading STAAR

Evaluation Data Source(s) 3: Walkthroughs, Lesson Plans, CBA Data

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Provide push-in intervention support for Tier 2 and Tier 3 students	1, 3, 8, 9	Title 1 Lab Teacher, Administrators	Increased academic performance in Reading for All students including African American, Economically Disadvantaged and Special Education sub-populations.				
2) Provide Professional Learning Communities across the grade level and content areas. Teachers will spend 45 minutes a week to discuss data, examine assessments, diagram TEKS, as well as discuss lesson plans to align instruction.	4, 8	Administrators	Provide a common time for teachers to discuss lesson plans, assessments and data analysis				
Problem Statements: School Processes & Programs 1							
3) Implement RtI guidelines to target at-risk and struggling students in Reading	1, 8, 9	Teachers, Title 1 Lab Teachers, Counselor, Administrators	Increased academic achievement for students who are struggling to intervene in a timely manner				
PBMAS 4) Special Education, 504 and Dyslexia Coordination days for teachers to ensure that students are receiving modifications and accommodations as outlined in their IEPs. 100% of instructional staff will participate	9, 10	Campus Special Education Coordinator	Teachers will meet with the Special Education department Coordinator to discuss student needs and supports.				
5) 100% of Reading teachers will utilize Achieve 3000	1, 9	Reading Teachers	Students will receive specific content instruction based on their lexile levels. This is also a progress monitoring tool to address gaps in student achievement.				
Problem Statements: School Processes & Programs 2							
							

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Parnell Elementary lacks collaboration amongst content teachers. Root Cause 1: Master Schedule has not provided a structured time for content teachers to meet.


Problem Statement 2: Parnell Elementary lacks a viable universal screener and progress monitoring tool. **Root Cause 2:** STAAR scores across the content areas have decreased at various points over the last three years.

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 4: Parnell Elementary will show an increase of 10% for all students on the 2018 Science STAAR

Evaluation Data Source(s) 4: Walkthroughs, Lesson Plans, CBA Data

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Professional Learning Communities across the grade level and content areas. Teachers will spend 45 minutes a week to discuss data, examine assessments, diagram TEKS, as well as discuss lesson plans to align instruction.	4, 8	Administrators	Provide a common time for teachers to discuss lesson plans, assessments and data analysis				
Problem Statements: School Processes & Programs 1							
PBMAS 2) Special Education, 504 and Dyslexia Coordination days for teachers to ensure that students are receiving modifications and accommodations as outlined in their IEPs. 100% of instructional staff will participate	9, 10	Campus Special Education Coordinator	Teachers will meet with the Special Education department Coordinator to discuss student needs and supports.				
System Safeguard Strategy 3) One Science teacher will attend CAST	3, 4, 9	Administrator	The Science teacher will gain a deeper knowledge of the content and strategies to incorporate to raise student achievement in Science.				
							

Performance Objective 4 Problem Statements:


School Processes & Programs
Problem Statement 1: Parnell Elementary lacks collaboration amongst content teachers. Root Cause 1: Master Schedule has not provided a structured time for content teachers to meet.

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 5: 100% of all instructional staff will be trained in instructing the ECD sub-population by May 2018.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Rebels with Applause training from Grace Dearborn	1, 3, 4, 9	Principal	Instructional staff starts to have an understanding of how to motivate the economically disadvantaged sub-population of students.				
			Paid for by the district				
Problem Statements: Demographics 1							
2) Seek training through local service center-ESC 5	1, 3, 4, 9	Principal	Instructional staff will receive targeted strategies to motivate economically disadvantaged students to be successful.				
Problem Statements: Demographics 1							
							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The campus economically disadvantages percentage has increased while staff reflects a more middle class mindset. Root Cause 1: Even with training to address students living in poverty, teachers remain tied to middle class management of students.


Goal 2: Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.

Performance Objective 1: Increase attendance by 3% for the 2017-18 school year

Evaluation Data Source(s) 1: Yearly ADA

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 100% of all homeroom teachers will call the parents of students who are absent for 2 consecutive school days.	1, 2	Teachers, Attendance Clerk, Assistant Principal, Principal	Staff will speak with parents to determine if there is an ongoing health issue and support the student while absent.				
2) Perfect Attendance spirit sticks will be awarded to students who miss fewer than 1 day each six weeks.	1, 2	Attendance Clerk, Principal	Reward students who are striving to attend school, by giving them something tangible.				
3) Homeroom teachers will display a letter for everyday their homeroom class has perfect attendance. Once P-E-R-F-E-C-T A-T-T-E-N-D-A-N-C-E is spelled out the class will get to wear hats and the teachers will be allowed to wear jeans.	1, 2	Teacher	Staff will monitor student absences and try to make sure that students are present daily.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 2: Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.

Performance Objective 2: Parnell Elementary will target students with prior year absences of greater than 9 to create a plan for reducing their absences by 1/3.

Evaluation Data Source(s) 2: PEIMS Data (prior and current); Attendance Meeting notes; Intervention Plans

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrators will identify and meet with students and parents of students who had more than 9 absences during the 2016-17 school year to develop a plan to improve their attendance by at least one third.		Assistant Principal, Principal	Increase overall attendance for those who had the most absences the previous school year.				

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

Performance Objective 1: Parnell Elementary will implement programs to ensure student safety and provide an environment conducive to learning.

Evaluation Data Source(s) 1: D.A.R.E booklets

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) D.A.R.E. classes will be offered to all 5th grade students for a 10 week period.	1, 2	Counselor, Officer Bienvenu	Students will learn about issues such as making wise choices, peer mediation and conflict resolution.				
2) Complete all required emergency drills as outlined by the TEC and Texas School Safety Center		Assistant Principal	Each drill be conducted and documentation kept to ensure that students and staff know the procedures to help ensure safety.				

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

Performance Objective 2: Decrease PEIM reported discipline by 20%

Evaluation Data Source(s) 2: PEIMS data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS 1) Implementation of campus wide PBIS	1, 2, 4	Assistant Principal	Creation of multi-tiered system of support for student behavior.				
	Problem Statements: Perceptions 1						
PBMAS 2) Creation of Level of Offenses by teachers to be used in classroom management system.	1, 2	Teachers	Referrals sent to the office will reflect major categories only and minor issues will be dealt within the classroom.				
	Problem Statements: Perceptions 1						
PBMAS 3) Implementation of SWIS to track disciplinary actions throughout the school year.	1, 2	Assistant Principal, Principal	Administration will be able to track major infractions to create a plan that targets specific locations of the campus as well as time of the school day.				
	Problem Statements: Perceptions 1						
							

Performance Objective 2 Problem Statements:


Perceptions
Problem Statement 1: School-wide discipline management has not been implemented with fidelity Root Cause 1: Within the past 7 years, the school has experienced leadership change each year.

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

Performance Objective 3: Parnell will complete all required emergency drills as outlined by the TEC and Texas School Safety Center.

Evaluation Data Source(s) 3: Preparedness Drill Tracking Form

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a drill schedule	1	Assistant Principal	Drills will be conducted monthly to ensure strategies are in place for any situation requiring student safety.				
							

Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.

Performance Objective 1: Increase communication between school and parents

Evaluation Data Source(s) 1: Newsletters, Sign-in sheets

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parnell will use district website, Facebook, School Messenger and Remind 101 to communicate news, events, and items of interest to parents and students.	1, 2, 9	Parent Liaison, Principal	Parents will be informed of key information to stay abreast of what is going on at Parnell				

Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.

Performance Objective 2: Parnell will hold at least 5 events for parents and community members to attend.

Evaluation Data Source(s) 2: Agenda, Parent Sign-In Sheet

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) STAAR Night	6	Parent Liaison, Principal	Parents will be informed about STAAR, SSI requirements, as well as the Targeted Elements plan that the campus has to implement.				
2) Conference Day	6	Teachers, Principal	Parents will be invited to conference with teachers about student progress. Report cards will be handed out at this time to ensure parents attend during the school day. Teachers will call parents of struggling students and set up conferences with them during this time.				
3) Spotlight Night	6	Teachers, Parent Liaison, Principal	All staff will participate in a district Spotlight Night to showcase the campus.				
4) Science Fair	6	Science Teachers	Students will set up booths to demonstrate mastery of designing a science experiment				
5) Wax Museum	6	Teacher, Parent Liaison	Students will participate in a wax museum covering historical figures through different time periods				
							

Goal 5: Jasper ISD will recognize and honor teachers at every opportunity, as appropriate throughout the year to attract and retain a highly professional and effective staff.

Performance Objective 1: Increase the percentage of Parnell Elementary staff being recognized through the campus recognition program.

Evaluation Data Source(s) 1: Teacher of Month; Teacher of Year; Wind Beneath Wings Nominee

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Each month a teacher will be selected as Teacher of the Month and be recognized at the School Board Meeting	5	Principal	Teacher will be recognized for a positive impact on campus				
Problem Statements: Student Academic Achievement 2							
2) Teacher will be selected as Teacher of the Year	5	Teachers, Principal	Teacher will be recognized for a positive impact on the campus				
Problem Statements: Student Academic Achievement 2							
3) A Paraprofessional will be selected as the Wind Beneath Our Wings	5	Principal	Paraprofessional will be recognized for a positive impact on the campus				
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: The teacher turnover rate of 26.5% is high. Root Cause 2: District serves as a stepping stone to gain experience for larger cities that offer greater salaries and opportunities.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The Writing Academy in Kemah, TX, September 28-29, 2017. Editing and Revising in Kemah, TX, October 5-6, 2017.
1	2	1	Provide push-in intervention support for Tier 2 and Tier 3 students
1	3	1	Provide push-in intervention support for Tier 2 and Tier 3 students
1	4	3	One Science teacher will attend CAST

Title I

Schoolwide Program Plan

Note: Until TEA makes a formal decision about how we will interpret the 10 Schoolwide Components, Plan4Learning will leave them exactly as they were under NCLB. Each component should include a customized explanation of how it is addressed by the school.

Parnell Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Parnell Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Factual problem statements were written and then root causes were identified and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

***Writing Tip:** These six activities serve as examples only. There are many effective strategies that can be used as schoolwide reform strategies. Also, there is no requirement stating how many reform strategies are needed.*

3: Instruction by highly qualified professional teachers

Instruction by highly skilled and effective professional teachers is an important component of our schoolwide plan. Procedures in use at Parnell Elementary to ensure that instruction is provided by the best teachers possible include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

***Writing Tip:** Again, these serve as examples only. There are many effective strategies that can be used for highly qualified teachers strategies. Also, there is no requirement stating how many strategies are needed.*

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Parnell Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.

2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting high quality, state certified teachers. Please refer to the procedures information located in the addendums.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is lead by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Parnell Elementary spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it. The campus also provides a structured school-wide tutorial program that specifically targets the needs of each student who attends. All support systems are evaluated on a quarterly basis to ensure that they continue to meet students' needs.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.