

Waxahachie Independent School District

Felty Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Board Approval Date: November 12, 2018

Public Presentation Date: November 12, 2018

Mission Statement

Felty Elementary Mission Statement:

We will foster a love of learning and will empower students to become leaders.

Vision

Waxahachie ISD will support and empower our community of learners for success in the 21st century.

Value Statement

We believe...

In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.

Every child can learn, although not always at the same speed and in the same manner, and we are dedicated to providing the best possible education for every child in this district.

Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.

Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.

All programs can improve, and we are committed to success for all students. We are committed to constant improvement and the effective planning for that

improvement. We will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to achieve that end.

The function of the Board of Trustees is to set goals and expectations, and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.

All decisions should be based on thorough research, all programs should be tracked, and that status reports should be provided on a regular basis.

Great school systems are built and maintained because of qualified and caring staff in all areas.

Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and the central focus of the learning experience.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are Felty and we are engaged on many levels. Most importantly, we are engaged with our students by providing them a safe, enriching, educational environment which is evident in the kinds of activities they are participating in both inside and outside of the classroom. There is cohesiveness and support among the staff and parents. We try very hard to have the kids look beyond themselves and school and provide them ways to give back to the community. We have a high parent involvement rate and a supportive Parent Teacher Organization.

Our current student population as of October 2018 consists of 68% Caucasian, 20% Hispanic, 5% African American, 5% Two or more races, 1% Asian, less than 1% Hawaiian, and less than 1% American Indian students. We have a low mobility rate. Most new enrollment is due to the growth in our area. Due to this growth, our numbers have increased from 565 in 2015, 614 in 2016, to 665 in 2017-2018. Thanks to the rezoning and addition of Wilemon STEAM Academy, our campus enrollment is now within functional capacity. Our current enrollment is 528 students.

Within these 528 students, we offer many programs. Our enrollment for each program is as follows:

Gifted & Talented (GT): 39 students/ 7%

At-Risk: 232 students/44%

504: 57 students/10.7%

Special Education: 56 students/ 10.6%

Dyslexia: 27 students/ 5%

Speech: 39 students/ 7%

Economically Disadvantaged: 113 students/ 21.4%

Limited English Proficiency (LEP): 3 students/ less than 1%

Our attendance rate seemed to be a contributing factor to our inability to gain distinctions in all six areas. We were .1% away from receiving a distinction in

all six areas. Our attendance doesn't necessarily reflect illness. We have quite a few students that have extended weekends or long periods of absences due to select sports (hockey, baseball, cheer, dance, soccer, etc.) and family vacations.

As far as expectations:

- We have very high expectations for staff quality. All teachers on a team work together to ensure that there is consistency horizontally on each team.
- We have not had a high need for recruitment due to the high desire to work in Waxahachie Independent School District.
- Turnover that we have had over the past few years has been due to: relocation, promotion, retirement, or staying at home to raise a family.

Demographics Strengths

*Parent Teacher Organization- Our PTO Board has had very little turnover. This helps build strength and consistency.

*Enthusiastic and engaged staff members

*Our strength would be our number of students that are able to stay at Felty K-5. This creates a continuity in curriculum that they are exposed to and an understanding of our beliefs, values, and expectations.

- Every grade level has at least 1 Gifted and Talented teacher.
- T-TESS (Texas Teacher Evaluation & Support System) allows for meaningful conversations with teachers and administrators.
- We provide co-teach, resource, special education, Reading Recovery, Speech, intervention teachers, ESL (English as a Second Language) and Dyslexia to meet the students in the highest need.
- When we hire a teacher, the entire team is involved.
- We have had many conversations through team planning with the curriculum department and have discussed areas in need of training.
- The survey results showed that the majority of the staff felt that administration was accessible, respectful, understanding, and created a positive environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our special education population is above the state average. **Root Cause:** We house a self-contained classroom for the District. This inflates our numbers, effects our accountability, and is not considered when staffing.

Student Academic Achievement

Student Academic Achievement Summary

Our students are doing well. We perform above both the District and State level on a consistent basis.

Overall, Felty did very well on STAAR in 2017-2018. We had the highest averages in the district in 3rd grade Reading, 4th grade Writing, and in 5th grade Science, Math and Reading.

100% of our African American students passed 5th grade STAAR Math.

93% of our African American students passed 5th grade STAAR Reading.

83% of our Economically Disadvantaged students passed 5th grade STAAR Math.

87% of our Economically Disadvantaged students passed 5th grade STAAR Reading.

After the second administration of 5th grade STAAR, 97% of our students passed Reading and 98% passed Math.

We consistently score the highest in 5th grade Science.

We consistently score the highest in 3rd grade Reading. This is a direct reflection of the strength of our K-2 teachers and our 3rd grade Reading teachers.

We perform well and have a high participation percentage at UIL every year.

We have a Robotics Club that is sought after and highly successful.

Our students are competitive and like striving for more.

Student Academic Achievement Strengths

We have a high % of students that are Masters Level on STAAR

Designated Distinctions in four categories in 2017-2018.

Our students are doing well. We perform above both the District and State level on a consistent basis.

Overall, Felty did very well on STAAR in 2017-2018. We had the highest averages in the district in 3rd grade Reading, 4th grade Writing, and in 5th grade Science, Math and Reading.

After the second administration of 5th grade STAAR, 97% of our students passed Reading and 98% passed Math.

We have made gains and have closed gaps in our two sub-groups that historically scored lower than others (Economically Disadvantaged, African American).

We consistently score the highest in 5th grade Science.

We consistently score the highest in 3rd grade Reading. This is a direct reflection of the strength of our K-2 teachers and our 3rd grade Reading teachers.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We are in need of more training/resources in phonics. **Root Cause:** There is a need for a user-friendly and consistently used phonics program.

Problem Statement 2: Our attendance rate isn't as high as it should be. This hurt us in every area of accountability. **Root Cause:** We have a large number of students that take vacations during the school year and/or take long weekends due to select sports/activities.

School Processes & Programs

School Processes & Programs Summary

Our instructional process is consistent. We follow the District pacing calendars and TEKS Resource System. We recruit teachers that are highly qualified and that love students. We need help supporting these teachers with consistent training and ongoing curriculum support.

The Curriculum, Instruction, and Assessment subcommittee found a great deal of strengths within curriculum.

Other findings were:

- There is a need for a consistently purchased, trained, and implemented phonics program.
- There is a need for true instructional coaches that can model, co-teach, pull resources, ensure alignment across campuses, etc.
- There is a need for a consistent Math intervention, similar to Reading Recovery.

*One of our greatest struggles was in the area school context and organization. We have the opportunity to provide intervention during the day in the following areas: Reading Recovery, Dyslexia, Speech, Resource, Content Mastery, Literacy Groups, and an instructional paraprofessional. The problem is that all of these people are pulling students from class and they are often missing new content. We decided to focus our attention on this issue. This year, we implemented "Tribe Time" and only allowed students to be pulled from class during that designated 50 minutes for their grade level. This is also the time that we used to intervene and enrich all other students. This helped immensely.

Technology is an ever evolving system that requires us to be proactive. Our connectivity is not strong and our lack of interactive whiteboards has caused us to fall behind. If there is an alternative, a training for all staff would be very helpful.

School Processes & Programs Strengths

- The administrators are supportive and try to find an answer if it isn't known.
- We work together to "tweak" processes when they aren't working effectively (dismissal, intervention, enrichment, etc.).
- Our special education department actively co-teaches and our special education students and general education students benefit.
- Stemsopes follows the science scope and sequence.
- We ensure that assessments match the rigor or the TEKS (Texas Essential Knowledge & Skills) and are fair.
- We work hard to ensure that learning is engaging with Project Based Learning and (Science, Technology, Engineering & Math) STEM activities.
- Bloomz, Twitter, and Facebook have shown parents what we are learning in school and the amount of engagement at Felty.
- We use data to drive instruction and interventions.
- Scope & Sequence, Instructional Focus Document are used across the district.

- Grade-level data meetings are held to analyze data.
 - Vertical alignment is used across grade levels.
 - All documents are presented across the board, laid out well, and consistent when followed.
 - Teachers are using the pacing guides.
 - Felty had the highest numbers of Designated Distinctions in the district.
 - Preparing our scheduling in May for the following year was very helpful.
 - Students were able to receive intervention without missing core instruction
 - Parent communication folders are consistent
 - Every parent receives a monthly calendar, Remind messages, School Messenger messages, Facebook, Twitter, Bloomz/Remind from their grade level teachers, and a weekly graded paper folder
 - Arrival/Dismissal were "tweaked" this year to help with the flow of traffic
 - Chromebooks/iPads in every classroom
 - We continued our implementation of Enrichment Clubs
-
- We had a high participation percentage when acquiring Tech badges
 - Fast rate of help when a ticket is submitted
 - Instructional Technology Coordinators are very fast to respond and help in any way possible

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We will be in need of more staff for intervention and enrichment. **Root Cause:** Reduction of staffing (one intervention teacher and one paraprofessional)

Problem Statement 2: We have holes/cracks covering our playground that have resulted in many injuries. **Root Cause:** We are thinking that the holes continue to reappear due to the geothermal wells.

Problem Statement 3: Every employee hasn't been trained in the same way from the same source with the same expectations. For example, we do not know the District expectation for lesson plans, co-teaching, Resource minutes, implementation of intervention vs. enrichment, specifics for guided reading, LLI implementation expectations, etc. **Root Cause:** There have been changes several years in a row within the curriculum department that have prevented consistency with training expectations District-wide and campus-wide.

Problem Statement 4: We need to use our webpage more efficiently/effectively as an active form of communication. **Root Cause:** Lack of webpage training.

Problem Statement 5: We are in need of interactive whiteboards **Root Cause:** Lack of funding

Problem Statement 6: As our building ages, we need to stay ahead of the curve and be proactive in our approach to keeping the building beautiful. **Root**

Cause: Our building is considered "new", so our requests for upkeep are often considered low priority.

Problem Statement 7: It is difficult to ensure that everyone knows the expectations for behavior and what Dream BIG means/encompasses. **Root Cause:** Turnover. Need for ongoing reminders and training.

Perceptions

Perceptions Summary

All stakeholders share our vision: We will foster a love of learning and will empower students to become leaders.

All stakeholders understand our Dream BIG motto. We teach students to Be safe, Improve themselves, and Give back! Every discussion we have revolves around the philosophy of dreaming BIG. If students are safe, improve themselves, and give back, they will be successful at Felty and in life. This is a more than just a motto. This is something that you can use for the rest of your life. We ask the students, "Are you being safe? Are you improving yourself? Are you giving back?" If not, it's time to change. School means more than grades and academic achievement. We want to create successful human beings that think outside of themselves, leave us and make a positive impact on society.

Overall, the culture and climate is positive. Our positive reinforcers (BIG tickets, BIG Chief of the Week, Golden Spork, etc.) far outweigh the negative consequences that we assign. The parents feel welcome and like to help as much as possible. Staff members feel supported by one another and by administration.

We are in a growing community that has a large number of families and community members that want to partner with the schools. We have Adopt a Class, SAGU Navarro College, DEAR Day, local businesses, and a very involved PTO.

Perceptions Strengths

*Common Dream BIG (Be Safe, Improve Yourself & Give Back) language.

*We love students.

*All stakeholders are welcome.

*We have a high standard for academic success.

*We understand the balance between academics and extracurricular activities.

*Our PTO!

Many community partnerships (Farm Luck, Walgreens, SAGU, Dart, HEB, Home Depot, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a perception that our students are "easy" and that our success isn't due to our hard work. **Root Cause:** Perceptions from people that don't spend very much time inside our walls.

Problem Statement 2: A small amount of parents give a large amount of time. Not all parents feel comfortable or are able to volunteer. **Root Cause:** We need to ensure that every parent feels welcome, included, and needed.

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
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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
- Local diagnostic reading assessment data
- 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)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

Goals

Goal 1: Felty Elementary will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 1: By June 2019, all students will increase their individual achievement on STAAR by 5% on all sections of the state assessment (STAAR) and the African American, Hispanic, Economically Disadvantaged, and Special Education student groups will show at least 5% growth.

Evaluation Data Source(s) 1: Comparison of 2018-2019 STAAR results to the 2017-2018 results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor and support the district's guaranteed and viable curriculum TRS	Principal, Assistant Principal, Teachers	Increase in test scores. Decrease in retention rates.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3						
2) Sustain the WISD Framework for Effective Teaching and Learning: Support the online lesson planning system (Eduphoria)	Curriculum and Instruction Department, Principal, Teachers	-Increase of Advanced levels on Texas Assessment instruments -Increase in T-TESS ratings.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3						
3) Decrease the gap in STAAR achievement between student groups in all subject areas by using the following strategies/program: Thinking Maps, Education City, iStation, Empowering Writers	Curriculum and Instruction Department, Principal, Teachers	- Increase percentage of students meeting expectations on the Texas Assessment Instruments				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3, 5						
4) Increase staff access to STAAR and other assessment data for improvement of instruction and learning by using the following programs: Eduphoria Aware, Skyward Student Information System, iStation	Curriculum and Instruction Department, Principal, Teachers	- Increase in "data digs". -Increase in student achievement.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3						

<p>5) Increase student use of technology to enhance academic achievement: (a). Increase access to online learning tools that support mastery of the TEKS, (b). Increase student mastery of technology TEKS through the academic curriculum</p>	<p>Assistant Superintendent of Leadership and Academics, Curriculum and Instruction Department, Principal, Technology Lead, Classroom Teachers</p>	<p>- Student Technology Assessment (5th grade) data gains - Increased percentage of students meeting expectations on the Texas Assessment Instruments</p>				
<p>Problem Statements: School Processes & Programs 5</p>						
<p>6) Decrease the percentage of students retained at the Student Success Initiative (SSI) grade 5 through more intense intervention inside and outside of the classroom.</p>	<p>Principal, Teachers</p>	<p>- Campus Retention data improvement - Summer Program Enrollment decrease</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3, 5 - Perceptions 1</p>						
<p>7) Increase number of students reading on or above grade level on the K-2 reading assessment: (iStation) Provide reading support for struggling readers through guided reading groups</p>	<p>Curriculum and Instruction Department, Principal, Teachers</p>	<p>- iStation Data improvement -DRA Data (beginning of year, middle of year, end of year) improvement</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3</p>						
<p>8) Increase the percentage of special education students included in general education classes (co-teach)</p>	<p>Director of Special Education, Diagnosticians, Principal, Classroom Teachers</p>	<p>- Increase in inclusion and decrease in Resource numbers.</p>				
<p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3</p>						
<p>9) Increase the number of English as a Second Language (ESL) certified teachers: (a). Provide certification training by district personnel, and (b). Provide reimbursement for ESL certification testing and certification fees</p>	<p>LEP/Bilingual/ESL Coordinator, Principal, Classroom Teachers</p>	<p>- Increase in number of ESL certified teachers.</p>				
<p>Problem Statements: School Processes & Programs 3</p>						
<p>10) Ensure that all teachers are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve through professional learning communities and RtI meetings. This will directly impact instruction with At-Risk students.</p>	<p>Curriculum and Instruction Department, Principal, Asst. Principal, RtI Committees, Teachers</p>	<p>- Decrease in need for intervention due to sound practices in the classroom (Tier I).</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3</p>						
<p>11) Teachers review data from district common assessments with curriculum members at grade level meetings. Knowledge gained from data gleaming leads to regrouping and differentiation and ultimately improves student mastery.</p>	<p>Curriculum and Instruction Department, Principal, Teachers</p>	<p>- Disaggregated feedback data will show student improvement -Increased intervention due to data conclusions -Increased scores/achievement due to regrouping and intervention</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3</p>						
<p>12) Provide more support for Special Education students through: increased inclusion time and increased co-teach time</p>	<p>Principal, Assistant Principal, Diagnostician, Special Education Teacher, General Education Teacher</p>	<p>Increased student achievement in the following areas: grades, District Common Assessment data, STAAR results</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p>						

13) Provide tutoring during school to help students that have not mastered objectives.	Principal, Assistant Principal, Classroom Teachers	Students that received after school tutoring will show progress in the following areas: grades, District Common Assessment data, STAAR assessment				
Problem Statements: School Processes & Programs 1						
14) Writing scores will increase due to constant collaboration with successful campuses, seeking new information/techniques/practices, and the implementation of small group instruction in Writing.	Principal, Assistant Principal, Classroom Teachers	Our 4th grade Writing STAAR results will increase.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3						
15) We will ensure that teachers share their lesson planner with our Special Education teachers. This will allow them to align their lessons to the lessons being taught in the General Education classroom and will help the students have a more cohesive educational setting.	Principal, Assistant Principal, Classroom Teachers	Our Special Education students will show progress in all areas of the state assessment (STAAR).				
Problem Statements: Demographics 1 - School Processes & Programs 3						
16) All students identified with dyslexia will receive instruction in Scottish Rite for a minimum of 45 minutes a day/5 days a week.	Principal, Dyslexia Teacher	-Increase in STAAR testing performance rate for dyslexic students.				
Problem Statements: School Processes & Programs 1						
17) The campus will receive annual training to support instruction of students with disabilities.	Principal, Classroom teachers	-Increase in awareness of needs for students with disabilities. -Increase in classroom strategies that are successful.				
Problem Statements: Demographics 1 - School Processes & Programs 1, 3						
18) We will devise a plan to allow each grade level to have 1/2 day each 9 weeks to plan for intervention and stations.	Principal, Assistant Principal, Classroom Teachers	-Intervention groups will be more focused and data driven -STAAR results will improve -Stations within classroom will be implemented with fidelity				
Problem Statements: School Processes & Programs 1						
19) All students will write in a journal on a daily basis.	Principal Assistant Principal Classroom Teacher	Increased writing fluency				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
20) Reading Recovery will be implemented with fidelity to ensure that students receive intense literacy intervention in first grade.	Principal Assistant Principal Curriculum	Increased DRA levels for students that participated in Reading Recovery				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
Funding Sources: SCE - 0.00						
21) Scheduling will be organized in a manner that allows students to receive intervention (Reading Recovery, Dyslexia, Speech, Special Education, etc.) with minimal loss of classroom instruction.	Principal Assistant Principal Interventionists Classroom Teachers	Decrease in educational gaps.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						

22) Science, Technology, Engineering, and Math (STEM) training will be offered to all teachers to help them understand the benefits of implementing STEM techniques in the classroom.	Principal STEM Coordinator	Student engagement and an increase in STEM implementation within the classroom.				
	Problem Statements: School Processes & Programs 3					
23) Review and implement the district approved Coordinated Approach To Child Health (CATCH) health program and district guidelines at Prekindergarten through grade 8	Health and PE teachers, School Health Advisory Committee (SHAC), Curriculum and Instruction Department, Principal/Assistant Principal	-Improved health and smaller number of absences.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 7					
24) "Grow" Perfect Attendance Club to increase the attendance rate and decrease tardies to school. Give positive incentives for students that are in regular attendance and let them know that we want them here.	Principal, Campus Behavior Coordinator, Secretary/Receptionist	-Print attendance data and see if attendance has increased and tardies have decreased. -Increased test scores due to minimal amount of loss of instruction due to absences.				
	Problem Statements: Student Academic Achievement 2					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our special education population is above the state average. Root Cause 1: We house a self-contained classroom for the District. This inflates our numbers, effects our accountability, and is not considered when staffing.
Student Academic Achievement
Problem Statement 1: We are in need of more training/resources in phonics. Root Cause 1: There is a need for a user-friendly and consistently used phonics program.
Problem Statement 2: Our attendance rate isn't as high as it should be. This hurt us in every area of accountability. Root Cause 2: We have a large number of students that take vacations during the school year and/or take long weekends due to select sports/activities.
School Processes & Programs
Problem Statement 1: We will be in need of more staff for intervention and enrichment. Root Cause 1: Reduction of staffing (one intervention teacher and one paraprofessional)
Problem Statement 3: Every employee hasn't been trained in the same way from the same source with the same expectations. For example, we do not know the District expectation for lesson plans, co-teaching, Resource minutes, implementation of intervention vs. enrichment, specifics for guided reading, LLI implementation expectations, etc. Root Cause 3: There have been changes several years in a row within the curriculum department that have prevented consistency with training expectations District-wide and campus-wide.
Problem Statement 5: We are in need of interactive whiteboards Root Cause 5: Lack of funding
Problem Statement 7: It is difficult to ensure that everyone knows the expectations for behavior and what Dream BIG means/encompasses. Root Cause 7: Turnover. Need for ongoing reminders and training.

Perceptions

Problem Statement 1: There is a perception that our students are "easy" and that our success isn't due to our hard work. **Root Cause 1:** Perceptions from people that don't spend very much time inside our walls.

Goal 2: Felty Elementary will encourage, promote and increase engagement and awareness through effective communication among all stakeholders.

Performance Objective 1: By June 2019, 100% of the parental engagement goals will be completed.





Evaluation Data Source(s) 1: Create/administer online survey in May 2018. Review survey results to see which parental involvement goals were met and which ones need attention.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Ensure positive relationships are formed with all parents in order to promote greater personal involvement in the education of their children: (a). Provide parents the opportunity to receive information about extra-curricular activity opportunities on all WISD campuses (specifically UIL, Robotics, and Destination ImagiNation), and (b). Provide parents with information about how the district defines high-quality teaching and learning</p>	Principal ALL Felty staff members	<ul style="list-style-type: none"> - Increased participation in Parent/Teacher Conferences - More traffic on District and Campus Websites -Increase in parent participation -Increase in test scores -Increase in DRA levels 				
Problem Statements: School Processes & Programs 4, 7 - Perceptions 2						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Revise and update district, campus, and teacher websites to ensure parents have access to pertinent information and news.</p>	Webmaster, PR Director, Technology Department, Principal, Teachers	-Increase in website "traffic"				
Problem Statements: School Processes & Programs 4						
<p>Critical Success Factors CSF 5</p> <p>3) Organize and promote Parent Education classes each semester of the school year: Provide parents the opportunity to attend Practical Parenting sessions. One session will overview special programs in WISD (dyslexia, special education, GT, etc.).</p>	Federal Programs Coordinator, Principals, Counselors	<ul style="list-style-type: none"> -Increase in participation rate at TRIBE Parent Academies. -Increase in parental knowledge of special programs 				
Problem Statements: Perceptions 1, 2						

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Implement parent nights that engage parents at no cost (art night, open house, festival of lights, family movie night, etc.).</p>	Principal, Assistant Principal, Teachers	Nights events that are held have a high attendance rate.				
Problem Statements: Perceptions 1, 2						
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) "Tears and Cheers" breakfast will be provided by the school counselor. This will help the parents and students with their transition into Kindergarten.</p>	Counselor	-High attendance rate -Positive feedback from parents				
Problem Statements: School Processes & Programs 7 - Perceptions 1, 2						
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Parents will be provided with a pamphlet that explains different opportunities to get involved (before, during, and after school)</p>	Principal, Assistant Principal, Teachers	-More parents will volunteer -More volunteer hours!				
Problem Statements: Perceptions 2						
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Provide an orientation for all volunteers to help acclimate them to the building and to answer any questions that they may have.</p>	Principal PTO	Increased parental involvement!				
Problem Statements: Perceptions 1, 2						
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>8) Provide a daily communication folder for every student that will allow parents and teachers to stay in close communication regarding the academic and behavioral progress of their child.</p>	Principal Classroom Teacher	Clear and consistent daily communication.				
Problem Statements: School Processes & Programs 7 - Perceptions 1, 2						
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>9) Provide a school-wide monthly calendar that lists all activities and events in one location. This will be sent home monthly and will be posted on our website.</p>	Principal Secretary Classroom Teachers	An organized method of communication listing events will alleviate confusion.				
Problem Statements: Perceptions 2						
<p align="center">Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>10) Provide a weekly newsletter per grade level that communicates current units of study, upcoming events, and any deadlines that are approaching.</p>	Principal Classroom Teachers	Parents will understand what their children are currently learning and will see that all teachers are planning horizontally.				
Problem Statements: Perceptions 1, 2						
<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>11) Implement Positive Office Referrals to allow the Assistant Principal to communicate positive behavior to parents.</p>	Assistant Principal	Positive communication between the Assistant Principal and parents regarding their child's behavior.				
Problem Statements: School Processes & Programs 7 - Perceptions 1, 2						

Critical Success Factors CSF 5 CSF 6 12) Use social media (Facebook and Twitter) to share the good things that have occurred on a daily basis.	Principal Assistant Principal Counselor Secretary	Positive communication/ PR				
	Problem Statements: School Processes & Programs 7 - Perceptions 1, 2					

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: We need to use our webpage more efficiently/effectively as an active form of communication. Root Cause 4: Lack of webpage training.
Problem Statement 7: It is difficult to ensure that everyone knows the expectations for behavior and what Dream BIG means/encompasses. Root Cause 7: Turnover. Need for ongoing reminders and training.
Perceptions
Problem Statement 1: There is a perception that our students are "easy" and that our success isn't due to our hard work. Root Cause 1: Perceptions from people that don't spend very much time inside our walls.
Problem Statement 2: A small amount of parents give a large amount of time. Not all parents feel comfortable or are able to volunteer. Root Cause 2: We need to ensure that every parent feels welcome, included, and needed.

Goal 3: Felty Elementary will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.





Performance Objective 1: By June 2019, 100% of the facilities management goals will be completed.

Evaluation Data Source(s) 1: Facilities report, Energy audit report, injury report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All holes/cracks in the playground will be monitored on a regular basis to ensure that they are filled when needed and that students are safe when playing on the playground.	Principal Assistant Principal Security Officer Director of Support Services Classroom Teachers	-Reduced amount of playground injuries.				
Problem Statements: School Processes & Programs 2, 6						
2) Sod/seeds will be planted to help with erosion problem that causes a safety issue for walkers/bike riders and is now damaging our sprinkler system.	Director of Support Services Principal	Student safety Campus curb appeal				
Problem Statements: School Processes & Programs 2, 6						
3) Take care of weed issue that occurs between the chain link fence and privacy fence of home owners behind our property. The height and amount of weeds has caused safety and rodent issues.	Principal Director of Support Services	safety campus beautification				
Problem Statements: School Processes & Programs 6						
4) Thresholds will be replaced to prevent rodents from easily traveling in and out of our building.	Principal Assistant Principal Director of Support Services	Student Safety Cleanliness of building				
Problem Statements: School Processes & Programs 6						

<p>5) Design and implement district policy, awareness education program, and training for staff members in the following area: Bullying and Cyber-bullying, (i). Implement Bullying Policy as required under TEC 37.0832, (ii). Provide training for staff and students on the new Bullying Policy, (iii). Schedule anti-bullying activities, and (iv). Create online bully reporting plan</p>	<p>Superintendent, Assistant Superintendent of Leadership and Academics, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department, Principal, Campus Behavior Coordinator</p>	<p>-We will have a smaller number of students reporting/stating that they have been bullied.</p>				
<p>Problem Statements: School Processes & Programs 1, 3, 7</p>						
<p>6) The guidance counselor will meet with each classroom on a bi-weekly basis to discuss topics including: conflict resolution, violence prevention, career education, and drug awareness.</p>	<p>Principal, Counselor</p>	<p>-Decrease in the number of reports regarding bullying and drugs. -Increase in school "buy-in".</p>				
<p>Problem Statements: School Processes & Programs 7</p>						
<p>7) The campus will have a decrease in the number of students assigned to alternative school due to early classroom intervention and increased parent engagement.</p>	<p>Principal, Campus Behavior Coordinator, Classroom Teachers</p>	<p>-Alternative school referral data will show a decrease in number of students in alternative school.</p>				
<p>Problem Statements: School Processes & Programs 7</p>						
<p>8) Design and implement district policy, awareness education program, and training for staff members in the following area: Suicide</p>	<p>Assistant Superintendent of Leadership and Academics, Health and PE teachers, School Health Advisory Committee (SHAC), Counselor</p>	<p>-increase in suicide awareness -decrease in number of students discussing/contemplating suicide</p>				
<p>Problem Statements: School Processes & Programs 3, 7</p>						
<p>9) Student Senate will convene on a bi-weekly basis to allow students to express needs for our facilities.</p>	<p>Principal</p>	<p>Increase in school pride and student ownership.</p>				
<p>Problem Statements: School Processes & Programs 7</p>						
<p>10) Work orders will be completed on a timely basis to ensure that problems are fixed as soon as possible.</p>	<p>Principal Assistant Principal Secretary Receptionist</p>	<p>Building is maintained.</p>				
<p>Problem Statements: School Processes & Programs 2, 6</p>						

11) Implement a Safety Patrol to allow 4th and 5th graders the opportunity to lead and help us keep the school safe.	Assistant Principal	Student ownership in regards to safety.				
Problem Statements: School Processes & Programs 7						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We will be in need of more staff for intervention and enrichment. Root Cause 1: Reduction of staffing (one intervention teacher and one paraprofessional)
Problem Statement 2: We have holes/cracks covering our playground that have resulted in many injuries. Root Cause 2: We are thinking that the holes continue to reappear due to the geothermal wells.
Problem Statement 3: Every employee hasn't been trained in the same way from the same source with the same expectations. For example, we do not know the District expectation for lesson plans, co-teaching, Resource minutes, implementation of intervention vs. enrichment, specifics for guided reading, LLI implementation expectations, etc. Root Cause 3: There have been changes several years in a row within the curriculum department that have prevented consistency with training expectations District-wide and campus-wide.
Problem Statement 6: As our building ages, we need to stay ahead of the curve and be proactive in our approach to keeping the building beautiful. Root Cause 6: Our building is considered "new", so our requests for upkeep are often considered low priority.
Problem Statement 7: It is difficult to ensure that everyone knows the expectations for behavior and what Dream BIG means/encompasses. Root Cause 7: Turnover. Need for ongoing reminders and training.

Goal 4: Felty Elementary will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.





Performance Objective 1: By August 2018, 100% of the human resources and personnel recruiting and retaining goals will be completed.

Evaluation Data Source(s) 1: Staffing plan, certification records, STAAR results, T-TESS data, service records, professional development

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze all teacher data in the areas of: (a). certification, (b). testing, (c). staff development, and (d). service records to ensure that all meet the highly qualified status.	Assistant Superintendent of Human Resources, HR Department, Principal	Maintain excellent record of high-quality employees				
2) Provide a Beginning Teacher in-service and mentoring program (G.U.I.D.E. Program)	Superintendent, Assistant Superintendent of Leadership and Academics, Assistant Superintendent of Human Resources, Curriculum and Instruction Department, Mentoring Coordinator, Campus G.U.I.D.E.(s), Principal	New teachers will feel supported and will stay.				
Problem Statements: School Processes & Programs 3						
3) Provide professional development in all components identified in the Waxahachie Independent School District Framework for Effective Teaching and Learning	Superintendent, Assistant Superintendent of Leadership and Academics, Curriculum and Instruction Department, District Trainers, Principal	High number of employees enrolled in professional development opportunities. Improved student performance.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1, 3						

<p>4) Improve the positive work culture supportive of collegial and collaborative teamwork through Professional Learning Teams: Provide common planning periods on each team within the master schedule</p>	<p>Superintendent, Assistant Superintendent of Leadership and Academics, Curriculum and Instruction Department, District Trainers, Principal</p>	<p>Positive feedback on surveys. Improved student performance.</p>				
<p>Problem Statements: School Processes & Programs 1, 7</p>						
<p>5) Provide continued support and training for all applicable components of Eduphoria: (a). Review role of Eduphoria, (b). Review registration logistics, (c). Review WISD Professional Development Guidelines, (d). Review District and SBEC requirements for certification renewal.</p>	<p>Superintendent, Assistant Superintendent of Leadership and Academics, Curriculum and Instruction Department, District Trainers, Instructional Technologist, Technology Department, Principal</p>	<p>Increase in student performance.</p>				
<p>Problem Statements: School Processes & Programs 3</p>						
<p>6) Trends in staffing, facility, and program needs will be gathered during 2018-2019 to be prepared for the 2019-2020 school year.</p>	<p>Superintendent, Assistant Superintendent of Leadership and Academics, Assistant Superintendent of Human Resources, HR Department, Assistant Superintendent for Finance, Principal</p>	<p>Survey data will show in which areas we have grown and in which areas we still need to grow.</p>				
<p>Problem Statements: School Processes & Programs 1</p>						
<p>7) The campus will work with the Special Education department to offer a CPI (Crisis Prevention Intervention) course for all staff members.</p>	<p>Principal, Assistant Principal, Special Education Teachers</p>	<p>More teachers will be CPI trained and there will be a decrease in the need for restraints due to the gained knowledge in calming/de-escalation techniques.</p>				
<p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p>						

8) Design and implement district policy, awareness education program, and training for staff members in the following area: Child Abuse	Assistant Superintendent of Leadership and Academics, Health and PE teachers, School Health Advisory Committee (SHAC), Counselors, Curriculum and Instruction Department, Principal, Campus Behavior Coordinator	Increase in knowledge of signs of abuse.				
Problem Statements: School Processes & Programs 3 - Perceptions 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: We are in need of more training/resources in phonics. Root Cause 1: There is a need for a user-friendly and consistently used phonics program.
School Processes & Programs
Problem Statement 1: We will be in need of more staff for intervention and enrichment. Root Cause 1: Reduction of staffing (one intervention teacher and one paraprofessional)
Problem Statement 3: Every employee hasn't been trained in the same way from the same source with the same expectations. For example, we do not know the District expectation for lesson plans, co-teaching, Resource minutes, implementation of intervention vs. enrichment, specifics for guided reading, LLI implementation expectations, etc. Root Cause 3: There have been changes several years in a row within the curriculum department that have prevented consistency with training expectations District-wide and campus-wide.
Problem Statement 7: It is difficult to ensure that everyone knows the expectations for behavior and what Dream BIG means/encompasses. Root Cause 7: Turnover. Need for ongoing reminders and training.
Perceptions
Problem Statement 1: There is a perception that our students are "easy" and that our success isn't due to our hard work. Root Cause 1: Perceptions from people that don't spend very much time inside our walls.

Goal 5: Felty Elementary will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: The campus will effectively utilize the technology tools provided by the district (Education Galaxy, iStation, iPads, Chromebooks, etc.) to enhance academic growth for our students.

Evaluation Data Source(s) 1: Principal, Campus Advisory Team and will use Comprehensive Needs Assessment and student usage data to determine technology usage and needs.

Summative Evaluation 1:

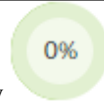
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Devices/Technology will be provided that will allow more students the opportunity to connect with technology.	Principal, Technology Department	-Students will have easier access to technology -Reports will show that students are accessing online tools more often (Education Galaxy, iStation, etc.).				
	Problem Statements: School Processes & Programs 3, 5, 6					
2) Provide 21st century technology tools and training for teachers and administrators in the following areas: ongoing support from Curriculum and Technology regarding best practices	Superintendent, Assistant Superintendent of Leadership and Academics, Curriculum and Instruction Department, District Trainers, Instructional Technologist, Technology Department, Principal	Increase in use of technology in the classrooms. Increase in student performance. Increase in teacher enrollment in technology related professional development.				
	Problem Statements: School Processes & Programs 3, 5					
3) Meet with Parent Teacher Organization (PTO) and discuss purchase of more iPads and/or Chromebooks.	Principal Department Leaders	Increased amount of technology integration in the classroom.				
	Problem Statements: School Processes & Programs 5, 6					
4) Curriculum will provide strategies and training opportunities to help the teachers understand the depth at which Education Galaxy and iStation can be used.	Principal Classroom Teachers	Increase in use of Education Galaxy and iStation.				
	Problem Statements: School Processes & Programs 1, 3					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We will be in need of more staff for intervention and enrichment. Root Cause 1: Reduction of staffing (one intervention teacher and one paraprofessional)
Problem Statement 3: Every employee hasn't been trained in the same way from the same source with the same expectations. For example, we do not know the District expectation for lesson plans, co-teaching, Resource minutes, implementation of intervention vs. enrichment, specifics for guided reading, LLI implementation expectations, etc. Root Cause 3: There have been changes several years in a row within the curriculum department that have prevented consistency with training expectations District-wide and campus-wide.
Problem Statement 5: We are in need of interactive whiteboards Root Cause 5: Lack of funding
Problem Statement 6: As our building ages, we need to stay ahead of the curve and be proactive in our approach to keeping the building beautiful. Root Cause 6: Our building is considered "new", so our requests for upkeep are often considered low priority.

Goal 6: Felty Elementary will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: By May of 2019, all spending for the current year will be complete and all money spent will be related to student success.

Evaluation Data Source(s) 1: In April 2019, reassess budget allocations and make adjustments as needed for the 2019-2020 school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure all policies, guidelines, and laws are being followed when any federal or state funds are being used to service students or implement new programs.	Principal	Stay within guidelines when referring to spending.				
Problem Statements: School Processes & Programs 3						
2) Develop staffing priorities and request staff based on student needs.	Principal	Increase in student performance due to adequate coverage of students with need for intervention.				
Problem Statements: School Processes & Programs 1 - Perceptions 1						
3) Evaluate existing programs for all departments based on effectiveness relating to students achievement vs. costs, and then ask the Campus Advisory Team to prioritize student needs.	Principal Campus Advisory Team	Increase in student performance.				
Problem Statements: School Processes & Programs 1, 3, 4, 5, 6 - Perceptions 1						
4) Ensure that any purchase approved is research-based and deny purchase orders that do not tie directly to the Campus Improvement Plan.	Principal Secretary	- No unneeded spending.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 5						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: We are in need of more training/resources in phonics. Root Cause 1: There is a need for a user-friendly and consistently used phonics program.
School Processes & Programs
Problem Statement 1: We will be in need of more staff for intervention and enrichment. Root Cause 1: Reduction of staffing (one intervention teacher and one paraprofessional)

Problem Statement 3: Every employee hasn't been trained in the same way from the same source with the same expectations. For example, we do not know the District expectation for lesson plans, co-teaching, Resource minutes, implementation of intervention vs. enrichment, specifics for guided reading, LLI implementation expectations, etc. **Root Cause 3:** There have been changes several years in a row within the curriculum department that have prevented consistency with training expectations District-wide and campus-wide.

Problem Statement 4: We need to use our webpage more efficiently/effectively as an active form of communication. **Root Cause 4:** Lack of webpage training.

Problem Statement 5: We are in need of interactive whiteboards **Root Cause 5:** Lack of funding

Problem Statement 6: As our building ages, we need to stay ahead of the curve and be proactive in our approach to keeping the building beautiful. **Root Cause 6:** Our building is considered "new", so our requests for upkeep are often considered low priority.

Perceptions

Problem Statement 1: There is a perception that our students are "easy" and that our success isn't due to our hard work. **Root Cause 1:** Perceptions from people that don't spend very much time inside our walls.

State Compensatory

Personnel for Felty Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Eckert	Reading Recovery	State Comp. Ed.	
Wendy Fedora	Intervention Paraprofessional	State Comp. Ed.	

Campus Advisory Team

Committee Role	Name	Position
Administrator	Carrie Kazda	
Administrator	Darla Wilson	
School Counselor	Carrie Andrews	
Classroom Teacher	Julie Rogers	
Classroom Teacher	Kristi Smith	
Classroom Teacher	Amie Whiting	
Classroom Teacher	Amanda Florez	
Classroom Teacher	Charlotte DuFon	
Classroom Teacher	Jennifer Summers	
Classroom Teacher	Aly McCluskey	
Classroom Teacher	Shelby Denton	
District-level Professional	Debbie Needham	
Parent	Amy Perry	
Community Representative	Jenny Seymore	

Campus Funding Summary

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00