

Mineral Wells Independent School District
Mineral Wells Elementary
2018-2019 Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: November 12, 2018

Demographics

Demographics Summary

Mineral Wells Elementary is comprised of campuses that encompass PPCD-6th grade in Mineral Wells, TX. Mineral Wells is a rural community west of Fort Worth. There are approximately 1880 enrolled students. It is a Title I school with approximately 77% economically disadvantaged students. We received a grant for the 2018-2019 school year that qualifies all our students to be eligible for free breakfast and lunches. Our community sponsors a "Backpack Buddy" program for students that need food for the weekends.

According to our 2017-2018 PEIMS disaggregation data, we have 15.42% LEP students and 5% Bilingual students. We currently have ESL classes PreK-6th grade and Bilingual classrooms in grades PreK-3rd grade. We are working to recruit and retain highly qualified Bilingual staff.

We have 3% G/T students and serve students Kindergarten-6th grade with pullout and push-out.

Demographics Strengths

- Backpack Buddies and Free Breakfast and Lunch program
- Added a Bilingual Teacher
- Attendance rate is steady and we continue to work towards campus attendance goals

Student Academic Achievement

Student Academic Achievement Summary

Student academic performance continues to be a focus area for Mineral Wells. During the 2017-2018 school year 49% of students were reading on grade level (DRA Level 18).

Mineral Wells Elementary met standard in all state indices, with index 4 being close to double the target score of 12. Our special education and ELL students have traditionally performed below the set met standard in all tested subjects. Writing is consistently our weakest tested area, all calculated sub pops performed below the set met standard. Mineral Wells is significantly below the state average in Reading and Writing and in need of professional development and supplemental materials to boost our results. In particular we will be implementing a variety of interventions to increase the performance of our ELLs. We are also increasing our support of special education students to help students close instructional gaps.

We have reading goals related to balanced literacy including: guided reading, shared reading, phonics, comprehension, and fluency. We will continue to add resources to help teachers with planning well-balanced literacy lessons.

We continue to need Opportunity Culture and MCLs to provide instructional strategies, planning, alignment, small group instruction, and retainment efforts. We would like to continue and expand the Opportunity Culture model.

Student Academic Achievement Strengths

- Weekly vertical alignment meetings with administrators
- Added a Elementary Curriculum and Behavior Coordinator
- Saxon Phonics added for Kindergarten-2nd grade for Tier 1 instruction
- High participation rate for STAAR testing
- MCLs align vertical and horizontal instruction

School Processes & Programs

School Processes & Programs Summary

Our campus consists of PPCD-1st grade self-contained classrooms. At the 2nd-3rd grade level teams consist of ELA/Social Studies and Math/Science team teachers, except in the Life Skills classrooms. In 4th-6th grade classroom most students go to a different teacher for each block, ELA, Social Studies, Math, and Science. Each grade level has time built in for RTI (Response to Intervention) and enrichment based on student need. A variety of fine arts classes are included in student schedules along with daily physical education. Teachers have daily small group reading instruction through 3rd grade through the Guided Reading framework.

Teachers have time weekly for common planning time with their peers. During their PLC they work on lesson design, data, and common assessments.

The district has a fairly high turnover rate as we are close to bigger towns and the metroplex which pay more. We continue to increase our mentoring efforts to have more staff retainment.

Our district has 12.7% new teachers as compared to the state average of 7.8%. The staff turnover rate was 26.5%, whereas the state was 16.4% according to the 2016 TAPR report.

School Processes & Programs Strengths

- Guided reading consultant for grades PK-3rd
- MCL (multi-classroom leader) at grades K-6th
- Fine Arts at all levels
- Character Education- Pillars of Character (early elem) and Matters of the Heart (later elem)

Perceptions

Perceptions Summary

Mineral Wells Elementary is continuously working towards a positive school culture. Our goals including decreasing discipline referrals and students in the BASE classroom by providing classroom teachers with more resources for behavior management. We added Bert Simmons training for all general education teachers, a special education training by the Director of Special Education, and more support through RTI.

We are working towards more staff retention by promoting the many positives of our school district, providing mentors, and MCL support. Administration uses surveys to elicit feedback from staff about campus culture and climate.

We continue to work towards shared values, mission, and beliefs. A value statement has been created by staff and is shared to remind all of our value system.

Mineral Wells Elementary strives to increase parental involvement and increase participation in the PTO.

Perceptions Strengths

- Positive parent surveys
- Increased number of parental nights; multi-cultural block party
- Raptorware to scan all visitors for campus safety

Goals

Revised/Approved: November 12, 2018

Goal 1: Instructional Program - Reading

Performance Objective 1: Improve the effectiveness of reading using TEKS based instruction and best practices based on previous STAAR and checkpoint assessment data.

Evaluation Data Source(s) 1: STAAR Data, District Assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS
<p style="text-align: center;">Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Students identified through the RTI process will be provided with intense instruction based on their area of need</p>	
<p style="text-align: center;">Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) Continue to provide special education students full continuum of services based on IEPs and student needs. Provide accommodations, modifications, and personnel support.</p>	2.6
<p style="text-align: center;">Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.</p>	2.4
<p style="text-align: center;">Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Align and consistently implement research-based practices in balanced literacy horizontally and vertically.</p>	2.4, 2.5, 2.6

<p style="text-align: center;">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>5) Provide built in 30 minute remediation or enriched instruction daily.</p>	2.6
<p style="text-align: center;">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>6) Identified dyslexic students receive academic support from the dyslexia specialist.</p>	2.4, 2.6
<p>7) Students identified through the GT process will be provided with enrichment instruction.</p>	
<p style="text-align: center;">Critical Success Factors CSF 7</p> <p>8) Utilize Multi-Classroom Leader with Opportunity Culture to train and enhance instruction through PLCs, team teaching, and small group instruction.</p>	
<p style="text-align: center;">Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>9) Provide training and resources to implement ELPS and ELL strategies in classrooms.</p>	2.4, 2.6
<p style="text-align: center;">PBMAS</p> <p>10) Provide articulation strategies and language development strategies for all students.</p>	
<p style="text-align: center;">Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>11) Provide extended school day reading instruction twice a week to grades 4th -6th.</p>	2.5, 2.6

Goal 2: Instructional Program - Mathematics

Performance Objective 1: Improve the effectiveness of mathematics using TEKS based instruction and best practices based on previous STAAR and checkpoint assessment data.

Evaluation Data Source(s) 1: STAAR, District Assessments

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS
<p style="text-align: center;">Targeted Support Strategy</p> <p>1) Students identified through the RTI process will be provided with intense instruction based on their area of need.</p>	
<p style="text-align: center;">Comprehensive Support Strategy</p> <p>2) Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.</p>	
<p style="text-align: center;">Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>3) Continue to provide special education students full continuum of services based on IEPs and student needs. Provide accommodations, modifications, and personnel support.</p>	2.6
<p style="text-align: center;">Targeted Support Strategy Critical Success Factors CSF 1</p> <p>4) Provide built in 30 minute remediation or enriched instruction daily.</p>	2.6
<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>5) Increase competitiveness in the STEM fields by incorporating Makerspace, Chess, Project LeadtheWay, technology time.</p>	
<p>6) Utilize Multi-Classroom Leader with Opportunity Culture to train and enhance instruction through PLCs, team teaching, and small group instruction.</p>	
<p style="text-align: center;">Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>7) Provide training and resources to implement ELPS and ELL strategies in classrooms.</p>	2.4, 2.6

Critical Success Factors
CSF 1 CSF 4

2.4, 2.5

8) Provide extended school day reading instruction twice a week to grades 4th -6th.

Goal 3: Instructional Program - Science

Performance Objective 1: Improve the effectiveness of science using TEKS based instruction and best practices based on previous STAAR data.

Evaluation Data Source(s) 1: STAAR Test, District Assessments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS
1) TEKS Resource Systems will guide and drive the instructional focus for the year and align the curriculum between grade levels.	
2) Prior to the STAAR Science test provide an intensive rotation schedule integrating the Science TEKS in all content areas.	
Comprehensive Support Strategy	
3) Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.	
4) Increase competitiveness in the STEM fields by incorporating Makerspace, Chess, Project LeadtheWay, technology time.	

Goal 4: Instructional Program - Writing

Performance Objective 1: Improve the effectiveness of writing using TEKS based instruction and best practices based on previous STAAR data.

Evaluation Data Source(s) 1: STAAR, District Assessments

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS
<p align="center">Critical Success Factors CSF 2</p>	
1) Writing rubrics and writing portfolios will be used to assess students writing progress.	
2) Provide professional development and review activities/materials for Empowering Writers.	
<p align="center">Comprehensive Support Strategy</p> 3) Provide teachers with time to meet collaboratively with their PLC. Through the use of Lead4ward they will respond to the demands of STAAR through data analysis.	
4) Utilize Multi-Classroom Leader with Opportunity Culture to train and enhance instruction through PLCs, team teaching, and small group instruction.	
5) Provide training and resources to implement ELPS and ELL strategies in classrooms.	

Goal 5: Instructional Program - Technology

Performance Objective 1: Improve effectiveness of technology using TEKS based instruction and best practices.

Evaluation Data Source(s) 1: Projects, Lesson Plans

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS
1) Provide mandatory training in technology for all teachers. Increase participation.	
2) Gain experience in real-world concepts through a variety of STEM activities.	

Goal 6: Identify and provide services to migratory students who are failing or at risk of failing to meet the State's content and performance standards, and whose education has been interrupted during the regular school year, with priority

Performance Objective 1: Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.

Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences.

Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

Use data to plan the Priority for Services Action Plan for 2018-2019 school year and assist the district with supplemental services when not provided by other federal or non-federal programs.

Evaluation Data Source(s) 1: Priority of Service Reports; New Generation System reports; Copies of emails and letters sent; Budget records; Agendas, rosters and sign in sheets.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS
1) MONITOR the progress of MEP students who are on PFS report.	2.6
2) PROVIDE services to PFS migratory students.	2.6

Goal 7: School Climate

Performance Objective 1: To provide training, activities, and communication that leads to an environment that is conducive to learning, and an environment that students and staff feel safe and secure in.

Evaluation Data Source(s) 1: Survey approval ratings from student, staff, and parents will be 90% satisfactory.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS
1) Campus administration will work with the SRO and drug enforcement team to keep a drug and bully free campus.	
2) Encourage appropriate student behavior through implementation of Bert Simmons program and character education.	
3) Provide students the opportunity to participate in community service projects.	
4) Increase attendance by providing incentive prizes	
5) Provide Texas Behavior Support Initiative (TBSI) and CPI training for de-escalation and safety techniques.	
6) Provide information to parents and students regarding the Stay Alert School Safety Program to eliminate bullying and violence and promote a safe campus.	

Goal 8: Safe and Drug-Free Environment

Performance Objective 1: Improve the effectiveness of instruction related to a safe and drug-free environment.

Evaluation Data Source(s) 1: Reduced number of violence/drug related offenses.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS
1) Campus administration will work with SRO and drug enforcement team to keep a drug free campus.	
2) Students will be educated on drug awareness through red ribbon week activities and lessons.	
3) To create a positive environment for students character education (Pillars of Character and Manners of the Heart) implemented through PD and supplemental materials.	
4) Provide lessons for bullying, violence prevention and intervention, and child safety through counselor lessons.	

Goal 9: Parent/Community Involvement

Performance Objective 1: Improve the involvement of parent/community within school.

Evaluation Data Source(s) 1: Survey approval ratings from parents and community members will be 90% satisfactory.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS
1) Utilization of School Messenger to keep parents informed of upcoming events.	
2) Teachers will conference with all their parents during the first semester of school.	
3) Plan and implement a minimum of one student-parent night each semester to promote parental involvement.	
4) Keep parents informed through monthly parent newsletter, social media, and marquee.	
5) Parents along with their children will be involved in reading throughout the summer via the RAMbling Library Summer Tour.	
<p style="text-align: center;">Critical Success Factors CSF 5</p> 6) Provide a Family Engagement Plan to meet HQ PreK standards.	3.1
<p style="text-align: center;">Critical Success Factors CSF 5</p> 7) Collaborate with other campuses to organize and participate in a district-wide multicultural block party event for families.	3.1, 3.2

Goal 10: Fitness and Wellness

Performance Objective 1: Improve the effectiveness of fitness and wellness using best practices of TEKS based instruction and Fitnessgram data.

Evaluation Data Source(s) 1: Fitnessgram

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS
1) Analyze fitnessgram data to guide classroom instruction.	
2) Students will participate in daily physical and wellness activities	

Goal 10: Fitness and Wellness

Performance Objective 2: Improve the instruction of Worth the Wait curriculum based on recommendations given by the SHAC Committee.

Evaluation Data Source(s) 2: Scheduled Classes

Summative Evaluation 2:

Strategy Description	ELEMENTS
1) Sixth grade students will receive Worth the Wait Instruction.	

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
District-level Professional	Natalie Griffin	Executive Director of Federal Programs
Classroom Teacher	Leslee Barham	PK Teacher
Classroom Teacher	Cassandra Jackson	PK Teacher
Classroom Teacher	Kathy Rogers	PK Teacher
Classroom Teacher	Angie Bryan	1st Grade Teacher
Classroom Teacher	Rachel Lively	Kindergarten Teacher
Classroom Teacher	Krista Ferrell	1st Grade Teacher
Non-classroom Professional	Courtney Dusek	OC Multi-Classroom Leader
Business Representative	Kelli Buschow	Nix Properties
Business Representative	Misty Steiner	VP FWMT
Community Representative	Larry Core	Community Member
Community Representative	Raymond Greenwood	Community Member
Parent	Kayce Friedel	Lamar Parent
Parent	Heather Hopkins	Lamar Parent