

**West End
Elementary
Bellville ISD**

***Campus
Improvement Plan***

2019-20

Campus Improvement Plan Members 2019-20

Lindsey Witte, Parent

Melanie Grafe, Parent

Kathy Kucera, Community and Business

Allen Kuehn, Community Member

Tony Hancock, Principal

Jodie Koehl, Faculty support (Counselor)

Kari Orduna, 2nd Teacher

Becky Krennek, Kinder Teacher

Brenda Blezinger, 3/4/5 Teacher

Bernadette Armand, 1st Teacher

Felicia King, RTI instructional aide

**BELLVILLE INDEPENDENT SCHOOL DISTRICT
WEST END ELEMENTARY**

PHILOSOPHY OF EDUCATION

The staff of West End Elementary School believes that each child has potential for greatness. Our philosophy is that children have a right to a high quality education which builds on their strengths. Through the collaborative efforts of home, school, and community, our students will be prepared for a successful life, academically and emotionally.

MISSION STATEMENT

WE inspire students to make learning a lifelong adventure!

**WEST END ELEMENTARY SCHOOL
NEEDS ASSESSMENT DATA
JUNE 2019**

Demographics

Enrollment: 150 students
 Kindergarten: 24
 Grade 1: 31
 Grade 2: 19
 Grade 3: 25
 Grade 4: 22
 Grade 5: 29

Ethnic Distribution	%
African American	2.70
Hispanic	14.19
White	80.41
Asian/Pac. Islander	0.0
Two or More	2.70

Student Group Representation	%
Economically Disadvantaged	35.14
English Language Learners (ELL)	5.41
At-Risk	31.08
Mobility	0
Gifted and Talented Education	27.03
Special Education	6.08

Sources: PEIMS Data

West End's Hispanic and Economically Disadvantaged groups are continually increasing in numbers. These students tend to have lower reading levels due to possible language deficiencies and need increased support. We will continue to use our Response to Intervention (RTI) Program for Reading for these students as well as other student groups.

Student Achievement

STAAR

Scores Comparison by Sub-Groups Percentage/Sub-Group Meeting Standard

** Denotes no data reported for fewer than five students

Third Grade

	2016		2017		2018	
Groups Tested:	Reading	Math	Reading	Math	Reading	Math
All Students	82	83	82	95	92	72
African American	100	*	100	100	*	*
Hispanic	100	67	60	100	*	*
White	78	97	88	94	100	81
Econ. Disadv.	89	78	83	100	67	50
Special Education	100	*	*	*	*	*
ELL	100	*	67	100	*	*

Fourth Grade

	2016			2017			2018		
Groups Tested:	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	74	74	58	89	93	68	95	77	86
African American	*	*	*	*	*	*	*	*	*
Hispanic	50	75	0	67	100	33	100	60	60
White	86	79	64	96	96	74	94	88	94
Econ. Disadv.	60	70	50	78	89	67	100	73	82
Special Education	*	*	*	*	*	*	*	*	*
ELL	33	67	33	*	100	*	*	*	*

Fifth Grade

	2016			2017			2018		
Groups Tested:	Reading	Math	Science	Reading	Math	Science	Reading	Math	Science
All Students	94	94	83	84	95	84	100	97	86
African American	100	100	100	*	*	*	*	*	*
Hispanic	83	80	80	*	*	*	*	*	*
White	84	87	82	93	93	86	100	100	88
Econ. Disadv.	71	75	72	80	90	80	100	88	86
Special Education	100	50	67	*	*	*	*	*	*
ELL	100	100	80	*	*	*	*	*	*

TELPAS

(All students tested on TELPAS were in the Hispanic, Economically Disadvantaged, and ESL subgroups.)

**** Denotes no data reported for fewer than five students**

2018-2019 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
K	0	0	0	**	**	**	**	**	**
1	3	0	3	**	**	**	**	**	**
2	1	0	1	**	**	**	**	**	**
3	0	0	0	**	**	**	**	**	**
4	3	2	1	**	**	**	**	**	**
5	1	1	0	**	**	**	**	**	**

2016-2017 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
K	3	1	2	**	**	**	**	**	**
1	1	0	1	**	**	**	**	**	**
2	5	3	2	2.9	0	20	40	40	2.9
3	1	1	0	**	**	**	**	**	**
4	4	1	3	**	**	**	**	**	**
5	1	0	1	**	**	**	**	**	**

2017-2018 Data

Grade	# students	M	F	Avg. Comprehension Score	Beginning Level %	Intermediate Level %	Advanced Level %	Advanced High Level %	Avg. Composite Score
K	4	0	4	**	**	**	**	**	**
1	2	1	1	**	**	**	**	**	**
2	0	0	0	**	**	**	**	**	**
3	3	1	2	**	**	**	**	**	**
4	1	1	0	**	**	**	**	**	**
5	3	1	2	**	**	**	**	**	**

The TELPAS data shows that our students show improvement from year to year.

PBMAS

West End Elementary did not receive any violations related to PBMAS. However, West End Elementary will continue to help students maintain appropriate discipline and behavior choices through our character education program. Students will also receive additional support in their classes through inclusion for 2019-2020 as we hope to alleviate frustration with support that ultimately leads to poor behavior choices.

Attendance Rate

West End's attendance rate increased in several demographic groups during the 2018-2019 school year. This coming school year, we will implement creative attendance incentives each six weeks to encourage students to attend school regularly.

Year	Campus	Af. Am.	His.	White	Male	Female	Sp. Ed.	ELL
2012-13	95.6	95.2	95.3	95.7	95.8	95.4	95.3	96.1
2013-14	96.1	97.2	96.0	96.0	96.5	95.7	93.2	95.5
2014-15	96.4	95.9	95.9	96.6	96.3	96.5	96.1	96.5
2015-16	96.1	96.2	95.0	96.2	96.3	95.8	94.4	95.6
2016-17	96.2	96.2	95.0	96.3	96.4	95.9	94.5	95.6
2017-18	96.5	91.0	95.7	96.9	96.9	96.2	95.7	95.9
2018-19	97.9	93.3	97.0	96.8	97.0	96.5	96.6	96.2

Retention Rate

West End Elementary did retain one student for the 2018-19 school year.

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	0	0	1	0	1	0	1
1	1	1	0	1	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	0	1	0	0	0	0	0
5	0	0	0	0	0	0	0

Program Effectiveness

Special Education

Bellville ISD will continue to implement Inclusion through our Special Education Department for the 2019-20 school year. Inclusion classes at West End Elementary will be supported by a special education teacher and/or paraprofessional staff members. There will be a need for continued, ongoing training for our special education and general education staff members in the upcoming school years. Based on previous years STAAR data, special education students scored lower on reading and math assessments which we feel can be supported through the tiered interventions in our Response to Intervention (RTI) Program for our third, fourth, and fifth grade students. With the numbers of students on the autism spectrum increasing, we do have a need for a behavioral specialist to work with these students and staff members to ensure environments that are conducive to learning.

Gifted and Talented

Students at West End Elementary are identified for the gifted and talented program by nominations and testing. Students are served in the program through pull-out classes two times per week. West End currently serves students in the gifted and talented program and these students continue to score at or above standard and achieve commended performance on district level benchmarks and state assessments. We continue to offer staff development opportunities for all teachers to become GT certified.

ESL/Bilingual

Our ESL population continues to grow and our ESL students are instructed by certified ESL teachers at each grade level and content area. Struggling students are provided additional support through in-school tutorials. Based on 2019 STAAR and TELPAS data, ESL students will need continual support in reading to build fluency, comprehension, and vocabulary. In addition to the RTI tiered program, we are also exploring the possibility of implementing a computerized program to assist in building vocabulary for students in grades 1 and above. There will be an increasing assistance in developing appropriate programs to assist our growing ESL population.

Title I

West End Elementary is not served as a Title I Program.

State Compensatory Education

During the 2019-20 school year, state compensatory resources will continue to be utilized to provide highly qualified paraprofessional staff for West End, after-school tutorials, and summer school which all help to aid in the success of our students. The before and after-school tutorials and summer school are extremely useful in regards to helping students be successful in class and on state assessments; therefore, we will continue to use our SCE resources in these areas as well.

Safe and Drug Free Schools

West End has security cameras monitored regularly in and around the campus building. New, electronically controlled security gates were installed to help maintain a safe and secure learning environment for our students and staff. A majority of our staff has been trained in CPI and deescalating procedures for our students.

Homeless

During the 2018-19 school year, we had a total of 4 students qualify as homeless. All students were offered services through our district and our local churches and other community organizations provided school supplies and other needed items.

Dyslexia

West End Elementary has a trained Dyslexia Specialist to provide prescriptive, intense interventions on identified students. Students are referred and tested to qualify for admission to the dyslexia program. In 2018-19, we served 4 dyslexia students.

Technology

West End Elementary School has a computer lab monitored by a paraprofessional who also serves as our Campus Technology Specialist. All classrooms have at least one student computer and all of our general education classrooms have a SMART board. Our campus also has an iPad cart with Wi-Fi access and 30 iPads for enrichment activities. All students are enriched by participating in classes in the computer lab twice weekly, once for technology application lessons usually integrated with science and social studies and once for technology enhanced instruction in language arts and/or math. Teachers complete STAAR charts annually and have proficient to advanced technology skills. West End will continue to provide technology and support for the future with the advancement of technology in newer textbook adoptions and resources for learning. There are 55 Chromebooks on two portable carts with Wi-Fi capabilities. We will be adding more Chromebooks and Chrome carts in the future. All students can utilize and benefit from this technology.

Curriculum and Instruction

Teachers at West End use TEKS Resource System to ensure the curriculum they are teaching is aligned with the TEKS. As discussed previously, all of our classroom teachers are ESL certified. We also highly encourage our teachers to become GT certified. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels/needs of students in the classroom. Along with our technology, these tools/strategies help teachers with differentiated learning.

Discipline/Character Education/PBIS

Based on 2018-19 Student Disciplinary Data, West End had a total of 5 recorded discipline incidents for the school year. Of the incidents, 2 were full day in school suspensions, 0 were partial day in school suspensions, 3 were full day out of school suspensions and 0 were partial day out of school suspensions. One of the students was in special education.

West End staff members attempt to be proactive in dealing with discipline by teaching good character and appropriate choices through our character education program. The Project Wisdom program is used daily on the morning announcements. Continue implementation of phase one of PBIS (Brahma PRIDE) for Tier 1 and 2 in Grades PK-8.

The campus counselor visits classrooms and P.E. classes to continue to teach good character and educate students about bullying, its effects on students, and our no tolerance for bullying.

Within Special Education population, we had 1 student restraints. Restraints are used as a last resort, to prevent the student from harming themselves or others. We have a campus core team trained in Non-Violent Crisis Intervention and we continue to provide staff development and behavior strategy implementation for our autistic students to improve their overall behavior and ultimately lower the need for restraints.

Staff Development Needs

Based on staff surveys, faculty meeting discussions, and summative conferences, West End has the need for additional and/or continued training in the areas of classroom management, student behavior, technology, inclusion for special education and regular education staff, de-escalation strategies for use with our ED/Autistic students, English Language Proficiency Standards (ELPS) training, working with ADD and ADHD students, and research based instructional strategies in all core subjects.

Staff Quality, Recruitment, and Retention

At West End, we recruit and interview prospective teachers and staff members that are fully certified/qualified for vacant positions. The principal and district staff also encourages paraprofessionals to become certified classroom teachers. As of now, West End has four former paraprofessionals who are now employed as fully certified teachers.

Parental Involvement

At West End, parent involvement is an integral part of our success. Our students are provided with student planners (assignment books) for every student in grades 4/5 for daily use to ensure increased communication about academics and discipline between school and home. All other grade levels use take-home folders for daily communication with parents. West End conducts a “Meet the Teacher” evening before classes begin, parent orientation for each grade level within the first two weeks of school, an Open House in September, and PTO monthly meetings throughout the year. There are numerous opportunities for parents to be involved in school activities and programs. We have an extensive volunteer program and parent volunteers are on campus assisting teachers and students on a daily basis. Our staff members communicate with parents either by phone or personal contact concerning academics, discipline and positive news. We are very fortunate to have a very involved parent base for our students and we make a point of honoring our volunteers with a Volunteer Brunch every year.

Community Involvement

Like parental involvement, the involvement of the community in the education of its students is critical. West End is fortunate to have RAP (Raising Academic Performance) trained mentors working with students. Our local businesses have been very generous in supporting our school with monetary donations for various projects including field trip expenses. Many of the “extras” we provide to our students would not be possible without the assistance of our community.

West End Elementary Campus Improvement Plan 2019-2020

DISTRICT GOAL: I. Bellville ISD will meet State Accountability Goals as defined by TEA and ESEA.

CAMPUS GOAL: I. West End Elementary will meet State Accountability Goals as defined by TEA.

ESEA GOALS: 1 & 2

OBJECTIVE: A. All student groups and special populations, grades 3-5 will achieve as indicated on the STAAR (State of Texas Assessment of Academic Readiness).

(1) **Strategy:** Administer STAAR formatted benchmarks to all students to identify strengths/weaknesses.

Responsibility: Principal, classroom teachers, specialty teachers

Resources: Asst. Supt., Released State Exams

Timeline: Each Six Weeks

Formative Evaluation: Data analysis of completed benchmarks

Summative Evaluation: 2018-19 STAAR scores

(2) **Strategy:** Tutorials will be offered for students performing below expectations on classwork and benchmarks.

Responsibility: Staff

Resources: SCE funds

Timeline: May, 2020

Formative Evaluation: SCE budget, local budget

Summative Evaluation: Tutorial sign-in sheets

(3) **Strategy:** The campus will continue RTI reading program & Study Island

Responsibility: RTI campus coordinator, Principal

Resources: RTI models, Region VI, district personnel

Timeline: Each Six Weeks

Formative Evaluation: RTI Growth Charts, Assessments

Summative Evaluation: RTI Growth Charts

(4) **Strategy:** Disaggregate data for AIMS Web, AR STAR test for grades 4/5, Study Island, previous year's STAAR scores, and then develop educational plans for at-risk students.

Responsibility: RTI campus coordinator, Principal, teachers

Resources: Summary Reports from AIMS Web, and STAAR

Formative Evaluation: Report Cards and benchmark assessments

Summative Evaluation: STAAR and RTI results

(5) **Strategy:** Explore ways to expand RTI Math for grades K-5 including progress monitoring.

Responsibility: RTI campus coordinator, Principal, teachers

Resources: AIMS Web

Timeline: Ongoing, yearlong

Formative Evaluation: Plan created to implement Math RTI program

Summative Evaluation: RTI Plan

DISTRICT GOAL: I. Bellville ISD will meet Federal Accountability Goals (as defined by ESEA.)

CAMPUS GOAL: I. West End Elementary will meet State Accountability Goals as defined by TEA and Federal Accountability Goals (as defined by ESEA.)

OBJECTIVE: All students will be taught in an instructional classroom environment that utilizes technology for the purpose of teaching and learning.

(1) Strategy: Technology skills as identified in the TEKS will be taught in grades 1-5.

Responsibility: Teacher, Computer lab aide, faculty

Resources: Lab, EZ tech software, Technology TEKS standards, Campus iPad cart, Chromebook carts.

Timeline: May, 2020

Formative Evaluation: Computer lab weekly schedule, unscheduled lab time

Summative Evaluation: Principal summative evaluation form for technology

(2) Strategy: Integrate technology in the use of TEKS Resource System for all teachers.

Responsibility: Principal

Resources: District

Timeline: May, 2020

Formative Evaluation: Lesson Plans

Summative Evaluation: Classroom Observations

(3) Strategy: Integrate technology TEKS to enhance the academic instruction in the classrooms.

Responsibility: Classroom teacher

Resources: Campus computers, iPads, hardware and software programs, SmartBoards

Timeline: Ongoing - Yearlong

Formative Evaluation: Lesson plans

Summative Evaluation: Classroom Observations

(4) Strategy: Develop BYOD policy for grades 4 and 5. Develop acceptable use for wireless networks, iPads, and Chromebooks.

Responsibility: Principal, 4/5th grade teachers, and CIT committee

Resources: District BYOD policy

Timeline: 2019-2020

Formative Evaluation: Classroom Observations

Summative Evaluation: Classroom Observations

DISTRICT GOAL: I. Bellville ISD will meet all Federal Accountability Requirements as defined by ESEA.

CAMPUS GOAL: I. West End Elementary will meet State Accountability Goals as defined by TEA and Federal Accountability Requirements as defined by ESEA.

OBJECTIVE: All students will explore and develop career pathways and post-secondary career opportunities.

(1) **Strategy:** Continue career awareness activities in grades K - 5.
Responsibility: Staff
Resources: Community, District Career Awareness materials, Career Day
Timeline: All Year
Formative Evaluation: Teacher lesson plans
Summative Evaluation: Teacher lesson plans

(2) **Strategy:** Continue to provide speakers that promote career opportunities.
Responsibility: West End staff
Resources: District, campus, and community leaders
Timeline: All Year
Formative Evaluation: Campus calendar
Summative Evaluation: Participation

DISTRICT GOAL: II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.

CAMPUS GOAL: II. West End Elementary will provide an environment where all students will be successful by participating in programs that meet their individual needs.

OBJECTIVE: All students who are identified as having a disability as defined by Special Education will be provided an instructional class environment that meets their individual needs.

(1) **Strategy:** Inclusion of students of diverse populations in regular classroom activities.
Responsibility: Classroom teachers, Special Ed Teacher, aides
Resources: Special education budget
Timeline: Each Six Weeks
Formative Evaluation: Observation of student participation in the classroom
Summative Evaluation: Student Grades

(2) **Strategy:** Provide differentiated instruction in all core subject areas.
Responsibility: Faculty
Resources: Inclusion Teacher, Reading & Math Technology programs
Timeline: All Year
Formative Evaluation: Teacher lesson plans
Summative Evaluation: Summative reading and math assessments

(3) **Strategy:** Alternative behavior management strategies and techniques are used and documented prior to any discipline placement and behavior improvement

plans are developed and used.
Responsibility: Principal
Resources: Inclusion Teacher, Classroom teachers, LSSP, Behavior Specialist, Principal
Timeline: Each six weeks
Formative Evaluation: Documentation of strategies and techniques used.
Summative Evaluation: The behavior improvement plans are developed and used.

DISTRICT GOAL: **II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

CAMPUS GOAL: **II. West End Elementary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **All students who are identified as English Language Learners will be provided an instructional environment that meets their individual needs.**

(1) **Strategy:** Recruit and hire elementary bilingual teachers through 5th grade.
Responsibility: Elementary Principals, Superintendent
Resources: Executive Director of Special Programs, Online Job Postings, Region VI
Timeline: August 2019
Formative Evaluation: Bilingual jobs are posted on district website.
Summative Evaluation: Bilingual teachers are hired and teaching in bilingual classrooms.

(2) **Strategy:** All classroom teachers will be ESL certified and utilize daily strategies to successfully meet the needs of ELL learners.
Responsibility: Classroom Teachers
Resources: District ESL personnel
Timeline: All Year
Formative Evaluation: Report Cards
Summative Evaluation: Report Cards, TELPAS, and STAAR Results

(3) **Strategy:** Tutorials will be made available for all at-risk students.
Responsibility: Staff
Resources: SCE funds
Timeline: All Year
Formative Evaluation: SCE budget, local budget
Summative Evaluation: Tutorial sign-in sheets, student grades

(4) **Strategy:** All At-Risk K-5 students reading below grade level, based on district-level assessments will receive interventions using the Response to Intervention (RTI) model.
Responsibility: K-5 teachers, principal
Resources: RTI , district benchmark assessments(AIMS web)
Timeline: All Year
Formative Evaluation: Teacher lesson plans, RTI teacher documentation forms
Summative Evaluation: End of Year assessments

DISTRICT GOAL: **II. Bellville ISD will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

CAMPUS GOAL: **II. West End Elementary will provide an environment where all students will be successful by participating in programs that meet their individual needs.**

OBJECTIVE: **All students who are identified as Gifted and Talented will be provided an instructional environment that meets their individual needs.**

(1) **Strategy:** Encourage teachers to obtain Gifted/Talented certification or endorsement.
Responsibility: Principal, Executive Director of Special Programs, G/T teacher
Resources: Staff Development budget, local funds
Timeline: May 2020
Formative Evaluation: Certificates on file
Summative Evaluation: 100% of teachers will become trained.

(2) **Strategy:** Increase methods used to identify more African American and Hispanic students who have GT characteristics
Responsibility: Principal, Executive Director of Special Programs, G/T teachers
Resources: TEA
Timeline: May 2020
Formative Evaluation: % of Special Populations being referred for GT testing
Summative Evaluation: Increase from previous year

(3) **Strategy:** Provide families with an overview of the assessment procedures and services for GT students.
Responsibility: Principal, G/T teacher
Resources: Student Handbook
Timeline: October 2019
Formative Evaluation: Parental Feedback
Summative Evaluation: Parental Feedback

(4) **Strategy:** All second grade students will be screened for the Gifted/Talented Program.
Responsibility: Principal, G/T teacher,
Resources: NNAT screening test
Timeline: February 2020
Formative Evaluation: Testing Results
Summative Evaluation: Students previously not identified for GT added to the program.

DISTRICT GOAL: **III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**

CAMPUS GOAL: **III. West End Elementary will encourage and provide opportunities for parental and community involvement in the educational processes of the Campus and District.**

OBJECTIVE: **Maintain the positive relationships developed between the school district and the local business community and other community groups.**

(1) **Strategy:** Sponsor joint celebrations and projects with community leaders.
Responsibility: Staff
Resources: Community and staff

Timeline: May, 2020
Formative Evaluation: Committee agenda notices
Summative Evaluation: Post newspaper and online articles

(2) **Strategy:** Explore ways to recognize business/community leaders who support our campus.
Responsibility: Staff
Resources: Community and staff
Timeline: May, 2020
Formative Evaluation: Committee agenda notices
Summative Evaluation: Post newspaper and online articles

(3) **Strategy:** Develop a comprehensive list of student involvement in the community.
Responsibility: Staff
Resources: Community and staff
Timeline: May, 2020
Formative Evaluation: Committee agenda notices
Summative Evaluation: Post newspaper and online articles

DISTRICT GOAL: **III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**

CAMPUS GOAL: **III. West End Elementary will encourage and provide opportunities for parental and community involvement in the educational processes of the Campus and District.**

OBJECTIVE: **Provide opportunities for parental/community involvement in school activities.**

(1) **Strategy:** Register parents who attend campus functions and submit list of attendees and summary sheet of activities to the superintendent's office.
Responsibility: Principal
Resources: Region VI
Timeline: May, 2020
Formative Evaluation: Sign-in sheets
Summative Evaluation: Summary sheets of activities

(2) **Strategy:** Ensure parent/community participation on all required campus committees or activities.
Responsibility: Principal
Resources: Community, district
Timeline: May, 2020
Formative Evaluation: Campus committee agendas
Summative Evaluation: Campus committee sign-in sheets

(3) **Strategy:** Encourage parents to participate in classroom activities and to volunteer with school activities.
Responsibility: Staff
Resources: PTO organization
Timeline: May, 2020
Formative Evaluation: Sign-in Sheets

Summative Evaluation: Parent participation report to district

(4) Strategy: Continue to use community members as readers, mentors, and tutors.
Responsibility: Principal, staff
Resources: Parent volunteer coordinator, community organizations
Timeline: May, 2020
Formative Evaluation: Volunteer registration sheets
Summative Evaluation: Volunteer sign-in sheets

(5) Strategy: Provide training for volunteers and mentors.
Responsibility: Principal, volunteer coordinator, mentor coordinator
Resources: Region VI, RAP
Timeline: May, 2020
Formative Evaluation: Notice of training sessions posted
Summative Evaluation: Volunteer sign-in sheets

(6) Strategy: Continue to use the RAP program for adult mentors
Responsibility: Principal, volunteer coordinator, mentor coordinator
Resources: RAP mentor
Timeline: May, 2020
Formative Evaluation: Sign-in sheets in office
Summative Evaluation: RAP contact hour report

DISTRICT GOAL: **III. Bellville ISD will encourage and provide opportunities for parental and community involvement in the educational processes of the District.**

CAMPUS GOAL: **III. West End Elementary will encourage and provide opportunities for parental and community involvement in the educational processes of the Campus and District.**

OBJECTIVE: **Provide awareness of higher education opportunities for all students.**

(1) Strategy: Make parents aware of higher education opportunities for their children.
Responsibility: Principals, Counselors
Resources: District website, TEA
Timeline: Each Semester
Formative Evaluation: Campus/District Webpage
Summative Evaluation: Public awareness of higher education opportunities.

(2) Strategy: Expose students to various higher education establishments by wearing College t-shirts on progress report and report card days.
Responsibility: Principals, Counselors, Teachers
Resources: Campus website, Morning Announcements, College Signs
Timeline: Every three weeks
Formative Evaluation: Campus Participation
Summative Evaluation: Public awareness of higher education opportunities

DISTRICT GOAL: **IV. Bellville ISD will recruit and hire highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**

CAMPUS GOAL: **IV. West End Elementary students will be taught by highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**

ESEA GOAL:	3
OBJECTIVE:	All teachers will attain complete certification and meet the requirements for the highly qualified standard and state certification.
(1) Strategy:	West End Elementary site-based interview committee will screen all applications to ensure only highly qualified teachers are interviewed and recommended for employment.
Responsibility:	Principal, campus interview committee
Resources:	District central office
Timeline:	May, 2020
Formative Evaluation:	Teacher application
Summative Evaluation:	Teacher certificate indicating the employed teacher meets the standard for highly qualified teacher
(2) Strategy:	District personnel attend area job fairs to hire qualified teachers.
Responsibility:	Central administration
Resources:	District central office, area colleges and universities personnel departments
Timeline:	May, 2020
Formative Evaluation:	Job fair calendars
Summative Evaluation:	Teacher applications and number of HQ staff hired and retained at end of year.
(3) Strategy:	Develop partnerships with paraprofessionals to become certified teachers.
Responsibility:	Central administration
Resources:	District central office, area colleges and universities personnel departments
Timeline:	May, 2020
Formative Evaluation:	Number of partnerships created
Summative Evaluation:	Number of paraprofessionals that become certified teachers.
DISTRICT GOAL:	IV. Bellville ISD will recruit and hire qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.
CAMPUS GOAL:	IV. West End Elementary students will be taught by highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.
OBJECTIVE:	All teachers and staff will participate in meaningful professional development based on campus and district needs.
(1) Strategy:	Faculty will be encouraged to attend workshops to meet individual professional needs.
Responsibility:	Principal, faculty
Resources:	Region VI, other P.D. Resources
Timeline:	All year
Formative Evaluation:	Workshop registration forms
Summative Evaluation:	Certificates of attendance and completion of 150 hours as appropriate.
(2) Strategy:	Campus development activities will reflect campus needs.
Responsibility:	Principal, staff

Resources: campus assessment of needs, faculty/student surveys, state assessments, demographic review of student folders.
Timeline: May, 2020
Formative Evaluation: CIT meetings/recommendations
Summative Evaluation: In-service agenda

(3) Strategy: Faculty will receive training on new technology/curriculum programs to be implemented on campus.
Responsibility: Principal
Resources: District technology coordinator, commercial vendors
Timeline: May, 2020
Formative Evaluation: Campus planning calendar
Summative Evaluation: In-service campus sign-in sheets

DISTRICT GOAL: **IV. Bellville ISD will recruit and hire highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**

CAMPUS GOAL: **IV. West End Elementary students will be taught by highly qualified teachers as required by ESEA and appropriately certified teachers as required by TEA.**

OBJECTIVE: **Bellville ISD will employ a highly diverse instructional faculty and staff that are reflective of the student populations.**

(1) Strategy: Continue to ensure that all recruitment and application processes are in compliance with the Federal Equal Employment Opportunity Laws.
Responsibility: Principal, Superintendent
Resources: US Equal Employment Opportunity Commission, TEA, Region VI
Timeline: June, 2020
Formative Evaluation:
Summative Evaluation: All recruitment and application processes continue to not discriminate according to applicable federal laws.

(2) Strategy: Aggressively search for minority staff by contacting colleges and universities historically serving minorities.
Responsibility: Superintendent, Principal
Resources: Region VI, local colleges and universities
Timeline: June, 2020
Formative Evaluation:
Summative Evaluation:

(3) Strategy: Continue to make teachers aware of the State recertification requirement every five years.
Responsibility: Teachers
Resources: Deputy Supt., Principal
Timeline: Each Semester
Formative Evaluation: Inform/remind teachers of SBEC requirement for recertification.
Summative Evaluation: Teachers must maintain their own personal documentation file for recertification purposes.

DISTRICT GOAL: V. Bellville ISD will provide a safe, drug free, positive learning and teaching environment for students and staff members.

CAMPUS GOAL: V. West End Elementary will provide a safe, drug free, positive learning and teaching environment for students and staff members.

ESEA GOAL: 4

OBJECTIVE: Provide a positive school culture and climate.

(1) **Strategy:** Review and Update Crisis Management Plans
Responsibility: Campus Emergency Crisis committee
Resources: District personnel, Region VI Safe School resources
Timeline: Ongoing
Formative Evaluation: Emergency Crisis committee recommendations
Summative Evaluation: Updated Emergency Crisis Plan

(2) **Strategy:** Publish school policy, expectations, and consequences in the student handbook.
Responsibility: Principal
Resources: Student handbook
Timeline: August, 2019
Formative Evaluation: Student handbook
Summative Evaluation: Signed acknowledgment of handbook receipt form

(3) **Strategy:** Provide morale boosters for staff and students periodically during the year.
Responsibility: Principal
Resources: Parent volunteers, campus budget, PTO
Timeline: Ongoing
Formative Evaluation: Campus calendar
Summative Evaluation: Campus budget

(4) **Strategy:** Provide group and individual counseling for students.
Responsibility: School Counselor
Resources: Counselor
Timeline: All-Year, Ongoing
Formative Evaluation: Counselor daily schedule
Summative Evaluation: Campus discipline referral log

(5) **Strategy:** Educate all students with strategies to deal with Bullying.
Responsibility: Faculty, principal
Resources: District/campus anti-bullying plans, student surveys
Timeline: Ongoing
Formative Evaluation: Campus anti-bullying plan
Summative Evaluation: Discipline annual report

(6) **Strategy:** Continued emphasis on character education through the Character Counts: “Six Pillars of Character” program.
Responsibility: Counselor
Resources: “Character Counts” curriculum, counselor
Timeline: Ongoing
Formative Evaluation: Teacher lesson plans
Summative Evaluation: Counselor’s calendar of events

(7) **Strategy:** Provide programs for students on safety, anti-violence, and drug awareness.

Responsibility: Principal, staff
Resources: Local community leaders, Region VI, Character Assemblies
Timeline: Ongoing
Formative Evaluation: Campus calendar
Summative Evaluation: Campus calendar

DISTRICT GOAL: V. Bellville ISD will provide a safe, drug free, positive learning and teaching environment for students and staff members.

CAMPUS GOAL: V. West End Elementary will provide a safe, drug free, positive learning and teaching environment for students and staff members.

OBJECTIVE: Achieve a 0% incidence rate for illegal weapons and violent incident occurrences.

(1) Strategy: Maintain certification requirements for campus Crisis Prevention Intervention team.

Responsibility: Principal
Resources: District special education department, Region VI
Timeline: December, 2019
Formative Evaluation: Region VI workshops, District special education training
Summative Evaluation: Sign-in sheets at training

(2) Strategy: Continue emphasis on character development through the “*Character Counts*” program.

Responsibility: Principals, counselors
Resources: Executive Director of Administration, principals, counselors, teachers, character attributes
Timeline: Each six weeks
Formative Evaluation: Character attributes promoted throughout the school district.
Summative Evaluation: Character Counts identified attributes are emphasized with all students.

(3) Strategy: Improve and expand drug awareness programs such as Red Ribbon Week activities.

Responsibility: Principals, counselors, teachers
Resources: Region VI
Timeline: Each semester
Formative Evaluation: Drug awareness programs are reviewed and expansion and improvements are planned.
Summative Evaluation: Drug awareness programs take place on each campus.

(4) Strategy: Continue implementation of phase one of PBIS for Tier 1 and 2 in Grades PK-8.

Responsibility: PBIS District Committee, PBIS Coordinator/Behavior Specialist, Director of Special Education, principals, counselors, teachers
Resources: LSSP, Executive Director of Administration, Region VI
Timeline: Each Semester
Formative Evaluation: District PBIS Framework is being implemented.
Summative Evaluation: Consistent implementation of District PBIS Framework is evident.

Strategy (5): Continue implementation of phase one of RISE (a Tier 3 behavior intervention program) in PK-8.

Responsibility: RISE Teachers, RISE Paraprofessionals, PBIS Coordinator/Behavior Specialist, Director of Special Education, principals, counselors, teachers
Resources: LSSP, Executive Director of Administration, Region VI, Title IA funds, Title IVA funds, local funds
Timeline: Each Semester

Formative Evaluation: RISE Guidelines are being implemented.
Summative Evaluation: RISE Guidelines are implemented at the campus level.

(3) **Strategy:** Monitor all activity on campus during the school day with assistance from security cameras.

Responsibility: Principal

Resources: Director of Technology, security cameras

Timeline: Ongoing

Formative Evaluation: Complete Installation of Security Cameras

Summative Evaluation: Monitor multiple areas on campus with security cameras.

(4) **Strategy:** Prevent bullying at school through an ongoing awareness campaign.

Responsibility: Executive Director of Special Programs

Resources: ESC VI, Principal

Timeline: Ongoing

Formative Evaluation: Update Campus Bullying Plans

Summative Evaluation: Bullying awareness campaign is implemented.

(5) **Strategy:** All students and staff will participate in safety and security drills.

Responsibility: Principal

Resources: Crisis Management Plan

Timeline: All Year

Formative Evaluation: Scheduled Drills

Summative Evaluation: Participation and success of drills.

DISTRICT GOAL: VI. Bellville ISD will strive to successfully graduate 100% of its students from High School.

CAMPUS GOAL: V. West End Elementary will establish a foundation to successfully graduate 100% of its students from high school.

ESEA GOAL: 5

OBJECTIVE: The District will achieve a drop-out rate of less than 2.0% and an attendance rate of 96%

(1) **Strategy:** Monitor attendance and notify parents if their child is in danger of exceeding state mandated attendance requirements.

Responsibility: Principal

Resources: Daily attendance records

Timeline: All Year

Formative Evaluation: Notification letters to parents

Summative Evaluation: Final attendance records for 2018-2019

(2) **Strategy:** Recognition of students with perfect attendance each six weeks.

Responsibility: Teachers, Secretary, Principal

Resources: Daily attendance records

Timeline: Each Six Weeks

Formative Evaluation: Perfect attendance list of students on file.

Summative Evaluation: Perfect attendance awards at end of year

(3) Strategy: Provide tutorials for At-Risk students.
Responsibility: Teachers, Principal
Resources: Local funds and State Compensatory funds
Timeline: All School Year
Formative Evaluation: Tutoring Logs
Summative Evaluation: Increase in test scores and decrease in retentions.

DISTRICT GOAL: VII. Bellville ISD will strive to promote participation in extra-curricular academic competitions.

CAMPUS GOAL: VII. West End Elementary will promote participation in extra-curricular academic competitions.

OBJECTIVE: Actively participate in UIL academic competition

(1) Strategy: Campus will continue to participate in the annual district elementary UIL academic meet.
Responsibility: Principal, campus UIL coordinator
Resources: staff, district UIL coordinator
Timeline: June, 2020
Formative Evaluation: District UIL event participation forms
Summative Evaluation: Final results of district UIL participation results

(2) Strategy: Promote participation through an assembly to explain all available contests.
Responsibility: Campus UIL coordinator
Resources: staff, UIL handbook
Timeline: October, 2019
Formative Evaluation: campus calendar
Summative Evaluation: campus participation contest sign-up sheets

(3) Strategy: Recognize UIL participants at campus annual awards program
Responsibility: Principal, campus UIL coordinator
Resources: staff
Timeline: June, 2020
Formative Evaluation: campus calendar
Summative Evaluation: awards program agenda

(4) Strategy: Provide an incentive for those students who participated in UIL district meet.
Responsibility: Principal, campus UIL coordinator
Resources: staff, district UIL coordinator
Timeline: June, 2020
Formative Evaluation: district UIL event participation forms
Summative Evaluation: Final results of district UIL participation results

APPENDIX “A”

The following list of activities is being retained on an active maintenance list to be monitored during the course of each school year. These practices have been demonstrated to be successful in their use as related to improved student achievement. As long as an activity is considered to be of value in this context, it will continue to be used.

- Tutorial program
- DEAR (Drop Everything and Read) Time on a daily basis
- Book-It program
- Read Across America program
- Student Council program
- Weekly Positive Postcards
- Grade-level parent orientation
- Open House
- Muffins with Mom
- Donuts with Dad
- Parent/Teacher conferences on report cards in kindergarten
- PTO programs
- Incentive programs (Weekly PBIS rewards, field trips, End-of-Month treats, Awards programs – Perfect Attendance and Honor Roll, Harvest Festival, Running of the Bulls, Walk Across America, STAR students)
- Volunteer Brunch
- Hosting High School Pep-Rally
- Six Weeks school newsletter
- Student handbook
- “Everybody Reads Day”
- Grandparents Day
- Career Day
- Ag in the Classroom
- Safety Day
- Veteran’s Day program
- Red Ribbon week activities
- Soil and Water Conservation Contest
- Jump Rope for Heart/Hoops for Heart
- Walk Across Texas
- Small Town Christmas Coloring Contest
- Faculty Lunch & Learn In-service
- UIL
- Houston Chronicle Spelling Bee
- Science Fair
- Administer district adopted reading assessments (AIMSweb)
- Internet usage and on-line card catalog
- Christmas Caroling at the Park
- Austin County Fair Parade (Kinder Float)
- Senior Walk – West End Seniors