

Garland Independent School District
Weaver Elementary School
2018-2019 Campus Improvement Plan

Mission Statement

Every student - every day.

Vision

Weaver Elementary staff members will create life-long learners by creating a safe and engaging school environment where all students feel supported by the teachers, administrators, parents, and community.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Areas of Growth

- STAAR Science increased 9% over 2017
- STAAR Math increased 3% over 2017
- 3rd and 5th grade ELL Students scored higher than non-ELL students on all tests administered

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: On the 17-18 Reading STAAR test, 36.5% of 3rd graders, 32.9% of 4th graders, and 36.8% of 5th graders scored "Meets Grade Level Performance" **Root Cause:** late implementation of Lead4Ward and ELL strategies; limited teacher experience with leading small groups

Problem Statement 2: On the 17-18 Writing STAAR test, 34.2% of 4th grade students scored "Meets Grade Level Performance" **Root Cause:** lack of consistent implementation of writing program school-wide

Problem Statement 3: On the 17-18 Science STAAR test, 17.5% of 5th grade students scored "Meets Grade Level Performance" **Root Cause:** student knowledge of academic vocabulary, teacher knowledge of materials and resources

Problem Statement 4: On the 17-18 Reading STAAR test, ELL students scored 9% lower than non-ELL students. **Root Cause:** student knowledge of academic vocabulary, teacher knowledge of ELL strategies

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 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Student failure and/or retention rates
- Observation Survey results

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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

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
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- 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: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase in 3rd grade from 36.5% to 90% by 2025. (1819 interim goal = 45%), in 4th grade from 32.9% to 90% by 2025 (1819 interim goal = 43%), and in 5th grade from 36.8% to 90% by 2025 (1819 interim goal = 46.9%).

Evaluation Data Source(s) 1: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will utilize small group teacher-led instruction to specifically target and support individual student needs for all students (including at-risk and gifted) with attention to the performance of White and Asian student group performance relative to the Closing the Gaps Domain targets.	2.5	Principal, assistant principal	Increased student achievement as reflected on MAP, STAAR, and common assessments.				
Problem Statements: Student Achievement 1							
PBMAS Critical Success Factors CSF 1 CSF 4	2.4, 2.5	Principal, Assistant Principal, Instructional Coach	Increased student achievement as reflected on MAP, STAAR, and common assessments.				
2) Teachers will use DRA and running records with fidelity to guide instruction in grades kindergarten through 5th.	Problem Statements: Student Achievement 1 Funding Sources: 199 - State Comp Ed Funds - 1140.00						
Critical Success Factors CSF 1 CSF 4	2.4, 2.5	Principal, Assistant Principal, Instructional Coach	Increased student achievement as reflected on MAP, STAAR, and common assessments.				
3) Teachers will use selected Lead4Ward/AVID/ELL strategies to guide instruction to increase student comprehension with attention to the performance of White and Asian student group performance relative to the Closing the Gaps Domain targets.	Problem Statements: Student Achievement 1						

Comprehensive Support Strategy 4) Students will utilize computer-based, differentiated instruction in grades kindergarten through 5th grade to support English and Spanish reading and math instruction.	2.4, 2.5, 2.6	Principal, Assistant Principal, CTA	Increased student achievement as reflected on MAP, STAAR, and common assessments.				
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 6250.00						
5) Teachers will be trained on and implement AVID strategies such as WICOR and STAR Note Taking to support student learning.	2.4, 2.5, 2.6	Principal, Assistant Principal, AVID Site Team					
	Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 3975.00, 6100 Payroll- Title I Funds - 3250.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 6) Teachers will be trained in the use of formative and summative assessments to track student understanding.	2.4, 2.6	Administration, ISTs	Increased student achievement as reflected on MAP, STAAR, and common assessments				
	Problem Statements: Student Achievement 1 Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 2100.00, 6400 Healthy Snacks/Bus/Travel - Title I Funds - 1400.00						
7) Students will utilize Chromebooks as an instructional tool for flipped instruction and digital classroom.		Principal and Assistant Principal	Increased student engagement and student achievement				
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 11000.00						
8) Administration will create a master schedule which provides classroom teachers with large sections of uninterrupted instruction time to decrease disruptions.	2.4, 2.5, 2.6	Administration	Increased student engagement and student achievement.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:







Student Achievement
Problem Statement 1: On the 17-18 Reading STAAR test, 36.5% of 3rd graders, 32.9% of 4th graders, and 36.8% of 5th graders scored "Meets Grade Level Performance" Root Cause 1: late implementation of Lead4Ward and ELL strategies; limited teacher experience with leading small groups

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 34.2% to 70% by 2025. (1819 interim goal = 40%)

Evaluation Data Source(s) 2: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will implement the writer's workshop model - mini-lesson, independent writing, coaching/conferencing, sharing .	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, District Personnel	Increased student achievement as evidenced by writing samples, common assessments, and STAAR.				
				Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 260.00			
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Students will complete writing samples in K-5 every grading period. Teachers will evaluate writing strategies using the rubric and provide students with feedback.	2.4, 2.5, 2.6	Principal, Assistant Principal, AVID site team	Implementation of the writing process in all grades, every grading period.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 49.3% to 76% by 2025. (1819 interim goal = 53%)

Evaluation Data Source(s) 3: TELPAS spring administration testing data file (only students with progress measure; accountability subset)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) Teachers will be trained in specific practical ways to connect with ELL students from diverse backgrounds, ensure they feel safe and welcome, and help them overcome the barriers they often face.	2.6	Principal, Assistant Principal	Increased in STAAR scores for ELL students and increase in language proficiency according to TELPAS.				
Problem Statements: Student Achievement 1, 3, 4 Funding Sources: 6300 Supplies and Materials- Title I Funds - 780.00, 6200 Contracted Services/Registration- Title I Fun - 5000.00, 6400 Healthy Snacks/Bus/Travel - Title I Funds - 2600.00							
2) Teachers will be trained in ELPS to address language development in listening, speaking, reading and writing to ensure students meet expected growth on TELPAS		Principal, assistant principal, ESL teacher	Students will meet expected years growth.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:







Student Achievement
Problem Statement 1: On the 17-18 Reading STAAR test, 36.5% of 3rd graders, 32.9% of 4th graders, and 36.8% of 5th graders scored "Meets Grade Level Performance" Root Cause 1: late implementation of Lead4Ward and ELL strategies; limited teacher experience with leading small groups
Problem Statement 3: On the 17-18 Science STAAR test, 17.5% of 5th grade students scored "Meets Grade Level Performance" Root Cause 3: student knowledge of academic vocabulary, teacher knowledge of materials and resources
Problem Statement 4: On the 17-18 Reading STAAR test, ELL students scored 9% lower than non-ELL students. Root Cause 4: student knowledge of academic vocabulary, teacher knowledge of ELL strategies

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 17.5% to 80% by 2025. (1819 interim goal = 25.2%)

Evaluation Data Source(s) 4: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 1) Administrators will ensure all science labs are fully stocked (non-perishables ordered at BOY). Teachers will create an organizational system with science lab materials to streamline the purchase of live materials and ease the process for lab set-up and use.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Grade Level Representative	Increased use of the science lab and hands on experiences, improved STAAR scores				
Problem Statements: Student Achievement 3 Funding Sources: 6300 Supplies and Materials- Title I Funds - 1000.00							
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Teachers will teach academic vocabulary in context through hands-on experiences, visuals, and application that includes discussion, writing, and illustrating; avoid teaching science vocabulary in isolation.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Improvement in STAAR scores and common assessment data.				
Problem Statements: Student Achievement 3 Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 4775.00, 6400 Healthy Snacks/Bus/Travel - Title I Funds - 500.00							
3) Teachers will use STAAR-formatted questions to support students as they move from concrete to abstract concepts in 1st through 5th grade English and Spanish reading, math and science instruction with attention to the performance of White and Asian student group performance relative to the Closing the Gaps Domain targets.	2.4, 2.5, 2.6	Principal, Assistant Principal	Increase scores in STAAR and common assessment				
Problem Statements: Student Achievement 3 Funding Sources: 6300 Supplies and Materials- Title I Funds - 21350.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Student Achievement







Problem Statement 3: On the 17-18 Science STAAR test, 17.5% of 5th grade students scored "Meets Grade Level Performance" **Root Cause 3:** student knowledge of academic vocabulary, teacher knowledge of materials and resources

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grade 3, will increase from 47.1% to 90% by 2025. (1819 interim goal = 52%), by the end of grade 4 will increase from 34.2% to 90% by 2025 (1819 interim goal = 45%), by the end of grade 5 will increase from 29.8% to 90% by 2025 (interim goal = 39%).

Evaluation Data Source(s) 5: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation 5:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
PBMAS Critical Success Factors CSF 1 1) Teachers will implement with fidelity Model Drawing for problem solving in grades K-5	2.4, 2.5, 2.6	Principal, Assistant Principal	Increased performance on STAAR and MAP				
Critical Success Factors CSF 1 CSF 7 2) Teachers will be provided training that supports the development of teaching math concepts and problem solving rather than focusing on procedures and recall.	2.4, 2.5, 2.6	Principal, Assistant Principal	Increased performance on STAAR and MAP				
Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 5000.00, 199 - State Comp Ed Funds - 5245.00							
3) Students will be provided with multiple opportunities to be involved with after school clubs (such as Art Club, Girl Start, Math Club, AVID, etc.) to provide a well-rounded education.	2.5, 2.6	Administration, classroom teachers	Increased student involvement, increased scores on assessments such as STAAR and MAP.				
4) Intervention specialist will use research based materials for Tier 3 instruction to close gaps in student learning and achievement.	2.4, 2.6	Administration, intervention specialist	Increased student performance on STAAR and MAP				
Funding Sources: 6300 Supplies and Materials- Title I Funds - 1000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 13.4% to 11% by 2025. (1819 interim goal = 12.9%)

Evaluation Data Source(s) 6: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation 6:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 6 CSF 7 1) Teachers will attend training and utilize strategies to support social and emotional learning and constructive strategies for decreased discipline incidents.	2.6	Principal and Assistant Principal	Decreased discipline incidents				
Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 1757.00							
Critical Success Factors CSF 6 2) Teachers will implement morning meetings each morning to engage students and increase social/emotional wellness.	2.6	Principal and Assistant Principal	Decrease in discipline incidents				
Funding Sources: 6300 Supplies and Materials- Title I Funds - 1000.00							
Critical Success Factors CSF 6 3) Teachers will establish and enforce rules and policies that clearly describe how students are expected to treat each other.	2.6	Administration, teachers	Decrease in discipline incidents				
Funding Sources: 6200 Contracted Services/Registration- Title I Fun - 5000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: 100% of staff will participate in focused activities to increase positive relationships with students, families, and members of the community.

Evaluation Data Source(s) 7:

Summative Evaluation 7:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Weaver staff will build a strong sense of community through AVID parent nights.	3.1, 3.2	Principal, Assistant Principal, AVID site team	Increased parental involvement				
	Funding Sources: 6400 Parent Inv. Healthy Snacks/Bus/Travel T1 - 2015.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 8: Special Education Students will make progress toward state safeguards (60%) and federal safeguards (94%) in Reading and Math as measured by STAAR.

Evaluation Data Source(s) 8: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 8:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) All special education students in K-5 will use a daily spiraling review to provide ongoing reinforcement in all assessed TEKS.	2.4, 2.5, 2.6	Principal, Assistant Principal, Classroom teachers	Make progress toward meeting State and Federal Safeguards in Reading and Math				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Magnet Funding Justification

Performance Objective 1: Increase the number of students accepted into the magnet program for 2019-2020 by 50%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Participate at the GISD Magnet Fair to attract and recruit prospective students and parents to visit our booth and apply for admission to the program.		Administration, Magnet Advisor	Increased Student Enrollment				
	Funding Sources: 199- Magnet Funds - 500.00						
2) Mail letters and post cards to kindergarten prospects with information on the program, magnet application process and benefits of Chinese in January, 2019 after the Magnet Fair.		Administration, Magnet Advisor	Increased Student Enrollment				
	Funding Sources: 199- Magnet Funds - 500.00						
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>							

Goal 2: Magnet Funding Justification

Performance Objective 2: Seventy percent of magnet students will meet or exceed their expected growth on Mandarin Chinese literacy proficiency by the end of 2017-2018.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Magnet teachers will meet quarterly to review BOY, MOY and EOY Better Chinese Mandarin language assessments to identify areas in need of improvement.		Administration	Increased student scores in Better Chinese assessments				
2) Magnet teachers will use technology and manipulatives appropriate for learning Mandarin to drive instruction to ensure students successfully meet or exceed expected growth in Mandarin Language proficiency based on Better Chinese student assessment reviews.		Administration, teachers	Increased student scores in Better Chinese assessments				
	Funding Sources: 199- Magnet Funds - 6800.00						
3) Magnet teachers, magnet advisor and administration will visit established Mandarin immersion school and/or Mandarin Consortium to learn best practices and bring information to use on campus		Administration, Magnet Advisor	Implementation of new strategies as documented in lesson plans, walkthroughs, and student assessments.				
4) Magnet teachers, magnet advisor and administration will plan for one classroom extension field trip learning experiences per semester.		Administration, Magnet Advisor, teachers.	Attendance on field trips for students and parents. Immersion of the Chinese Culture.				
	Funding Sources: 199- Magnet Funds - 9804.00						
5) Magnet teachers and administration will create a Mandarin Chinese classroom for the magnet students. 4th grade		Administration	Chinese culture immersion, classroom resources available to magnet students				
	Funding Sources: 199- Magnet Funds - 9212.00						
6) Magnet teachers and administration will enhance the Mandarin Chinese library for the magnet students.		Administration, teachers, librarian	Chinese culture immersion. Library resources are available for all magnet students to practice Mandarin reading skills				
	Funding Sources: 199- Magnet Funds - 4184.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress









= Discontinue

Goal 2: Magnet Funding Justification

Performance Objective 3: Percent of Magnet students demonstrating mathematical and reading proficiency, as measured by Masters Grade Level performance on STAAR by the end of 3rd and 4th grade, will increase to 60%.

Evaluation Data Source(s) 3: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers training to affect conceptual development rather than a focus on procedures		Administration	Increase in percentage of students scoring Master's on Reading and Math STAAR.				
Funding Sources: 199- Magnet Funds - 1000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Students will utilize computer-based, differentiated instruction in grades kindergarten through 5th grade to support English and Spanish reading and math instruction.
1	1	6	Teachers will be trained in the use of formative and summative assessments to track student understanding.

State Compensatory

Personnel for Weaver Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heidi Munnerlyn	IST	At-Risk	50%
Statia Paschel	IST	At-Risk	50%
William Foster	Counselor	LIGHT	3%

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathrine Piland	Teacher Intervention Specialist	Title I	100%

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Ernest Espino	Principal
Classroom Teacher	Jessica Benitez	2nd Grade teacher
Classroom Teacher	Jennifer Hayes	3rd Grade Teacher
Classroom Teacher	Ashley Arias	5th Grade Teacher
Classroom Teacher	Elaine Blacker	Art Teacher
Classroom Teacher	Andrea Lozano	4th Grade
Paraprofessional	Diana Arzola	Bil/ESL Inst. Aide
Classroom Teacher	Kim Bounds	1st Grade Teacher
Classroom Teacher	Kim Swazey	Kn Teacher
Classroom Teacher	Jia Luo	Mandarin Teacher
Classroom Teacher	Debra Thomas	SPED Teacher
Parent	Josh Medlock	
Parent	Bertha Perez	
Community Representative	Leta Vaughan	
Business Representative	Antonio Diaz	
Community Representative	Sarah Wyatt	
Non-classroom Professional	Carol Hernandez	ELL Specialist
Non-classroom Professional	Heidi Munnerlyn	Inst. Coach
District-level Professional	Kristyn Edney	