



HP Webb Elementary School  
[HP Webb ES]

Campus Improvement Plan

2015-2016

Principal -  
Mr. Mark Silva

Name	Role – Decision Making Team	Meeting Sign In Sheet 04.01.15
Deborah Smith	Business	
Dee Ann McGill	Business	
Velvet McFadden	Parent	
Shelley Huguley	Parent	
David Azam	Parent	
Georgana Nafzger	Community	
Tom Carter	Community	
Malaney Harmon	Teacher/Vice-Chair	
Jade Friemel	Teacher	
Colleen Wilson	Teacher	
Tara Ford	Teacher	
Susan Soliz	Teacher	
Cynthia Brooks	Teacher	
Lisa Neinast	Teacher	
Hailey Hurst	Teacher	
Linda Blount	Teacher	
Janie Cano	Teacher	
Jessica McIver	Teacher	
Lucy Chitty	Teacher	
Patricia Barnett	Teacher	
Sharon Key	Teacher	
Tanya Nafzger	Teacher	
Kristi Jones	Teacher	
Stacie Ramage	Teacher	
Laurey Riney	Teacher	
Shelli Rose	Teacher	
Cory Davis	Teacher	
Karrie Hayes	Teacher	
Derek Faught	Teacher	
Tamequah Mahler	Teacher	
Noe Hernandez	Teacher	
Terri Sandoval	Counselor	
Jill McCall	Administrative Director	
Mark Silva	Principal	

## **Olton ISD Mission Statement**

It is the mission of Olton ISD to provide equal opportunity of high quality education to all its students. To this end, the District will effectively and creatively use its talents, resources, and time to ensure that each student will be challenged to reach his or her highest potential. The ultimate goal of this District is to help students exit this institution with the knowledge, skills, and values necessary to be productive citizens with an enriched quality of life.

**Board Mission Statement:** The mission of the Board of Olton ISD is to ensure that the people in and affected by the institution have the opportunity to grow and become productive citizens of society. The trustees will delegate operational power, adopt policies, require accountability, evaluate patterns of operation, and ensure flexibility and competence. At all times the Board will maintain accountability to the taxpayers and residents of the District.

### **District Beliefs:**

We believe the following:

1. Every employee of the District is important to the success of our educational goals and objectives.
2. Education is a joint venture that requires the involvement of families, churches, and the community.
3. Open communication is essential to student success.
4. All stakeholders should demonstrate respect for self and others.
5. We must educate all students to reach their highest potential and become life-long learners.
6. We should be innovative in the use of all our resources.
7. We must foster an environment which attracts and retains high quality personnel.
8. Discipline must be consistent and fair for all students.

We must inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens.

**Campus Mission Statement:** HP Webb ES will improve the academic performance of each student.

**Academic Philosophy** - The faculty and staff of HP Webb ES expects the campus to continually improve on the state's accreditation system (AEIS). With an immediate goal - All local state assessment results will be at or above Region 17 and state averages for all groups. This will be accomplished by improving student performance each year, and ultimately reaching the highest state rating for the campus.

**Vision Statement:** The VISION of HP Webb ES is to BUILD THE FUTURE....ONE STUDENT AT A TIME.

Mr. Mark Silva, Principal

**Goals and Objectives - CIP Executive Summary -**

Goal I – HP Webb ES will support all district goals.

Goal II – HP Webb ES’s STAAR results will be at or above Region 17 averages by group [Performance Target Goal].

- Objective 1: Student academic performance on all STATE ASSESSMENTS will reach the Performance Target Goal - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #1, #2, #8, #9**].
- Objectives 2 - 5: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS. Objective 2 Pre-Kindergarten (PK), Objective 3 Dyslexia, Objective 4 English as a Second Language (ESL), and Objective 5 Gifted and Talented (GT) - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #1, #2, #3, #5, #9**].
- Objective 6: State Compensatory Education (SCE): HP Webb ES is a Title I school wide program with 40% or greater poverty rate that coordinates designated SCE funds and FTEs with Title I funds to serve at-risk students - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #6 #10**].
- Objective 7: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS. Title I, Part A: School wide (TIA); - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #6, #10**].
- Objective 8: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS. Title I, Part C: Migrant (TIC) - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #1, #2, #3, #5, #9**].
- Objective 9: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS. Special Education (SPED) - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #1, #2, #3, #5, #9**].
- Objective 10: Use technology in the curriculum so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #9**].
- Objective 11: To improve the Attendance Rate among all students and target population groups to 97.5% so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #2, #6, #7**].

- Objective 12: To enhance student performance through a coordinated school health program at the campus based on student fitness, assessment data, student academic performance data, and student attendance rates so that All Students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #1, #2**].
- Objective 13: Recruit, evaluate, and retain superior personnel so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #3, #4 #5**].
- Objective 14: Provide opportunities for increasing parental involvement and for business and community members to increase involvement in school activities so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #6**].
- Objective 15: Use of report and technology to improve student scores on State Assessments so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #2, #4**].
- Objective 16: Provide training for staff to effectively implement character education so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #2 #7**].
- Objective 17: Provide opportunities for students to be recognized for demonstrating character traits so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [**Appendix C – RPC #2, #7**].

**Goal III – HP Webb ES will create a culture where students and staff are expected to meet higher expectations in all areas of school life:**

Objective 1: To develop leadership skills and positive role models in students and staff.

Objective 2: To positively reinforce the value of great effort made by students and staff.

Objective 3: To build a sense of team pride encompassing both the school and community.

Objective 4: Utilize opportunities to develop appropriate social skills.

**Target Populations and Special Programs:** African-American, Hispanic, White, Male, Female, Economically Disadvantaged, Dyslexia, English as a Second Language (ESL), Gifted and Talented (GT), Head Start, Migrant, Special Education (SPED), State Compensatory Education (SCE), Title I, Part A: Schoolwide (TIA), At-Risk, Title I, Part C: Migrant (TIC), Homeless, Title II, Limited English Proficient (LEP), Recruiting (TPTR), Title III, English as a Second Language (ESL TIII)

**Goal II - Objective 1: Student academic performance on all STATE ASSESSMENTS will reach the Performance Target Goal – Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [Appendix C – RPC #1, #2, #8, #9].**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students needing extra instruction through, Student Expectation Check [SE Checks] benchmark data, and disaggregation of STATE ASSESSMENTS	Principal	May	Local	SE Checks Benchmark tests STATE ASSESSMENTS	STATE ASSESSMENTS AEIS
Provide tutorials for at-risk students STAAR Blast prior to the first State Assessment date SSI for all students not passing State Assessment[s] required for advancement to the next grade level	Principal	August – May	SSI SCE	Subject grades	STATE ASSESSMENTS
Supplement STATE ASSESSMENTS with: <ul style="list-style-type: none"> <li>• Waterford Early Reading</li> <li>• STATE ASSESSMENT review</li> <li>• Extended day [M-Th 3:00 – 4:00, F 1:30 – 3:00]</li> <li>• Study Island</li> <li>• FAST Math</li> </ul>	Principal	August – July	Local TIA SCE SSI	Lesson plans Student reports	STATE ASSESSMENTS
Provide professional staff development: <ul style="list-style-type: none"> <li>• Based on needed improvement</li> <li>• Prior approval required</li> <li>• STAAR emphasis</li> </ul>	Principal ESC-17	May	Local	6 Week Grades	STATE ASSESSMENTS

**Goal II - Objective 2: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition.**

**Pre-Kindergarten (PK) [Appendix C – RPC #6, #7, #10].**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide PK/Head Start program students based on district policy	Principal	August - May	HeadStart Local	Student enrollment	Students are prepared for K based on PK SE Checks, and benchmark assessments
Inform parents of importance of early childhood programs	Family support worker	Summer	Local	Meeting scheduled	Sign in sheet
Coordinate PK program with local Head Start to provide opportunities for 4 year old students to be ready for K	Principal	September	Local	SRI submitted	PK SE Checks, and benchmark assessment data

**Goal II - Objective 3: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition.**

**Dyslexia [Appendix C – RPC #1, #2, #9].**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> <li>• Early ID and intervention</li> <li>• Needs assessment</li> <li>• Multi-sensory system</li> <li>• Phonetic reading methods</li> </ul>	Dyslexia staff Principal	August - June	Local	Training scheduled for staff	Students identified and served
Provide services for students under Section 504	504 Committee	Daily	Local	List ID	Students served

**Goal II - Objective 4: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition.**

**English as a Second Language (ESL) [Appendix C – RPC #1, #2, #3, #5, #9]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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Identify LEP students and provide programs to develop proficiency in listening, reading, speaking and writing <ul style="list-style-type: none"> <li>All HP Webb ES teachers will be ESL certified by May, 2014</li> <li>Waterford Early Reading</li> <li>Rosetta Stone</li> <li>PLATO</li> </ul>	ESL coordinator	Upon enrollment	ESL TIII (SSA)	Home language survey list	STATE ASSESSMENTS TELPAS
Conduct comprehensive needs assessment <ul style="list-style-type: none"> <li>STATE ASSESSMENTS</li> <li>STATE ASSESSMENT participation</li> <li>Annual measurable Achievement Performance objectives</li> <li>Adequate yearly progress (AYP) for LEP students</li> <li>Surveys</li> </ul>	Principal	August - May	ESL Local	Meeting agenda Surveys Data	Data disaggregated

**Goal II - Objective 5: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition.**

**Gifted and Talented (GT) [Appendix C – RPC #1, #2, #3, #5, #9]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold annual nomination with focus on minorities	GT Selection committee	Fall semester	Local	Sign in sheets	Student nominees
Provide accelerated curriculum	GT staff	August - May	GT Local	Lesson Plans	STATE ASSESSMENTS
Ensure equity of program <ul style="list-style-type: none"> <li>Include native language assessment</li> <li>Include non-verbal assessment</li> </ul>	GT selection committee	Fall semester	Local	Students tested	Tests other than English/non-verbal tests
Provide students opportunities to work: <ul style="list-style-type: none"> <li>In groups</li> <li>Independently</li> </ul>	GT staff	Weekly	Local	Lesson plans	STATE ASSESSMENTS
Evaluate program:	GT teacher	April	Local	Surveys	Summary



<ul style="list-style-type: none"> <li>STATE ASSESSMENTS</li> <li>SE Checks</li> <li>Benchmark assessments</li> <li>Surveys</li> </ul>					
Students will log in and out of GT classroom	GT teacher	All year	Local	Log	Log
A GT assessment calendar will be developed and approved by the principal	GT teacher Principal	Calendar	Local	Calendar	Calendar

**Goal II - Objective 6: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition.**

**State Compensatory Education (SCE):** HP Webb ES is a Title I school wide program with 40% or greater poverty rate that coordinates designated SCE funds and FTEs with Title I funds to serve at-risk students [Appendix C – RPC #6, #10].

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance and to accelerate learning	Principal	August – July	Designated SCE funds and FTEs	Grades Progress reports	STATE ASSESSMENTS TELPAS
Use policy to identify, enter, and exit students	Superintendent At-risk coordinator	Fall semester entry date	SCE Local	Policy developed	Policy followed
Provide teachers with a list of at-risk students	At-risk coordinator	Upon entry	SCE	Teachers list of students	PEIMS at-risk list
Conduct comprehensive needs assessment	Principal	August-May	Local	Meeting agenda	CNA
<ul style="list-style-type: none"> <li>Serve students who have been retained</li> <li>Serve students who have been expelled in preceding or current year</li> <li>Serve homeless students</li> </ul>	At-Risk Coordinator	Weekly	SCE Local	6 weeks grades	STATE ASSESSMENTS
Accelerate students who failed STATE ASSESSMENTS with tutorials	At-Risk Coordinator	Weekly	SCE	6 weeks grades	STATE ASSESSMENTS
Serve LEP students	ESL Teacher	Upon ID	SCE ESL	6 weeks grades	STATE ASSESSMENTS TELPAS
Serve students in care of or referred to DPRS	At-risk coordinator	As needed	SCE Local	Discipline records	STATE ASSESSMENTS
Evaluate SCE program - STATE ASSESSMENT	Principal	May – June	SCE	Semester grades	STATE

scores for At-Risk compared to all students			Local		ASSESSMENTS comparison
Provide staff development	Principal	August – July	SCE Local	Training calendar	Certificates for training Sign in sheets

**Goal II - Objective 7: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition.**

**Title I, Part A: School wide (TIA) [Appendix C – RPC #6, #10]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment to determine needs and plan instruction <ul style="list-style-type: none"> <li>• Special populations STATE ASSESSMENTS</li> <li>• Adequate yearly progress (AYP) for economically disadvantaged</li> <li>• Annual measurable achievement performance objectives (AMAOS) for LEP students</li> <li>• Performance based monitoring (PBM)</li> <li>• Surveys</li> </ul>	Principal	May - August	TIA	Data disaggregated	CNA
Strategies which will address academic needs of economically disadvantaged, and At-Risk students <ul style="list-style-type: none"> <li>• Include extended day/year</li> </ul>	CAC, Chair Principal	Six-Weeks	TIA TIIA TIC ESL SCE TIII	Strategies	STATE ASSESSMENTS
Increase parent involvement: <ul style="list-style-type: none"> <li>• To improve achievement</li> <li>• To have opportunities to participate in</li> </ul>	PI Coordinator	Monthly	TIA Local	PI Events	Surveys

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
decisions					
Identify students who need assistance and provide additional help	Lead teachers	Each reporting period	TIA	List of identified students	STATE ASSESSMENTS
Coordinate and integrate federal/state/local programs	Principal	August - May	TIA TIC TIIA ESL TIII GT SCE SPED	Meeting agendas	STATE ASSESSMENTS
Conduct annual Title I meeting <ul style="list-style-type: none"> <li>• Inform parents of TIA program</li> <li>• Explain parents’ rights to be involved</li> <li>• Revise parent compact in English/parents home language</li> </ul>	Principal	Spring	Local	Meeting scheduled	Sign in sheets
Parent communications will include: <ul style="list-style-type: none"> <li>• Conference with parents</li> <li>• Use parents’ home language</li> <li>• Provide information of state assessments and proficiency levels</li> <li>• Provide information on curriculum</li> <li>• Provide notifications under NCLB</li> <li>• Send timely notice if teacher is not highly qualified</li> <li>• Inform parents of their right to know teacher qualifications and paraprofessional qualifications</li> <li>• School Reach text and voice messages</li> <li>• SSI meetings</li> </ul>	Principal	August -July	TIA	Parent communication	Surveys

**Goal II - Objective 8: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition.**

**Title I, Part C: Migrant (TIC) [Appendix C – RPC #1, #2, #3, #5, #9]**

<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Determine needs of migrant students by reviewing the results of STATE ASSESSMENTS	Administrator	Upon release of AEIS	Local	STATE ASSESSMENTS release tests	STATE ASSESSMENTS
Identify and recruit eligible students 3-21	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Provide MSC, 3-21, to coordinate school programs/services for families	MSC	Daily	TIC	Schedules	Record of services
Provide parent involvement: <ul style="list-style-type: none"> <li>• Include PAC</li> <li>• Regular meetings</li> <li>• Form partnerships</li> <li>• Establish communications</li> <li>• Provide parent opportunities</li> </ul>	Administrator MEP staff	August - May	TIC TIA Local	PI calendar	Sign in sheet
Provide services for students: <ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Acceleration</li> <li>• Support services</li> </ul>	Administrator	Weekly	TIC	Services offered	Log STATE ASSESSMENTS
Provide professional development for teachers and paraprofessionals	Administrator	As scheduled	TIC TIA Local	Training calendar	Certificates

**Goal II - Objective 9: Students in Special Programs will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition.**

**Special Education (SPED) [Appendix C – RPC #1, #2, #3, #5, #9]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct comprehensive needs assessment with a focus on areas that exceed the state minimum: <ul style="list-style-type: none"> <li>• SPED STATE ASSESSMENT results</li> <li>• Exemptions</li> <li>• LRE placement rate (ages 3-10)</li> <li>• LEP disproportion</li> <li>• SPED Identification</li> <li>• Hispanic representation</li> <li>• LEP representation</li> <li>• Discretionary expulsions</li> <li>• Discretionary ISS placement</li> </ul>	SPED Director	Fall	SPED Local	Analysis	PBMAS
Provide students with disabilities access to general education	SPED director	August - May	SPED	ARD/IEP	Student schedules STATE ASSESSMENT results

**Goal II Objective 10: Use technology in the curriculum so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition. [Appendix C – RPC #9]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Improve classroom capabilities to utilize computer instructional capabilities on a flat screen high resolution monitor	Principal Teachers	Daily	Local Tech	Lesson plans Observations	Surveys
Teachers will be encouraged to provide information for Web pages	Principal Teachers Campus technology coordinator	Ongoing	Local	Survey	OISD Web Site
Teachers will be encouraged to use electronic means to communicate with parents, including: <ul style="list-style-type: none"> <li>• E-mail</li> </ul>	Principal Teachers	Ongoing	Local	Samples of utilization	Survey

<ul style="list-style-type: none"> <li>• Grade book</li> <li>• Etc.</li> </ul>					
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**Goal II Objective 11: To improve the Attendance Rate among all students and target population groups to 97.5% so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition. [Appendix C – RPC #2, #6, #7]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Monitor and track student attendance – character folders	Principal Clerks Teachers	Daily	Local	Grade period attendance records	Attendance rates
Provide parent contact if student attendance rate drops below 90%	Principal Teachers	Daily	Local	Grade period attendance records	Attendance rates
Report attendance rates to: <ul style="list-style-type: none"> <li>• School board</li> <li>• DAC, CAC</li> <li>• Community</li> </ul>	Superintendent Principal	PEIMS Report Dates	Local	Reports	Attendance rates
Attendance committee review	Members	Fall Spring End of year	Local	Review attendance records	Attendance rates

**Goal II - Objective 12: To enhance student performance through a coordinated school health program at the campus based on student fitness, assessment data, student academic performance data, and student attendance rates so that All Students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition. [Appendix C – RPC #1, #2]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
100% of students in grades 3-5 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram	P.E. Teachers Coaches Principals Nurse	Annually	Fitnessgram	All students' data will be entered in Fitnessgram	Fitness-gram report.
Annually, principal will provide campus staff, teachers, and	Principals	Annually	Fitnessgram	Monitor P.E.	Completed/sub

parents the campuses Fitnessgram report/results			Report	teachers/coaches	mitted report to appropriate agency.
Provide students with 180 minutes of physical activity weekly	P.E. Teacher Teachers P.E. aide	Weekly	P.E. supplies Equipment	Lesson Plans Schedules	Lesson Plans and schedules.
HP Webb ES will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local)	Principal Teachers AIDES Cafeteria director	Ongoing	Share nutrition data and communicate contents of the policy across stakeholders  Identify the three exempted days and communicate that to all OISD staff  Alternative rewards instead of food	Compliance issues monitored and corrected on campus	No compliance issues reported from Texas

**Goal II - Objective 13: Recruit, evaluate, and retain superior personnel so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition. [Appendix C – RPC #3, #4, #5]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Recruit and retain personnel who are highly qualified	Principal	Yearly	Local TIA EPTR	Verify qualifications Reference check	Highly qualified report Staff Perform.
Evaluate professionals with PDAS, Evaluate paraprofessionals with PAKS and job descriptions	Principal	Yearly	Local	Walkthrough observation	Summative Final

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
				summaries	Evaluation
Provide instruction by highly qualified (HQ) staff: <ul style="list-style-type: none"> <li>HQ Teachers in core subject areas</li> <li>Instructional Paraprofessionals</li> </ul>	Superintendent Principal	Six weeks	TIA TIIA TIID TIC ESL SCE TIII	CIPS and strategies	STATE ASSESSMENTS
Provide staff development for teachers, paraprofessionals, and staff. <ul style="list-style-type: none"> <li>With staff input</li> <li>Intensive, sustained, research-based</li> </ul>	Principal	March - May	TIA Local TIIA TIII	Staff training calendar	STATE ASSESSMENTS
Post highly qualified information and teaching certificate by each classroom teacher's door	Teacher	August	Local	Posted material	Posted material

**Goal II - Objective 14: Provide opportunities for increasing parental involvement and for business and community members to increase involvement in school activities so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition. [Appendix C – RPC #6]**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hold regular meetings of the CAC/DAC for collaboration between: <ul style="list-style-type: none"> <li>Parents</li> <li>Community</li> <li>Business</li> <li>Staff</li> </ul>	Chair	Six weeks	Local	Meetings scheduled	Sign in sheets Minutes
Hold open house at least one or more times a year and parent activities/assemblies	Administrator	As scheduled	Local, TIA	Meeting scheduled	Sign in sheets
Schedule Parent-Teacher Conferences	Principal Teachers	Semester	TIA	Conference schedules	Sign in sheets



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide opportunities for parents to volunteer at school	Principal	Weekly	Local TIA	Opportunities	Parent volunteers
Inform parents of <ul style="list-style-type: none"> <li>• State assessments</li> <li>• Proficiency levels required</li> <li>• General Curriculum</li> </ul>	Counselor	Meeting scheduled	Spring	Meeting held	Sign in sheet
Provide information in parent’s home language	Administrator	August - July	TIA Local	Information documents	PI survey
Use newspapers, newsletters, TV, text, voice messages and radio to publicize school events and student success	Administrator	Weekly	Local	Communications , documented	PI survey
Parent Workshops – Student Success in both English and Spanish					

**Goal II - Objective 15: Use of report and technology to improve student scores on State Assessments so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [Appendix C – RPC #2, #4].**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Utilize AWARE/EDUPHORIA data reports to guide instruction before and after testing	Principal Counselor Teachers	August - May	Local	Provide training	Improve academic results as measured by the STATE ASSESSMENTS
Plan, implement, and support STATE ASSESSMENTS collaboratively with administration	Counselor Principal	August - July	Local	Plans	STATE ASSESSMENTS

**Goal II - Objective 16: Provide training for staff to effectively implement character education so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [Appendix C – RPC #2, #7].**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
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Provide resources and curriculum supplements for program	At risk coordinator	Year round	Local	Resource list of needs	Resources provided
Give incentives to students for character achievement <ul style="list-style-type: none"> <li>A/B honor roll posted in foyer and also on the campus web site</li> <li>Teacher-Parent contact</li> </ul>	Principal At risk coordinator	Every six weeks	Local ABC club	Incentives given at six weeks	End of year list of incentives awarded
Teach drug-free lifestyle through Red Ribbon Week drug awareness program	Counselor Teachers	August - May	Local	Incident reports	Incident reports
Provide DARE program	DARE officer	Weekly	Law enforcement	Class schedules	Graduation from program

**Goal II - Objective 17: Provide opportunities for students to be recognized for demonstrating character traits so that all students will reach the Academic Performance Target Goal for all STATE ASSESSMENTS - Webb ES will meet or exceed State wide and Region 17 averages for all populations, including students reaching Advanced recognition [Appendix C – RPC #2, #7].**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Give awards/prizes for students demonstrating character traits	Counselor Principal	Weekly	Local	Incentives provided	End of year student list
Maintain Exceptional Webbers	Principal Counselor Teachers	Each six-weeks	Local	Students recognized	End of year list of students recognized

**Goal III- Objective 1: To develop leadership skills and positive role models in students and staff.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Webb Pride winners every three weeks	Principal/Teachers	November-May	Local	Reduced office referrals	
Presentations from Community leaders	Principal	Nov.-May	Local	Sign in sheets	

Mentor teachers	Principal/teachers	Aug.-May	Local	Observation log	Collaborative lessons
Teacher peer observations	Teachers	Aug.-May	Local	Observation log	Collaborative lessons

**Goal III - Objective 2: To positively reinforce the value of great effort made by students and staff.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Mustang bucks	Staff	Aug.-May	Local	Items sold from school store	
Teacher helper of the day/week	Teachers	Aug.-May	Local	Positive behavior	Class tally
Caught doing something good.	Principal/staff	Aug.-May	Local	Positive behavior	School recognition
Fun Friday Activities	Teachers	Aug.-May	Local	Activities tally	

**Goal III - Objective 3: To build a sense of team pride encompassing both the school and community.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Pep Rallies	Teachers/staff	Aug.-May	Local	Teamwork	Spirit Stick
STAAR Pep Rally	Teachers/staff	Feb-March	Local	Teamwork	STAAR results

**Goal III - Objective 4: Utilize opportunities to develop appropriate social skills.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Educational Field Trips	Principal/Teachers	Aug.-May	Local	Attendance	Post trip activities
Parent night	Principal/teachers	Feb.-March	Local	Sign-in sheets	Future sign in sheets

**Appendix A - OLTON ISD COORDINATED SCHOOL HEALTH**

SB 892 Compliance

SB 892 states:

“Expands the required components of a campus improvement plan (CIP) for an Elementary, Middle, or Junior High to include goals and objectives for the coordinated school health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are academically disadvantaged, the use and success of any method to ensure student participation in the state-mandated moderate to vigorous physical activity, and any other indicator recommended by the local school health advisory council.”

**Coordinated School Health (CSH)**

CSH is comprised of eight components that focus on the most effective and efficient way to meet the needs of young people. The components incorporate cognitive skills, development of policies that support a positive and hazard-free environment, promote the opportunities for staff members to foster their own well-being, and encourage family and community members to promote the well-being of young people.

- Health Education
- Physical Education
- Health Services
- Nutrition Services
- Counseling and Mental Health Services
- Healthy and Safe School Environment
- Staff Wellness Promotion
- Family and Community Involvement

**Action: Health Education**

<p><b>Strategy:</b> A planned sequential curriculum that addresses the physical, emotional and social dimensions of health</p>	<p><b>Lead Person(s):</b> Qualified P. E. Health Teacher Campus administrators School Nurse</p>	<p><b>Target:</b> All students, staff</p>	<p><b>Key Implementation Steps:</b> Follow the TEKS curriculum, Catch Coordinated School Health, and the recommendations of the SHAC approved by the Board for providing Health instruction. Locate the Automatic External Defibrillator (AED) in a safe accessible area</p>	<p><b>Performance Evaluations:</b> Students demonstrate increased student health knowledge and the ability to make healthy decisions. Students form a cognitive basis for practical experiences learned through other wellness activities included in the school. Teachers include the Catch Coordinated School Health curriculum in lesson plans. All personnel can locate the AED</p>	<p><b>Resources:</b> TEKS curriculum, Health Curriculum (approved by the Board), Catch Coordinated School Health for grades K-8, SHAC, and other health related promotions</p>
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**Action: Physical Education**

<p><b>Strategy:</b> A planned curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills, physical fitness, team, dual and individual sports.</p>	<p><b>Lead Person(s):</b> P.E. Teacher Coaches Campus Administrators Parents</p>	<p><b>Target:</b> all students</p>	<p><b>Key Implementation Steps:</b> Students in grades K-5 will participate in at least 135 minutes of physical activity each week. Middle school students will be enrolled in either P. E. or Athletics class through out Jr. High. Provide planned quality activities that promote each student’s optimum physical, emotional and social development. Provide activities that engage students in moderate to vigorous physical activity at least 50% of the time. Incorporate the Catch Coordinated School Health program for grades K-8. Promote activities that students can enjoy</p>	<p><b>Performance Evaluations:</b> Students will demonstrate improved mental and physical health, classroom behavior and brain function. Students in grades three through twelve will complete the annual Fitnessgram. Student’s Fitnessgram scores will reach the Healthy Fitness Zone in the Fitnessgram. Fitnessgram data is recorded, analyzed and available to parents. Students complete Catch Coordinates School Health lessons</p>	<p><b>Resources:</b> Fitnessgram, Health Curriculum, Catch Coordinated School Health for grades K-8, Health curriculum</p>
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			throughout their lifetime. Complete the annual Fitnessgram requirements		
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**Action: Health Services**

<b>Strategy:</b> Provided for students by professionals within the school and from the community to assess, protect and promote health	<b>Lead person(s):</b> school nurse, trainers, and other allied health personnel, Campus Administrators	<b>Target:</b> students, staff	<b>Key Implementation Steps:</b> when appropriate refer students to a primary health facility; prevent and control communicable diseases and other health problems; provide emergency care; promote a safe school environment and provide educational and counseling opportunities for promoting and maintaining individual, family and community health. Complete required health screenings. All personnel will have access to the AED	<b>Performance Evaluations:</b> increased classroom attendance; higher graduation rates; decrease in suspension and/or drop rates	<b>Resources:</b> School Nurse, P.E./Health Teachers, Coaches, Community Health Promotions, Parents
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**Action: Nutrition Services**

<b>Strategy:</b> Provide school nutrition programs that adhere to the Texas Public School Nutrition Policy. Offer a variety of nutritious and appealing foods that accommodate the health and dietary needs of all students. Promote healthy dietary habits	<b>Lead person(s):</b> Food Service Personnel, Campus Administrators,	<b>Target:</b> students, staff	<b>Key Implementation Steps:</b> provide nutritious and appealing foods, serve as a mirror to classroom instruction on healthy dietary habits, promote a healthy, clean and safe environment within the food service area, and serve as a resource for nutrition-related community services. The campus principal will notify the staff of the three exempted days (Christmas, Valentines...) that	<b>Performance Evaluations:</b> All meals are planned within the guidelines of the Texas Public School Nutrition Policy and the food service area is clean and safe. Teachers will follow the guidelines of providing healthy snacks in the classroom. The Texas Department of Agriculture on-site monitoring passes	<b>Resources:</b> Food Service Personnel, Texas Department of Agriculture, Texas Public School Nutrition Policy, Wellness Policy, Square Meals, SHAC
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			allow for non-nutritional snacks to be served in the classroom	inspection	
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**Action: Counseling and Mental Health Services**

<b>Strategy:</b> provide services to students to improve mental, emotional and social health. Develop individual and group assessments, interventions and referrals. Promote a healthy school environment through accurate assessments	<b>Lead Person(s):</b> School counselors, Campus Administrators, Focus Monitor	<b>Target(s):</b> students, staff	<b>Key Implementation Steps:</b> Maintain students’ dignity; acknowledge ethnic, cultural, racial and sexual differences when assessing and individuals. Target students in high- risk situations. Address problems that promote negativism. Facilitate positive learning and health behaviors. Enhance healthy student development. Utilize effective positive promotion programs	<b>Performance Evaluations:</b> healthy mental and emotional behaviors are identified through classroom involvement and performance. Students identify risk-taking behaviors and promote healthy mental, emotional and social choices. Individual and group assessments are completed to promote a safe environment. High-risk students are identified and referred	<b>Resources:</b> School Counselors (and the use of activities or programs recommended by the SHAC and approved by the Board, such as Dare and Shattered Dreams), Campus Administrators
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**Action: Healthy School Environment**

<b>Strategy:</b> Promote a safe physical and aesthetic surrounding within the psychosocial climate and culture of the school	<b>Lead Person(s):</b> Campus Administrators, All Staff, and Students	<b>Target(s):</b> all employees and students	<b>Key Implementation Steps:</b> maintain a hazard-free campus building and surrounding areas, monitor air quality. To promote the emotional well-being of students and staff. Monitor the social condition of the school to promote a healthy psychological environment	<b>Performance Evaluations:</b> The physical environment supports student achievement. The facilities are clean, safe, secure and functional. Administrators, teachers and peers support the students to reach their full potential. A positive affiliation surrounds the school. Students are engaged academically and	<b>Resources:</b> Local programs that support safety such as Xcel's safety program on electrical sparking or downed power lines; Drug Dog; Campus Custodial Personnel, District Administrators, All Staff, Students, Parents
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				avoid misconduct at school. The campus is drug and weapon free. Safety drills are performed	
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**Action: Staff Wellness Promotion**

<b>Strategy:</b> provides opportunities for the staff to improve their health status through activities such as health assessments, health education and health related fitness activities. Possibly improve morale and produce a higher level of commitment to self, students and school	<b>Leads Person(s):</b> all staff	<b>Target(s):</b> all staff	<b>Key Implementation Steps:</b> Provide adult health knowledge. Focus on developing skills that promote the practice of healthy behaviors	<b>Performance Evaluations:</b> teachers become critical role models for their students and peers by promoting healthy physical, emotional, and social behaviors as well as improved dietary habits. Students have higher attendance rates and improved classroom productivity. Staff participates in wellness screenings, campus activities (i.e. Biggest Loser Contest) or after school exercise programs as a group or individually	<b>Resources:</b> Staff; Wellness screening programs that evaluate an over all body assessment; Women’s Health Programs; all programs that initiate physical activity
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**Action: Parent and Community Involvement**

<b>Strategy:</b> to promote an integrated school, parent and community approach for enhancing the health and well being of students	<b>Lead Person(s):</b> Staff, Students, Parents and Community members	<b>Target(s):</b> Parents and Community members	<b>Key Implementation Steps:</b> actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students	<b>Performance Evaluations:</b> increased student performance in the classroom and improved attitude. Student success improves with a working teacher-parent relationship. Reduction in school misconduct. Students have a more positive attitude towards community activities. Students are exposed to community programs that support school	<b>Resources:</b> Parents and Community Members
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				objectives	
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**Appendix B - STAAR scores for Webb, Region, and State**

File: Webb CIP 2015 16



***Appendix C - Required Program Components [Appendix C – RPC]***

In addition to the fiscal requirements given above, your campus's CIP must also address the following ten program components, as required by the Elementary and Secondary Education Act (ESEA):

1. **The summary of the outcome of the CNA.** The summary is a report or other document that describes the data your campus gathered and used during the CNA, the conclusions you drew from the analysis, and the needs you identified. It should be created by the schoolwide planning team.
2. **Schoolwide reform strategies.** Your CIP must include specific instructional strategies and initiatives, which must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on your the campus.
3. **Instruction by highly qualified teachers.** Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it. High-poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, federal statute requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program campus meet [certain qualifications](#) (given in Section 1119 of ESEA). Your CIP must describe the specific plans and activities that you will implement to meet this requirement.
4. **High-quality and ongoing professional development.** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the state's academic achievement standards. To do this, they must be familiar with the goals and objectives of the CIP, and receive the sustained, high-quality professional development required to implement them. Federal statute requires that professional development be extended, as appropriate, to those who work with teachers to support student achievement, such as principals, paraprofessionals, and parents. Your CIP must describe the specific plans and activities that you will implement to meet this requirement.
5. **Strategies to attract highly qualified teachers to high-need schools.** Although recruiting and retaining highly qualified teachers is an ongoing challenge in high-poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, your CIP must describe the strategies you will use to attract and retain highly qualified teachers.
6. **Strategies to increase parental involvement.** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, your CIP must contain strategies to involve parents, especially in helping their children do well in school. Your CIP must also demonstrate how parents will be involved in planning, implementing, and evaluating your schoolwide program.
7. **Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.** This component emphasizes the value of creating a coherent and seamless educational program for students at risk of dropping out of school. Early childhood programs provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start. Your CIP must include your plans for assisting preschool students.
8. **Measures to include teachers in decisions regarding the use of academic assessments.** In addition to state assessment results, teachers need current and ongoing assessment data that describe student achievement. This data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. Your schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. Your CIP must describe the specific plans and activities that you will implement to meet this requirement.

9. **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.** The schoolwide program campus must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the campus who need it. Your CIP must describe the specific plans and activities that you will implement to meet this requirement.
10. **Coordination and integration of federal, state, and local services and programs.** Schoolwide program campuses are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program campuses may combine most federal, state, and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out your schoolwide program. Your CIP must demonstrate how your campus will coordinate and integrate federal, state, and local services and programs.