



HP Webb Elementary School
Campus Improvement Plan

2018-2019

Asst to the Principal
Stacie Ramage

Name	Role – Decision Making Team	Meeting Sign In Sheet
Andrew Rejino	Business	
Kori LaDuke	Business	
Shonda Tomsu	Parent	
David Azam	Parent	
Misti Tomison	Parent	
Alex Ramos	Parent	
Tiffany Morphis	Parent	
Tara Ford	Teacher	
Susan Soliz	Teacher	
Noelia Hernandez	Teacher	
Kimbra Carson	Teacher	
Tanya Nafzger	Teacher	
Laurey Riney	Teacher	
Misty Lassiter	Teacher	
McKenzie Cearley	Teacher	
Sarahi Rodriguez	Teacher	
Sandy Garza	Support Staff	
Emily Pinkerton	Support Staff	
Terri Sandoval	Counselor	
Jill McCall	Federal Program and Curriculum Director	
Stacie Ramage	Asst to the 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 lifelong 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 known as TAPR(Texas Academic Performance Report). 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.

Goals and Objectives - CIP Executive Summary -

Goal 1-Smart Goal One: H.P. Webb will grow Hispanic students by 3% in all tested grades at the meets level in Reading.

Goal 2-Smart Goal Two- Student academic performance on Grade Four Writing STAAR Assessment will increase by 3% for all ELL students.

Goal 3- Smart Goal Three: H.P. Webb ES staff will establish meaningful relationships and professionally communicate with parents/guardians.

Goal 4-Smart Goal Four- H.P. Webb ES students will achieve a yearly attendance rate of 98%.

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 1-Smart Goal One: H.P. Webb will grow Hispanic students by 3% in all tested grades at the meets level in Reading.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Classroom teachers will provide small group instruction in addition to intervention opportunities. 	Principal Teachers Support Staff	May 2019		SE Checks Benchmark Tests STATE ASSESSMENTS	STATE ASSESSMENTS TAPR

<ul style="list-style-type: none"> “Jump Start” Summer Camp will be offered to students who require additional targeted instruction. 	Principal Teachers Support Staff	June 2019 July 2018		SE Checks Benchmark Tests STATE ASSESSMENTS	STATE ASSESSMENTS TAPR
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Target Populations and Special Programs: English as a Second Language (ESL), At-Risk, and Economically Disadvantaged

Goal 2- Smart Goal 2: Student academic performance on Grade Four Writing STAAR Assessment will increase by 3% for all ELL students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Classroom teachers will increase writing and writing strategies in the classrooms, daily. Students will continue to improve as authentic writers. 	Principal Teachers Support Staff	Aug 2018 - May 2019		SE Checks Benchmark Tests STATE ASSESSMENTS	STATE ASSESSMENTS TAPR
<ul style="list-style-type: none"> Teachers will visibly display their students writing samples. 	Principal Teachers Support Staff	Aug 2018 - May 2019		SE Checks Benchmark Tests STATE ASSESSMENTS	STATE ASSESSMENTS TAPR
<ul style="list-style-type: none"> H.P. Webb ES classroom teachers will implement daily ELAR lessons by implementing: The Wilson Language Foundations Program, The Write Source curriculum, and Daily Oral Language opportunities. 	Principal Teachers Support Staff	Aug 2018 - May 2019		SE Checks Benchmark Tests STATE ASSESSMENTS	STATE ASSESSMENTS TAPR

Target Populations and Special Programs: English as a Second Language, At-Risk, and Economically Disadvantaged

Goal III - Smart Goal 3:
 H.P. Webb ES staff will establish meaningful relationships and professionally communicate with parents/guardians.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> All H.P. Webb ES staff will build positive relationships with parents/guardians. Communication will be open, honest, and encouraging with regards to students. The Webb staff will communicate with parents/guardians through: School Messenger, Facebook, phone calls and text messages, parent conferences, Back to School Night, and the Parent Portal system. 	Principal Teachers Support Staff Parents/Family	Aug 2018 - May 2019		School Messenger Facebook Parent Conferences Parent Portal	Beginning of Year and End of Year Parent Survey
<ul style="list-style-type: none"> The H.P. Webb ES staff will serve on committees and encourage parents/guardians to serve, resulting in a positive school environment. Opportunities to serve might include: ABC parent involvement committee, Campus Site-Based Committee, Field Days, Battle of the Books Celebration, and parent/student tutorial opportunities. 	Principal Teachers Support Staff Parents/Family	Aug 2018 - May 2019		Webb Campus Improvement Team ABC Parent Involvement Committee	Beginning of Year and End of Year Parent Survey

Target Populations and Special Programs: All Student sub-populations

Goal IV - Smart Goal Four: H.P. Webb ES students will achieve a yearly attendance rate of 98%.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> ▪ Teacher and parent/guardian communication will be consistent to encourage good attendance. 	Principal Teachers Support Staff	Aug 2018 - May 2019		Daily ADA	End of Year Peims Data
<ul style="list-style-type: none"> ▪ School personnel will maintain accurate records of students in violation of the state compulsory attendance laws, making parental contact a high priority, and filing the appropriate paperwork on those who are in violation of the 90% rule. 	Principal Teachers Attendance Clerk	Aug 2018 - May 2019		Daily ADA Attendance Tracking Reports Letter of Attendance	End of Year Peims Data

Target Populations and Special Programs: All student sub-populations

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 wellbeing 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>Strategy: A planned sequential curriculum that addresses the physical, emotional and social dimensions of health</p>	<p>Lead Person(s): Qualified P. E. Health Teacher Campus administrators School Nurse</p>	<p>Target: All students, staff</p>	<p>Key Implementation Steps: 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>Performance Evaluations: 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>Resources: 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>Strategy: 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>Lead Person(s): P.E. Teacher Coaches Campus Administrators Parents</p>	<p>Target: all students</p>	<p>Key Implementation Steps: 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 throughout 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</p>	<p>Performance Evaluations: 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 Coordinated School Health lessons</p>	<p>Resources: Fitnessgram, Health Curriculum, Catch Coordinated School Health for grades K-8, Health curriculum</p>
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			can enjoy throughout their lifetime. Complete the annual Fitnessgram requirements.		
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Action: Health Services

Strategy: Provided for students by professionals within the school and from the community to assess, protect and promote health, and good hygiene.	Lead person(s): school nurse, trainers, and other allied health personnel, Campus Administrators	Target: students, staff	Key Implementation Steps: 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	Performance Evaluations: increased classroom attendance; higher graduation rates; decrease in suspension and/or drop rates	Resources: School Nurse, P.E./Health Teachers, Coaches, Community Health Promotions, Parents
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Action: Nutrition Services

Strategy: 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.	Lead person(s): Food Service Personnel, Campus Administrators,	Target: students, staff	Key Implementation Steps: 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	Performance Evaluations: 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	Resources: Food Service Personnel, Texas Department of Agriculture, Texas Public School Nutrition Policy, Wellness Policy, Square Meals, SHAC
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Promote healthy dietary habits			(Christmas, Valentines...) that allow for non-nutritional snacks to be served in the classroom	on-site monitoring passes inspection	
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Action: Counseling and Mental Health Services

Strategy: 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	Lead Person(s): School counselors, Campus Administrators, Focus Monitor	Target(s): students, staff	Key Implementation Steps: 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	Performance Evaluations: 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	Resources: 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

Strategy: Promote a safe physical and aesthetic surrounding within the psychosocial climate and	Lead Person(s): Campus Administrators, All Staff, and Students	Target(s): all employees and students	Key Implementation Steps: 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	Performance Evaluations: 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	Resources: 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,
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culture of the school			promote a healthy psychological environment.	the school. Students are engaged academically and avoid misconduct at school. The campus is drug and weapon free. Safety drills are performed.	All Staff, Students, Parents
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Action: Staff Wellness Promotion

Strategy: 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	Leads Person(s): all staff	Target(s): all staff	Key Implementation Steps: Provide adult health knowledge. Focus on developing skills that promote the practice of healthy behaviors	Performance Evaluations: 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.	Resources: 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

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

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016+Texas+Academic+Performance+Reports&_program=perf rept.perfmast.sas&prgopt=2016%2Ftapr%2Ftapr_spec.sas&ptype=P&level=campus&search=campname&namenum=webb&campus=140905102