

**Seguin Independent School District**  
**Weinert Elementary School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date: October 30, 2018**

# Mission Statement

To empower, foster, and inspire students to reach their full potential

# Vision

Passionate family of thinkers, doers, and leaders

# Value Statement

We believe Weinert Elementary is at its best when:

1. All students are successful.
2. All students are prepared for life after graduation.
3. Our school provides a caring and safe environment.
4. All staff feel valued.
5. The entire community takes pride in our accomplishments.

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# Comprehensive Needs Assessment

Revised/Approved: October 17, 2018

## Demographics

### Demographics Summary

2016-2017 TAPR report

- Hispanic 61.0%
- African American 3.7%
- White 32%
- Asian 1.4%
- 2 or more races 1.4%
- Eco Dis 56.6%
- Attendance was lower than district average
- ELL 2.9%
- At-risk 45.8%

Students with disabilities

- Intellectual Disabilities 38.9%
- Physical Disabilities 22.2%
- Autism 16.7%
- Behavioral 22.2%

### Demographics Strengths

Parent involvement is higher than other elementary campuses. Weinert's hispanic population rate for attendance is higher than district average.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** About 50% of the teachings staff is new to the campus. **Root Cause:** Climate and culture

**Problem Statement 2:** SPED students had 43% passing rate in the 2018 reading STAAR performance. **Root Cause:** Lack of planning focused on differentiated instruction for SPED students.

**Problem Statement 3:** The hispanic population is performing significantly below our white population in all tested content areas. **Root Cause:** Lack of cultural awareness

# Student Academic Achievement

## Student Academic Achievement Summary

	APPROACH	MEETS	MASTERS
G3 MATH	80%	63%	19%
G3 RDG	79%	49%	33%
G4 MATH	65%	28%	14%
G4 RDG	56%	36%	15%
G4 WRITING	58%	24%	9%
G5 MATH	83%	46%	20%
G5 RDG	85%	53%	26%
G5 SCIENCE	70%	33%	16%

## Student Academic Achievement Strengths

All students and all sub-pops showed growth in math for 3rd grade.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** No student sub group met the state targets in Domain 3 on 2018 Math and Reading STAAR. **Root Cause:** There was a lack of purposeful planning for all students.

**Problem Statement 2:** There was a decrease in student achievement in each performance indicator. **Root Cause:** There was a lack of purposeful planning for all students.

## School Processes & Programs

### School Processes & Programs Summary

Weinert has implemented PLCs on a weekly basis for first through fourth grade and a biweekly basis for kindergarten and fifth grades. We have built in a 45 minute intervention block for all students for targeted instruction. While teachers are at PLCs, students participate in health, technology, guidance lessons, and library time which incorporates research and inquiry. We have incorporated Project Based Learning opportunities for students who reached Masters level on STAAR.

Weinert follows the SISD Planning Protocol and YAG. There is accountability through PLCs and data analysis teams. There are also bi-weekly check-ins with SISD personnel on continuous improvement.

For teacher retention, we are pairing new teachers with mentors. The district provided training and support for both mentor and new teachers.

Weinert is self-contained K-2 and departmentalized 3-5.

Weinert is in the process of defining and refining the RtI process on campus. RtI committees meet on a monthly basis following district and/or unit assessments to review data and determine interventions for students.

### School Processes & Programs Strengths

Time for PLCs is built into master schedule. Grade level PLCs have 90 minutes per week to meet in addition to their conference period.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** RtI is in the developmental stage. **Root Cause:** Inconsistency and lack of a clear understanding of the RtI process.

**Problem Statement 2:** PLCs are in place for the first year. **Root Cause:** Collaboration was not emphasized or monitored.

## Perceptions

### Perceptions Summary

We promote an inviting and positive environment for all students and their parents. We have active members in our Parent Teacher Council. We provide opportunities for parents to be involved in their student's learning such as parent nights (Science Night, Winter Carnival, Science Workshop, Reading Night, & Teacher Treat). Parents also have another opportunity to voice their concerns and provide their input at Coffee with the Principal, which meets monthly. The school and teachers communicate through various social media apps, such as Remind 101, Facebook, & Twitter. Parents and community members are always invited to attend morning assemblies, where expectations are reviewed, achievements are recognized, & birthdays are celebrated. We value student success. Through the implementation of PLCs, teachers are able to work together to plan vertically and horizontally. We also provide opportunities for students to participate in after school activities such as Destination Imagination, UIL, Robotics, & Choir.

### Perceptions Strengths

Implementation of PLC's are helping ensure that all students are receiving quality instruction and support for their individual needs.

Administration shows a strong presence in the success of all students and their learning environment.

Administration takes parent input into consideration when planning events to support student success.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The survey showed that 86% of teachers believed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities. **Root Cause:** Inappropriate student placements; improper use of instructional minutes which led to students needs not being met



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals

Revised/Approved: October 30, 2018

## Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 1: TEACHING AND LEARNING:** By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, Weinert Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 75%/46%/20% in 2018 to 83%/50%/23% in 2019.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement PLCs.	2.4, 2.5, 2.6	Admin., Instructional Coach	Implement effective instruction through purposeful planning.  By November, teachers will have a better awareness of their content, pacing of the scope of sequence as evidenced by PLC observations.				
2) Utilize steps 1 and 2 in the purpose planning protocol.	2.4, 2.5	Admin. Instructional coach	Observe quality Tier 1 instruction with student engagement that is aligned to the pacing calendar. By November, 25% of teachers will meet this expectation.				
3) Utilize the instructional frameworks in ELAR and Math.	2.4, 2.5	Admin., Instructional Coach	Observe quality Tier 1 instruction with student engagement that is aligned to the pacing calendar. By November, 25% of teachers will meet this expectation.				
<b>Critical Success Factors</b> CSF 1 CSF 2	2.4, 2.5, 2.6	Admin., Instructional Coach	For teachers to plan ahead effective instruction.  By November, the fourth grade team will plan multiple weeks ahead.				
4) Provide teachers with all day or half day planning to develop extended lesson plans.							
<b>Critical Success Factors</b> CSF 1	2.4	Admin., Instructional Coach	Improve revising and editing strategies and writing practices to improve student success.				
5) Provide writing training for 4th grade ELAR teachers.							

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 2:** POST-SECONDARY READINESS: At Weinert ES, we will increase the targets met from 93% to 100% in the Academic Achievement component of the Closing the Gap domain.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**



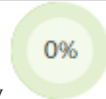

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Use CIF strategies and the instructional playlist to increase student engagement.	2.4, 2.5	Admin., Instructional Coach, Teachers	To see increased engagement in classrooms during walkthroughs				
<b>Critical Success Factors</b> CSF 1 2) Project Based Learning will be provided for students who were at the masters level to increase rigor and relevance.	2.4	Technology Teacher and Librarian	For the students partaking in PBL to maintain their scores and develop 21st century skills.				
<b>Critical Success Factors</b> CSF 1 CSF 2 3) Intervention blocks were built into the master schedule.	2.4, 2.5, 2.6	Admin., Instructional Coach	We will see growth on district and/or unit assessments.				
<b>Critical Success Factors</b> CSF 2 4) Will use progress monitoring posters to track students throughout the year	2.4	Admin., Instructional Coach, Teachers	Develop action plans and flexible groups based on data on the progress monitoring posters.				
<b>Critical Success Factors</b> CSF 1 5) Provide after school tutorials for 3-5 grade.	2.6	Admin, Instructional Coach, tutorial teachers	To see an increase in student achievement in students receiving tutorials.				

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 3:** WHOLE CHILD SOCIAL EMOTIONAL LEARNING: Weinert Elementary will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Weinert ES will increase attendance from 95.2% to 97.2%, and decrease out of school suspensions by 10%.

**Evaluation Data Source(s) 3:** Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities

**Summative Evaluation 3:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1  1) Students will be entered into a drawing for bicycles per grading period for perfect attendance.	2.5	Admin., Attendance Clerk	Increased attendance rates				
<b>Critical Success Factors</b> CSF 4  2) Attendance board in the cafeteria will promote school wide attendance. Attendance posters will encourage classroom attendance.	2.5	Admin., Attendance clerk	By November, our school wide attendance will increase in every grade level.				
<b>Critical Success Factors</b> CSF 6  3) Incentive board will be created to monitor lunch behavior.	2.5	Admin., Lunch Monitors	Increased positive behavior in cafeteria setting.				
4) School-Wide assembly will be held daily to set expectations for the day, recognize students, and provide a positive morning message.	2.5	Admin, Counselor	For students to develop a sense of pride and know the expectations of their school.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1:** Improve student learning through improved instructional practice (Strategic Priority 1).

**Performance Objective 4: RESPONSE TO INTERVENTION (RtI):** Weinert ES will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%.

**Evaluation Data Source(s) 4:** Istation, TEMI for K-2 students

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Data Analysis after campus and districts assessments.	2.6	Admin., Instructional Coach, Teachers	For teachers to use data analysis tools to guide instruction, form groups to increase student's academic growth.				
<b>Critical Success Factors</b> CSF 2 2) Implement Revised RTI Guidelines	2.6	Admin, Instructional Coach, Teachers	Clearer understanding of the RTI process, and utilize research-based intervention strategies to use with students.				
<b>Critical Success Factors</b> CSF 1 3) Have monthly RTI meetings to discuss intervention plans and develop monthly monitoring lists based on ISIP, Unit Assessments, CBAs, At- Risk Dyslexia Screener.	2.6	Admin., Instructional Coach	For students to show growth in I-station, Imagine Math and TEMI, district and campus made assessments.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                 </div> <div style="text-align: center;">  = Continue/Modify                 </div> <div style="text-align: center;">  = No Progress                 </div> <div style="text-align: center;">  = Discontinue                 </div> </div>							

**Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Weinert ES as an integral part of the community (Strategic Priority 2).**

**Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT:** Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Attend Building Capacity and Strengthening Partnerships for Family Engagement- September 25, Region 20	3.1	Admin.	Attended workshop to bring strategies to campus. By November, to implement one strategy at the campus (Teacher's treat)				
<b>Critical Success Factors</b> CSF 5 2) Hold Coffees with the Principal where administration collaborates with parents to develop a meaningful partnership.	3.1	Admin.	Develop an ongoing partnership with parents and school. -By November, students will review the parent engagement policy and develop a parent compact.				
<b>Critical Success Factors</b> CSF 5 3) Create parent help nights where parents learn strategies to help their children in academics.	3.1, 3.2	Admin.	Parents are able to help their students with teacher given strategies.				
Funding Sources: 211 Title I - Parental Involvement - 0.00							
4) Families will be invited to participate in Family literacy night.	3.1	Admin., Teachers	Parents will be given strategies in reading to support their student in reading.				

**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Weinert ES as an integral part of the community (Strategic Priority 2).

**Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS:** Weinert ES will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Weinert will promote activities, successes, and school engagement through social media outlets such as Twitter and Facebook.		Admin, Teachers	Positive perception of the campus				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Develop surveys for stakeholders to evaluate the school's performance.</p>	3.1	Admin., Technology	Use survey to improve campus processes and procedures.				







**Goal 2:** Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Weinert ES as an integral part of the community (Strategic Priority 2).

**Performance Objective 3: PARTNERSHIPS:** Weinert ES will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Texas Lutheran University Chemistry Club will complete a science demonstration for Fifth Graders.		5th Grade Teachers	Students will be more successful in the TEKS that address science investigation and reasoning.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

### Goal 3: Create the conditions at Weinert ES to recruit, retain and engage employees (Strategic Priority 3).

**Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS:** Weinert ES will achieve a teacher turnover rate of less than 15%

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6 1) Celebrate the teacher's hard work at the end of each quarter		Admin.	Increased positive school climate				
<b>Critical Success Factors</b> CSF 6 2) Create a staff incentive board recognizing positive work and influences. Names on the board will be entered into a monthly drawing.		Admin.	To increase teacher morale				
<b>Critical Success Factors</b> CSF 6 CSF 7 3) Teacher leadership team will meet on a bi-weekly basis to provide feedback and suggestions on campus decisions .		Admin, Team Leaders	Teachers will be involved in the decision making process for the campus and guide their grade level teams.				
<b>Critical Success Factors</b> CSF 6 CSF 7 4) Teacher leadership team will meet on a bi-weekly basis to provide feedback and suggestions on campus decisions .		Admin, Team Leaders	Teachers will be involved in the decision making process for the campus and guide their grade level teams.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Ehlers	Interventionist	Title I Part A	.5
Susan Presley	Title I Aide	Title I Part A	1.0
Trisha Eckols	Instructional Coach	Title I Part A	.7

## 2018-2019 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Annaliza Rangel	Assistant Principal
District-level Professional	Elisa Carter	District Rep