

**Midland Independent School District**  
**Henderson Elementary**  
**2016-2017 Campus Improvement Plan**



# **Mission Statement**

Through effort and determination, every child will learn being prepared for college and career upon graduation.

# **Vision**

The staff at Henderson believes that inside every child is a hidden strength, an unknown ability, a hero waiting to be discovered.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Although Henderson Elementary does not have an ESL or Bilingual program, we continue to follow and monitor students who are parent denials or who have been exited from the Bilingual program in order to ensure success during the monitoring years. Additionally, it should be noted that about 49% of the Henderson's student population is Economically Disadvantaged. We currently serve approximately 500 students.

The breakdown of student groups is as follows:

- Economically Disadvantaged students - 223
- Non-Economically Disadvantaged students - 235
- Migrant Students - 0
- LEP Students - 1
- AMERICAN INDIAN Students - 0
- ASIAN Students - 0
- BLACK Students - 25
- PACIFIC ISLANDER Students - 1
- HISPANIC Students - 299
- MULTI- RACIAL Students - 9
- WHITE Students - 124

### Demographics Strengths

- Average Daily Attendance rates remain above 96% (96.22% for the 2015-2016 school year).
- Despite demographic changes, the campus continues to perform at or above the state and district averages on the state standardized assessments.
- Classroom sizes are within the numbers stipulated by the Texas Education Agency and no waivers will be required.
- Having diversity in the classrooms.

## **Demographics Needs**

The large student population of economically disadvantaged students at Henderson indicates a need for the staff to have a clear understanding of how to best serve them and meet their educational needs. We need to continue working to close the performance gaps for our hispanic and economically disadvantaged subgroups on the state standardized assessments. We need to make continued efforts to maintain an Average Daily Attendance rate of 96% or above with a goal of 98%.

## **Student Achievement**

### **Student Achievement Summary**

Henderson achieved the rank of Met Standard on the 2015-2016 state assessment and Henderson was also recognized by the State and earned a Distinction Designation for being number 1 on meeting the Top 25 Percent Student Progress. Data shows that improvement is still needed. Henderson's goal is to be persistent in teaching with more rigor and depth and complexity to ensure more students reach Advanced Academic Performance levels (Level III). Reading Proficiency Levels will also be addressed, particularly in the primary grades. Student intervention will be provided through the use of LLI, iStation, and small reading groups for Tier II and Tier III students to ensure students make significant gains in their reading level. Student achievement will be monitored through the use of campus-based formative assessments, district checkpoints, and state assessments. Teachers will have multiple resources available.

### **Student Achievement Strengths**

Henderson students Met Standard in the 4 Indexes on the State Assessment as follows: Index 1 - Student Achievement = 70 (state target= 60); Index 2 - Student Progress = 50 (state target = 32); Index 3 - Closing Performance Gaps = 35 (state target = 28); and Index 4 - Postsecondary Readiness = 28 (state target = 12). Henderson students also met standards on 2016 STAAR Performance reporting categories which include Reading (all students, hispanic, special education, economic disadvantaged); Math (all students, Hispanic, special education, and economically disadvantaged); Writing (all students, Hispanic); and Science (all students and economically disadvantaged).

### **Student Achievement Needs**

Data shows that increase is needed in the Performance Status of Writing (economic disadvantaged) and Science (hispanic) reporting categories. Henderson Staff will continue to monitor the progress of targeted ELL and Special Education students, setting goals during PBMAS Core Team meetings held every 6-weeks. Henderson will also work to increase the number of students reaching Level III Advanced Academic Performance on the state assessment through more rigorous instruction and by following the Excellence in Teaching Model with more depth and complexity. The Henderson staff needs to continue striving to increase reading proficiency levels at all grade levels. For the 2015-2016 school year Henderson had 71% of students reading on or above grade level on their F & P Reading Proficiency Levels.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Henderson Elementary will continue to offer a learning environment that is safe and allows for optimal learning. Henderson will focus on promoting a positive self-image to students and teachers. CHAMPS, the district-wide behavior management system, will be followed in every classroom to improve classroom management, establish clear classroom behavior expectations, motivate students to put forth their best efforts, increase academic engagement. The school counselor will be utilized to increase Character Ed awareness with emphasis being centralized on implementing the nine character traits outlined by the district and provide programs including small group, individual and classroom counseling on topics such as drug awareness, bullying, and safety.

### **School Culture and Climate Strengths**

The staff and parents have opportunities to voice their opinions through surveys. Many opportunities for parental involvement are provided throughout the school year. The Henderson staff has fully embraced and implemented the CHAMPS behavior management system. The staff also follows the district procedures for reporting and reducing the incidents of of bullying/harassment. The office staff makes consistent use of the RAPTOR Visitor Management System to instantly screen out any registered sex offenders from the campus. Various Safety Drills are conducted on campus within the proposed state and district time-lines. Bullying, Child Abuse, and Suicide awareness training is provided to the staff at the beginning of the school year. Henderson does maintain an active PTA and volunteer group to contribute to the overall climate and success of the campus. Campus administrators are visible on the campus and in the classrooms on a regular basis. All teachers and staff have high expectations for student behavior. Henderson will recognize students' birthdays and achievements over intercom every morning. Lastly, Henderson students and staff will also acknowledge the district's emphasis on college readiness by observing College Day every Monday by wearing college t-shirts and feature college facts during morning announcements.

### **School Culture and Climate Needs**

Henderson needs to ensure that teachers have the technology needed to perform the required tasks. We will also continue staff development in district/campus-wide discipline management system to ensure that each student has the best learning environment possible. Henderson will continue to implement character education in the school. Attendance Incentives will be offered to encourage student daily attendance. Staff will provide parent surveys at the end of the school year that include questions regarding school safety and climate.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Henderson Elementary staff is highly qualified, based on ESSA standards. A majority of Henderson teachers have three or more years of teaching experience. Henderson staff members will continue to work in campus leadership teams such as Lead4ward team and the PLC team. These teams work collaboratively, plan for appropriate staff development, and execute Lead4Ward instructional strategies. Professional Development opportunities will be made available based on teacher needs through campus leadership, the district T & L staff, Region 18 Service Center, on-line courses such as Edivation, and out of District training.

### **Staff Quality, Recruitment, and Retention Strengths**

Many staff members choose to remain at Henderson year after year, therefore Henderson has many teachers with years of experience and practice in the classroom. Staff members are aware of campus norms that have been identified and established in order to move students to high behavioral and academic standards. Administrators provide consistent positive communication to teachers and staff. Administrators provide teachers with time for grade level collaboration, communication, and feedback during instructional team meetings.

### **Staff Quality, Recruitment, and Retention Needs**

First year Henderson teachers (with or without experience) need to be part of the buddy system. A buddy will be available to teachers on an as needed basis. The buddy will provide guidance, support, and will be available to answer questions about procedures and/or campus routines.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Administrators and teachers will meet in ITMs (Instructional Team Meetings) to help in grade-level decision making on curriculum effectiveness and intervention needs. Teachers will implement researched-based best practices in teaching. Teachers will focus on implementing strong Tier I instruction, as well as, early identification of Tier II and Tier III struggling learners through I-Station, SRI, TEMI, and RTI to name a few. Professional Development will be held at the campus level to ensure the implementation of the Excellence in Teaching Model. We will use classroom formal and informal formative assessments, campus common formative assessments, and district check points/benchmarks to make sound decisions on student needs. Guided Reading instruction will be implemented in all grade levels.

### **Curriculum, Instruction, and Assessment Strengths**

The campus regularly holds data, curriculum, instruction, and assessment planning sessions during Instructional Team Meetings to increase teacher's knowledge and accountability in order to move students to higher academic achievement. The teachers follow the Excellence in Teaching Model that serves as a guide to effectively plan and deliver lessons in the classroom in conjunction with the district Curriculum Management Plan that outlines the expectations and procedures regarding the district's standards-based curriculum. Teachers also incorporate technology in the classroom through the use of Learn Pad tablets for students in grades 3rd - 5th. The Lead4ward team will provide teachers with the purpose (roadmap) of effective classroom strategies to improve student performance.

### **Curriculum, Instruction, and Assessment Needs**

Henderson will continue to build staff knowledge and implement best practices through professional development with coaching and administrative support. Henderson staff members needs to continue attending professional development opportunities provided by the district and campus in order to increase knowledge of curriculum and instruction. They also need to disaggregate data and study reports such as Lead4Ward's Leadership Report Card, I-Station Reports, or SRI Reports to gain insight on student learning.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Henderson Elementary will work closely with the Parent Teacher Association to provide opportunities for parents to be more involved. Some parent involvement activities will be held in conjunction with grade level Fine Arts activities and/or hands-on activities for parents and students. Henderson will also continue to work closely with its business partners; Wilshire Baptist Church and Crestview Baptist Church. Henderson will work with Crestview Baptist Church in the Backpacks for Kids program, which provides needy Henderson students with food on the weekends. Henderson will continue working with Wilshire Baptist Church, providing uniforms for needy students.

### **Family and Community Involvement Strengths**

Henderson Elementary has a very active and visible PTA. The PTA meetings are held monthly and grade level performances or parent activities are held in conjunction with meetings. Henderson also has an active Dad's Club, which provides opportunities for fathers to volunteer and participate in school activities with their children. Henderson keeps an updated web page so that parents may reference the website for school news. Henderson utilizes the Parent-Link as a form of communication with all parents, as well as emails, phone calls, newsletters, and daily (K-6) teacher/student/parent communication via daily folders or planners.

### **Family and Community Involvement Needs**

Henderson will continue to address the need for effective school and home communication. Henderson will work to increase participation with community mentors and volunteers. We will also communicate and share information and ideas with parents on how to help their students. Henderson will also educate parents on navigating the website for district and campus information such as the TXGradebook system or their child's lunch account. Henderson will also host Parent Education presentations throughout the year to address various student and campus needs.

## **School Context and Organization**

### **School Context and Organization Summary**

Teachers are holding early morning or after-school tutorials with students on an as needed basis. Parent communication is ongoing and accomplished through various methods; including parent conferences, daily student planners, phone messages, campus website, class newsletters, etc. Stakeholder surveys are sent home or completed online at the end of the school year to determine satisfaction and receive input on how to improve parent/school relations. Teachers will implement CHAMPS to communicate expectations to students and minimize distractions in the classroom. Well planned schedules and effective transitioning will maximize teacher instructional time and student learning time.

### **School Context and Organization Strengths**

Coaching and administrative support will be provided to teachers who need help in identified areas of need. Master Teachers will be available to provide guidance and training to less experienced teachers. Teachers are providing after school tutorials for students who are identified as needing additional assistance. A school-wide implementation of CHAMPS behavioral management system will assist students in re-routing any misbehavior to maximize their learning. The use of various communication tools such as notes, emails, student planners, and the school call-out system will be used to communicate school information to parents and caregivers.

### **School Context and Organization Needs**

Henderson Elementary will celebrate the successes of teachers and students on a more consistent basis by recognizing students who exhibit appropriate character traits and improved school attendance rates. A flexible counseling schedule will be provided to allow the counselor time to meet with neediest students, so that she can provide them tools to help them cope with life's situations.

# **Technology**

## **Technology Summary**

Henderson Elementary will continue to place an emphasis on technology in the classrooms. We will maintain a 21st century learning environment in order to prepare our students for a technological future. Grades 3-5 are utilizing Learn Pads and 6th grade will utilize Chrome books in all subjects. Primary grades (Pre-K through 2nd) are utilizing classroom computers to work on such programs as I-Station and T.E.M.I. to aid in improving student learning. All students have access to the school computer lab. All classrooms, including the computer lab, are equipped with a Smart Board, a document camera, and a teacher iPad. All students will work in the school computer lab where students are provided internet access for research, school programs, and computer games to help students increase academic performance.

## **Technology Strengths**

Wi-Fi access is available campus-wide. Additionally, each classroom is provided with a teacher workstation, as well five student computers, a document camera and a laserjet printer. The district provides a technology coach who provides professional development and support for teachers, as well as a computer tech to help teachers trouble shoot.

## **Technology Needs**

Henderson has a need for newer, faster computers and printers in each classroom. Teachers are in need of support and professional development in technology because individual teachers are at different levels of technology.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- 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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Budgets/entitlements and expenditures data

# Goals






## Goal 1: Henderson will increase performance of all students.

**Performance Objective 1:** The percentage of Henderson students reaching Level II Satisfactory or Level III Advanced on the state assessment will increase by a minimum of 10 percentage points which will meet each Index in the state accountability system.

**Evaluation Data Source(s) 1:** STAAR data, I-Station, F & P, SRI, Campus-based Common Formative Assessments, District Checkpoints

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Henderson staff will attend district and campus-based professional development trainings, such as Lead4Ward, Collaborative, and Instructional Team Meetings, as needs are indicated by disaggregated student data in order to focus on student educational needs.</p>	1, 2, 4, 10	Teachers, Interventionists, Administrators	District Checkpoints, Campus-base common-formative assessments, STAAR data, and student grades				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will create and analyze Common Formative Assessments for the establishment of individual and guided small groups as well as whole group instruction to ensure success of all students in order to increase the effectiveness of Tier-I instruction.</p>	2, 3, 8, 9	Teachers, Reading Interventionist, and Administrators	Ongoing evaluation through the use of district checkpoints, campus-based common formative assessments, formal/informal assessments, F & P, I-Station, The Excellence in Teaching Model lesson plan				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) All students will receive diagnostic instruction based on individual student expectation needs, lessons focused on higher order thinking skills to ensure academic success and provide a minimum of one years growth in order to increase student progress and performance. Targeted research-based instruction will be delivered consistent with the District scope and sequence.</p>	1, 2, 3, 8, 9, 10	Teachers, interventionist, Adminstrators	The data disaggregation of Reading Running records, F & P, Do the Math, and the Excellence in Teaching Model				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Henderson staff will analyze and disaggregate student data to address students' individual strengths and weaknesses in order to drive instruction and to better address individual student areas of concern.</p>	1, 2, 3, 7, 8, 9	Teachers, interventionist, and administrators	District checkpoints, campus-based common formative assessments, STAAR data, Fountas and Pinnell, student grades, and student thresholds				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Henderson Staff will participate in Collaborative Vertical Alignment meetings held at the end of each grading period to enhance student performance between grades.</p>	1, 2, 3, 4, 7, 8, 9	Teacher collaborative teams, interventionist, administrators, and District coaches	Campus-based common formative assessments, District Checkpoints, Excellence in Teaching Model lessons, Fountas and Pinnell, I-Station, STAAR data, and Eduphoria				
Funding Sources: 199 Local							
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>6) Administrators and select staff will attend leadership conferences in order to increase best practices and to better implement research-based educational strategies.</p>	1, 2, 4, 10	Teachers and Administrators	Certification of complete, Lead4Ward, PLC Summit				
Funding Sources: 211 Title 1 - \$3680.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) The Henderson Staff will participate in PLC training, with on-going consultant support, in conjunction with campus collaborative meetings (vertical collaborative team meetings &amp; grade-level collaborative team meetings).</p>	1, 2, 3, 8	Teachers, Interventionists, Administrators, Solution Tree Consultant	Collaborative team meeting agendas and minutes, CFAs, Solution Tree surveys, SMART goals, norms, teacher sign-in sheets				
Funding Sources: 211 Title 1 - \$32800.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							




**Goal 1:** Henderson will increase performance of all students.

**Performance Objective 2:** Henderson staff will promote regular attendance to attain a 98.16% Daily Average Attendance for the 2016-2017 school year which is a 2% increase over the 15-16 school year of 96.22%.

**Evaluation Data Source(s) 2:** Daily Attendance records, principal reports, and RaaWee

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6</p> <p>1) Henderson's Attendance Committee will address chronic absences and student tardies as outlined in the Henderson Attendance Plan. They will also provide student incentives to encourage students to increase daily average attendance to 98%, as outlined in the Plan for Tier 1, Tier II, and Tier III students.</p>	1, 2, 6, 10	Teachers, Counselor, and Administrators	Attendance Reports, written parent notices, court affidavits, ADA, parent conferences, teacher phone calls, and end of 6-week awards				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6</p> <p>2) Henderson teachers will communicate with parents by informing them of the State Compulsory Attendance Law via phone calls as needed. Henderson will provide information on the school web page and will send notices to parents when parents/students are in violation (experiencing excessive absences and/or tardies). The M.I.S.D. Attendance Policy will be supported, followed, and enforced.</p>	1, 2, 6, 7, 10	Attendance Committee, Teachers, Administrators, District Tech	Attendance Reports, Written Notice to parents, Court Affidavits, ADA, parent conferences, teacher-to-parent phone calls, and Raa-Wee				
<p><b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6</p> <p>3) Students and/or parents will be recognized for Perfect Attendance at the end of each grading period.</p>	1, 2, 6, 10	Teachers, Office Staff, and Administrators	Attendance reports, Teacher Attendance documentation				
Funding Sources: 199 Local							
							

**Goal 1:** Henderson will increase performance of all students.

**Performance Objective 3:** Henderson will improve student fitness in K-12 Physical Education resulting in a 20% increase of the Fitnessgram scores and improve wellness in health by 20%, using Coordinated School Health Program (CSHP).

**Evaluation Data Source(s) 3:** Fitness Gram score analysis

**Summative Evaluation 3:**

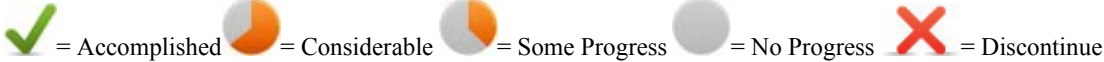
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Henderson will ensure moderate to vigorous physical activity is implemented in P.E. class as recommended in the Physical Education Curriculum Guides and to include CATCH, TEA approved CSHP, as required by SB530.</p>	3, 9, 10	P.E. Teacher	Fitnessgram Score Analysis, Curriculum Guides, Student Personal Wellness Journals, Schoolview				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>2) Henderson will participate in professional development based on state law requirements (SB530 and SB7) which will assist in monitoring and analysis of the Fitnessgram test results for 3rd - 6th grades, personal wellness journals, Fitnessgram mini-assessment in the area of weakness.</p>	3, 4	P.E. Teacher	CATCH, Fitnessgram				
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>3) Henderson will provide support for students needing assistance in reaching the Healthy Fitness Zone in the Fitnessgram.</p>	3, 9	P.E. Teacher	Fitnessgram				
							

**Goal 1:** Henderson will increase performance of all students.

**Performance Objective 4:** 100% of Henderson Teachers will meet the ESSA criteria of Highly Qualified.

**Evaluation Data Source(s) 4:** Monitoring of personnel records by campus and district.

**Summative Evaluation 4:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 7</p> <p>1) Applicants for positions will be interviewed by campus team and recommended for positions based on their certifications and references and will meet ESSA criteria for Highly Qualified.</p>	3, 5	Human Resources, Administrators	References and interview documents, T-TESS Appraisals, IFV teacher walk-throughs, District reports of Highly Qualified Personnel				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Henderson will provide peer mentoring for teachers in need of guidance and assistance. Activities may include, but are not limited to: observation opportunities, helpful and practical feedback, District/Campus support, and modeling opportunities.</p>	3, 4, 5	Administrators, Teachers, District Coaches, Interventionist	Agendas, Sign-in sheets, Collaborative Teams, Excellent in Teaching Model Lesson Plans, Teacher reflection sheets				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>3) Opportunities will be provided for teacher recognition during staff meetings celebrating the culture of our school.</p>	1, 2, 4, 5	Teacher, Counselor, and Administrators	IFVs, Teacher reflection sheets, CFVs				
Funding Sources: 199 Local							
							

**Goal 1:** Henderson will increase performance of all students.

**Performance Objective 5:** Henderson will establish and hold CEIC meetings six times throughout the 2016-2017 school year to discuss and review accounts, new programs, school culture, and staff development.

**Evaluation Data Source(s) 5:** Sign-in sheets with minutes

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) Henderson CEIC Committee Members will meet a minimum of six times to review and collaborate on issues such as, but not limited to, campus budget, school culture, district/campus programs, and staff development which also includes ensuring that funding is aligned with student data and needs to generate constructive student achievement.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	CEIC and Administrators	CEIC Minutes, Meeting sign-in sheets				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 4 CSF 6 CSF 7</p> <p>2) Campus Administrators will meet as needed to reconcile various budget accounts.</p>	10	Administrators and Campus Secretary	Purchase orders, account information from ITCCS				
Funding Sources: 199 Local							
							


**Goal 1:** Henderson will increase performance of all students.

**Performance Objective 6:** Henderson ELL students will increase at least one proficiency level on TELPAS.

**Evaluation Data Source(s) 6:** TELPAS data, I-Station, F & P, SRI, Campus-based Common Formative Assessments, District Checkpoints

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Henderson staff will analyze and disaggregate ELL student data to address students' individual strengths and weaknesses.</p>	1, 2, 3, 7, 8, 9	Teachers and Administrators	District checkpoints, campus-based common formative assessments, STAAR data, Fountas and Pinnell, TELPAS, student grades, and student thresholds				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Henderson teachers will include the ELPS as part of their lesson plans to ensure ELL student success.</p>	1, 2, 3, 7, 8, 9	Administrators	District checkpoints, campus-based common formative assessments, STAAR data, Fountas and Pinnell, TELPAS, student grades, and student thresholds				




✔ = Accomplished  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 2: Henderson will ensure a safe and welcoming environment.**

**Performance Objective 1:** Campus administrators, teachers, and counselors will work collaboratively in order to provide a smooth transition to 100% of students from grade level to grade level to maximize student performance.

**Evaluation Data Source(s) 1:** Checkpoint scores, teacher observations, and discipline reports

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) Sixth grade students and parents will be introduced to junior high curriculum opportunities, ie. visits to junior high campuses, parent orientation nights, counselor visits, and enrollment.</p>	1, 2, 3, 6, 7, 8, 9	6th grade teachers, Counselor, Administrators	District Checkpoints scores, teacher observations, discipline reports				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>2) Students in appropriate grade levels will be given the opportunity to participate in the Student Council program. Students elected to the student council will have the opportunity to participate in leadership programs and activities.</p>	2, 6	Teachers, Counselor, and Administrators	Sign-in sheets, evidence of student council activities				
							

**Goal 2:** Henderson will ensure a safe and welcoming environment.

**Performance Objective 2:** 100% of students will participate in learning environments that are safe, drug-free, conducive to learning and promotes healthy lifestyles as well as recognizing student accomplishments.

**Evaluation Data Source(s) 2:** Discipline reports, nurse referrals, bullying reports

**Summative Evaluation 2:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Students will be provided with a drug education program, "being safe program," and a character education program.</p>	2, 7	Teachers, Counselor, and Administrators	Counselor reports, Counselor lessons, and safety school survey data				
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>2) Students will be provided character development education lessons featuring nine desirable character traits. Students exhibiting appropriate choices and behavior as defined by character education, will be recognized.</p>	1, 2, 3, 6, 9	Teachers, Counselor, and Administrators	Discipline student referrals, CHAMPS, and Counselor student lessons				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) A Texas Behavior Support Initiative (TBSI) Core Team will be established and trained for behavior intervention assistance. Non-Crisis Intervention (NCI) strategies will be implemented as needed.</p>	2, 10	Teachers, SpED Teachers, and Administrators	Staff development certifications, PEIMS reports, and CHAMPS				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Henderson will implement a Campus Management Plan.</p>	2, 10	Campus Management Plan Committee members	Crisis Drill reports, safety reports, inspection reports by Fire Inspector and regional safety team				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) All visitors to the campus will be processed through the Raptor System to ensure campus safety and security.</p>	1, 2, 10	Teachers, Administrators, and Office Staff	Monthly reports and Raptor System reports and monitoring				
							

**Goal 2:** Henderson will ensure a safe and welcoming environment.

**Performance Objective 3:** Henderson Elementary will provide opportunities throughout the 2016-2017 school year for parents and community organizations to enhance the school culture.

**Evaluation Data Source(s) 3:** Calendar of events, newsletters, parent involvement sign-in sheets, campus culture surveys

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Henderson will host various parent meetings (Science Night, Math Night, Literacy Night, Student programs) to increase parental involvement.</p>	1, 2, 6	Teachers, Counselor, and Administrators	Sign-in Sheets, Planned Calendar of Events, CEIC minutes				
Funding Sources: 199 Local							
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>2) Tiger Binders and/or student planners will be used for parent-teacher communication and delivery of homework, important student notes, and communication logs for parents and teachers.</p>	6, 7, 9, 10	Teachers and Administrators	Planners, Tiger Binders, Parent communication documentation, teacher feedback				
Funding Sources: 211 Title I							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) Foster Grandparents will be incorporated into classrooms daily to assist K and 1 teachers in developing a well-rounded, students centered learning environment.</p>	2, 6, 7, 9	K/1 teachers, Foster grandparents, and Administrators	Parent, teacher, and community feedback and Foster grandparent feedback				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>4) Henderson will implement the CHAMPS program to provide students with consistency and guidance with school behavior expectations.</p>	2, 9	Administrators, Counselor, Teachers	Discipline reports, counselor reports, Instructional focus visits, T-TESS				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Henderson students in grade 4-6 will participate in a Life-Center, "sex education" mini class to bring consequences and body awareness to the students.</p>	2	Counselor, Life-Center	Counselor calendars, student participation, Life-Center feedback, student/parent feedback				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							








### Goal 3: Henderson will close the achievement gap between all student groups.

**Performance Objective 1:** 100% of students will receive research-based instruction to include Tier I, Tier II, and Tier III in a timely manner and 83% of K-2 students will meet or exceed Early Reading Indicator.

**Evaluation Data Source(s) 1:** STAAR data, I-Station, F & P, SRI, Campus-based Common Formative Assessments, District Checkpoints, Progress Monitoring through RTI, Assessments, SpED Referrals, Teacher Observations

#### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Students who have reached Level III Advanced will receive enrichment activities to enhance their learning.</p>	1, 2, 3, 7, 8, 9	Teachers, interventionists, and administrators	District checkpoints, campus-based common formative assessments, STAAR data, student thresholds				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Henderson will provide an individual program for students with disabilities in various curricula, in the least restrictive environment, with emphasis on increased participation in general education curriculum and district assessments.</p>	2, 3, 7, 8, 9, 10	Teachers, administrators	Annual ARD and IEP				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Henderson Collaborative Teams will develop an effective system to quickly and strategically identify students performing below grade level and devise an accommodation plan with monitoring components to move students to higher academic and behavioral success.</p>	1, 2, 3, 7, 8, 9, 10	Teacher Collaborative Teams, Administrators, Solution Tree Rep.	District Checkpoints, campus-based common formative assessments, Eduphoria reports (Quintiles, Leadership Reports, Item Analysis reports), Excellence in Teaching Model lessons, Fountas and Pinnell, I-Station Reports, SRI Reports, TEMI Reports, and STAAR Reports				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Based on each student's strengths and weaknesses, 100% of students will receive Tier I (project-based enrichment activities), Tier II, or Tier III (small group instruction, LLI, I-Station) individualized instruction to ensure student progress and success</p>	1, 2, 3, 6, 7, 8, 9	Collaborative Teams, Teachers, Interventionist, Administrators	Campus-based common formative assessments, District Checkpoints, Collaborative Focus Visits, Instructional Focus Visits, I-Station Reports, STAAR Performance, Eduphoria (Quintile reports, Leader Report Card, Item Analysis reports)				


<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Students identified as needing additional instructional support will be referred to the RTI team in order to discuss and determine the best interventions for the students.</p>	1, 2, 3, 7, 8, 9, 10	Teachers, Interventionist, and Administrators	RTI documentations, District Checkpoints, Campusbased common formative assessments, Fountas and Pinnell reports, I-Station reports, report cards, parent/teacher conferences, Eduphoria reports (Quintiles)				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Students will receive individualized, small group instruction and tutorials based on data analysis.</p>	1, 2, 3, 7, 8, 9, 10	Teachers, SpED Personnel, Interventionist, and Administrators	IFV teacher walk-throughs, District Checkpoints, Do the Math Lessons, I-Station, Fountas and Pinnell, Eduphoria Reports, LLI, STAAR State Assessments, Woodcock Munoz testing, TELPAS				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Henderson staff and students will be supported in targeted instruction in Math and Reading by focusing on Tier II and Tier III students</p>	1, 2, 3, 7, 8, 9, 10	Teachers, Interventionist, and Administrators	Student artifacts, Teacher observations, Teacher lesson plans, Eduphoria Reports, District Checkpoints, Campus-based common formative assessments, Kamico, I-Station Reports, SRI, TEMI				
<p>Funding Sources: 211 Title 1 - \$400.00</p> <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 3:** Henderson will close the achievement gap between all student groups.

**Performance Objective 2:** 100% of Title-1 funds will be allocated and used according to federal guidelines during the 2016-2017 school year.

**Evaluation Data Source(s) 2:** Title-1 budget review

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Campus Needs Assessment and CIP will be used for the allocation of all funding based on student needs.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Administrators	CEIC Minutes, ITCCS record budget accounts, district budget hearing, CNA (Campus Needs Assessment)				
<p><b>Critical Success Factors</b> CSF 3</p> <p>2) All Title-1 funds will directly benefit the students of Henderson Elementary.</p>	10	Administrators, CEIC members	Campus book keeping, teacher feedback, purchase history				
<p><b>Critical Success Factors</b> CSF 3</p> <p>3) All Title-1 purchases will be aligned to the Campus Improvement Plan.</p>	10	Campus Principal, District Title-1 Coordinator, CEIC members	Monthly budget checks, budget audits, purchase history				
							

**Goal 3:** Henderson will close the achievement gap between all student groups.

**Performance Objective 3:** Henderson will exhibit continuous technological improvement during the 2016-2017 school year.

**Evaluation Data Source(s) 3:** Teacher IFVs, Lesson Plans

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Each classroom will have five student computers, one teacher workstation, Smart Board, projector, document camera, teacher I-Pad, student Learn Pads, Chrome books for 6th grade to use during classroom instruction and assessment support, as well as access to computer programs and/or internet websites designed to enhance and/or provide intervention for student learning.</p>	1, 2, 3, 5, 9, 10	Teachers, Interventionist, Technology Personnel, and Administrators	Teacher IFVs, T-TESS observations, Excellence in Teaching Model Lessons, student artifacts/products				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Henderson staff will use programs that are computer-based and internet websites that are designed to enhance and improve student learning.</p>	1, 2, 5, 7	Administrators, District technologist, District technology coach, and teachers	Instructional focus visits. lesson plans, program reports (I-Station, Accelerated Reading, T.E.M.I.)				
							

## 2016-2017 Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ray Portillo	Principal
Administrator	Patricia Beard	Assistant Principal
Classroom Teacher	Jessica McMullen	4th grade
Classroom Teacher	Jesus Garay	Pre-K
Classroom Teacher	Jordan Muncy	2nd grade
Classroom Teacher	Christina Reyes	1st grade
Classroom Teacher	Nancy Ward	6th grade
Classroom Teacher	Hillery West	5th grade
Community Representative	Carolee Carver	Community Member
Non-classroom Professional	Megan Shafer	Counselor
Paraprofessional	Laura Duncan	Campus Clerk
Parent	Terry Leyva	Parent

# Campus Funding Summary

<b>211 Title 1</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$3,680.00
1	1	7			\$32,800.00
2	3	2			\$0.00
3	1	7			\$400.00
<b>Sub-Total</b>					<b>\$36,880.00</b>
<b>199 Local</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	3	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$36,880.00</b>