

McKinney Independent School District

Caldwell Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Mission Statement

We empower all students with tools for lifelong success in a changing and diverse society.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

- Every student has value and the potential to succeed.
- High expectations will result in success for ALL students and foster college and career readiness.
- Positive campus culture and a safe environment fosters growth.
- Meaningful relationships enrich learning.
- Active learning should be relevant, fun, and engaging (authentic learning).
- Second language acquisition fosters global student opportunities.

Comprehensive Needs Assessment

Revised/Approved: August 31, 2018

Demographics

Demographics Summary

Gibson Caldwell Elementary is a K-5 elementary campus with 544 students. Caldwell is a diverse campus represented by various cultural, linguistic and economically differentiated groups. 69% of Caldwell students are economically disadvantaged, supporting our designation as a Title 1 Campus. 41% of our students are identified as English Language Learners, with 57% of students meeting At-Risk criteria. Our largest ethnic group is Hispanic at 66%, followed by Caucasian at 24% and African American at 10%.

Demographics Strengths

Our campus is the only bilingual two-way dual immersion that utilizes our large native Spanish speaking student population to benefit all students through this additive approach. In 2015-16, our two-way dual bilingual model reached full implementation in grades Kindergarten through 5th grade, allowing ELLs and native English speaking students to realize the academic, cultural and cognitive benefits of bilingual education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hispanic student performance on STAAR reading 2018 across grade levels 3 through 5 have a 57% approaching or met standard and only 10% mastering standard. **Root Cause:** The diverse academic and linguistic needs of our Hispanic students are not being fully met through current instructional practices.

Problem Statement 2: Hispanic student performance on STAAR math 2018 across grade levels 3 through 5 have a 59% approaching or met standard and only 12% mastering standard. **Root Cause:** The diverse academic and linguistic needs of our Hispanic students are not being fully met through current instructional practices.

Problem Statement 3: Economically disadvantaged student performance on STAAR reading 2018 across grade levels 3 through 5 have a 56% approaching or met standard grade level standard and only 10% mastering standard. **Root Cause:** The diverse academic and social-emotional needs of our economically disadvantaged students are not being fully met through current instructional practices.

Problem Statement 4: Economically disadvantaged student performance on STAAR math 2018 across grade levels 3 through 5 have 55% approaching or met grade level standard and only 10% mastering standard. **Root Cause:** The diverse academic and social-emotional needs of our economically disadvantaged students are not being fully met through current instructional practices.

Problem Statement 5: Hispanic student performance on STAAR 5th Grade Science 2018 has 53% approaching or met grade level standard and only 4% mastering grade level standard. **Root Cause:** The diverse academic and linguistic needs of our Hispanic students are not being fully met through current instructional practices.

Problem Statement 6: Economically disadvantaged student performance on STAAR 5th Grade Science 2018 has 48% approaching or met grade level standard and only 2% mastering grade level standard. **Root Cause:** The diverse academic and social-emotional needs of our economically disadvantaged students are not being fully met through current instructional practices.

Problem Statement 7: Hispanic student performance in 4th Grade Writing STAAR 2018 has 71% approaching or met grade level standard and only 0% mastering grade level standard. **Root Cause:** The diverse academic and linguistic needs of our Hispanic students are not being fully met through current instructional practices.

Problem Statement 8: Economically disadvantaged student performance in 4th Grade Writing STAAR 2018 has 71% approaching grade level standard and only 0% mastering grade level standard. **Root Cause:** The diverse academic and social-emotional needs of our economically disadvantaged students are not being fully met through current instructional practices.

Student Achievement

Student Achievement Summary

As measured by STAAR 2018, our overall accountability rating was Met Standard. While we did meet standard in all three domains of the new accountability system, two subpopulations: Hispanic and economically disadvantaged, continue to underperform when compared to overall student achievement. These subpopulations in fact make up a majority of our campus with 69% of our students designated as economically disadvantaged and 66% of our students classified as Hispanic. The academic performance of these subpopulations is indicated in the table breakdown below:

	2018 Reading STAAR 3-5	2018 Math STAAR 3-5	2018 5th Grade Science STAAR	2018 4th Grade Writing STAAR
%mastered standard	10%	12%	4%	0%
%approaching & met standard	57%	59%	53%	50%
	2018 Reading STAAR 3-5	2018 Math STAAR 3-5	2018 5th Grade Science STAAR	2018 4th Grade Writing STAAR
%mastered standard	6%	10%	2%	0%
%approaching & met standard	56%	55%	48%	50%

Student Achievement Strengths

Our campus was able to move from an Improvement Required designation, based on 2017 STAAR results to a Met Standard designation, based on 2018 STAAR.

School Culture and Climate

School Culture and Climate Summary

Culture and climate are of critical importance to the overall success of a school as measured by student growth and achievement. Realizing this, Caldwell continues to work to strengthen the positive culture of our school through our participation in the Region 10 PBIS cohort. Beginning in the spring of 2015, Caldwell had 17 staff members undergo training in PBIS methods and implementation Region 10 and campus based trainings. As we enter year 4 of PBIS implementation, we have implemented positive behavioral supports and tracking methods, guidelines for success in common areas and classrooms, a mechanism for tracking the positive to negative reinforcement for students and a schoolwide morning meeting centered on character education and community building. Through PBIS, our discipline referrals have decreased steadily for the past three years, as evidenced by our discipline data below:

Month #of Discipline Referrals

August	1
September	15
October	28
November	12
December	8
January	11
February	24
March	18
April	30
May	12
June	0

Month # of Discipline Referrals

August	0
September	9
October	10
November	10
December	5

January	5
February	20
March	12
April	18
May	14
June	3

Month #of Discipline Referrals

August	1
September	15
October	28
November	12
December	8
January	11
February	24
March	18
April	30
May	12
June	0

School Culture and Climate Strengths

Caldwell teachers are committed to maintaining communication with the parents and guardians of our students. Each of their communications with these critical stakeholders are documented in our communication log, maintained in Google drive. Our partnership with FUMC remains strong and provides supports such as classroom volunteers, student mentors, support of food insecure families over the summer and other outreach. Finally, Caldwell is working to make the positive culture focus targeted not only on the students and families we serve but with staff members as well. Through our annual Leadership Retreat, Caldies KASH, monthly staff celebrations and a focus on the growth of team leaders through ongoing opportunities for team building and leadership development, Caldwell is poised to realize the culture necessary to positively impact the lives of students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Caldwell we utilize MISD best hiring practices, certification information, and staff input to hire the most qualified applicants as positions come open. We utilize a structured mentoring process to ensure new staff members get acclimated to the campus and get to know their colleagues. Staff members are organized into grade level teams, vertical teams and various other professional groups to provide opportunity for feedback and input to various aspects of the school.

Staff Quality, Recruitment, and Retention Strengths

Caldwell is committed to the personal growth of all staff. This is evidenced in our school in three main areas. First and foremost, Caldwell understands the need for leadership development among teachers and uses team leader meetings to promote this growth through the study of relevant literature regarding teacher leadership as well as ongoing opportunities for professional dialogue and shared decision making. Mentoring new staff is also a priority at Caldwell which is guided by district expectations for a comprehensive mentoring program. Mentors and new teachers meet regularly and provide documentation of their meetings to the campus mentor coordinator. The campus Mentor Coordinator structures campus support and timely training for new staff based on the needs as determined by the time of the year/Campus and District expectations. There are also opportunities for observation in other classrooms, and extended time to plan and review student data. New teachers are also provided the opportunity to meet with a Master Teacher in their field on a quarterly basis. Finally, Caldwell is always seeking ways to promote from within, whether among existing instructional aides that desire to become classroom teachers, teachers that desire an instructional leadership role or through the cultivation of student teachers. An additional strength is a comprehensive plan for hiring and induction of new staff.

Our staff retention rates have also increased steadily over the past three years. See table below:

2014-15

2015-16

2016-17

21

13

7

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Caldwell teachers, including Instructional Coaches, collaboratively design learning opportunities that focuses on student learning and engagement. During this time teachers also plan for formative and summative student assessments. They utilize the Schlechty design qualities and plan around their "who", specific individual learners, and their needs as well as Lead4ward and curriculum documents such as IFDs provided in-district. Through individual TEKS mastery tracking student needs are identified, designed around, and targeted for growth. Teachers are also provided a three day summer planning and extended planning time over each quarter in order to focus on standards alignment and closing achievement gaps. In addition, our teachers use the MISD curriculum and/or resources located on Eduphoria to teach the required TEKS. We have staff that are involved in the curriculum writing and teachers implement district initiatives for instruction (Balanced Literacy, Balanced Science and Balanced Math).

Curriculum, Instruction, and Assessment Strengths

1. Each grade level team, in collaboration with Instructional Coaches, Media Resource Specialist, and Campus Administration engage in guided long-term planning for all content areas.
2. Formal and informal data meetings utilize the 4 PLC questions as a base for action planning and reflection through campus based data protocols.
3. Student progress is measured through formative assessments and this information is used to make instructional decisions through the PLC structure.
4. We have standardized our interventions for RTI reading through exclusive use of LLI and SIL for reading for 2017-18 school year.
5. Language acquisition strategies (i.e. SIOP strategies) are tied to language objectives to specify how students will achieve these target areas.

Parent and Community Engagement

Parent and Community Engagement Summary

Caldwell has experienced growth, over the previous three years, in parental and community participation. There are three primary facets of how parent and community involvement is fostered at Caldwell: 1. Parent Teacher Organization 2. Partnership with First United Methodist Church and other civic organizations and businesses 3. Communities in Schools

The PTO works to support the school and staff in as many ways as possible. They also strive to provide events that build a strong sense of community while raising funds to support the school at the same time.

The partnership between FUMC and Caldwell continues to be successful and beneficial to students. The church is able to support the school by providing classroom volunteers, mentors for students, support for families in crisis, support to families during the holidays, and many other activities. The local Kiwanis Club supports students through an attendance initiative for 2018-19. The support of some local business such as Chi-Fil-A, Chipotle, In and Out Burger and Spring Creek Barbecue, has enabled the school to raise funds as well. Additionally, Pepsico continues to partner with Caldwell with each year through the United Way's annual Day of Caring.

Two-way communication between staff and families is crucial to academic success. The Caldwell staff has implemented an online system for documenting and tracking parent communication. This has proven to be a successful method for ensuring that all families are communicated with consistently.

Communities in Schools works in tandem with our partner church, FUMC, to provide support to families in crisis. CIS has a goal of dropout prevention and increased student attendance and achievement levels. They step in for students with academic needs, attendance issues, or if a student's family is in a temporary crisis.

Parent and Community Engagement Strengths

1. Increased participation in all school-wide events (Fall Family Fun Event, Open House, Cultural Fair, monthly PTO Meetings, etc.)
2. Growing PTO participation, including more diversity of parents involved.
3. Increased and improved collaboration with community partners.
4. Parenting classes offered on campus in Spanish and English.
5. Latino Family Literacy Project to support native language literacy development within the home
6. Community outreach tutoring serving students from local government housing in partnership with the McKinney Housing Authority
7. Large number staff who are bilingual, enabling communication with Spanish speaking parents.
8. Strong and consistent support from our partner church, First United Methodist Church.
9. Outreach such as our back to school free haircut and back pack event at O.G.'s Chop Shop on August 20, 2018 and our annual MacTown Christmas

participation

School Context and Organization

School Context and Organization Summary

Caldwell strives to meet the diverse needs of the students and families they serve through a focus on college readiness, a culture of high expectations and a shared vision of success for all students. Shared leadership and decision making is evidenced through the weekly meeting of the administrative team which consists of the principal, AP, MRS and Counselor. Caldwell is fortunate to have 4 instructional coaches: supporting math, science, reading, writing and social studies in both English and Spanish classrooms. In addition, monthly meetings are held with team leaders and vertical team leaders to communicate information, solicit input and provide opportunities for leadership development. Weekly staff meetings, focused on instructional practices, monitoring of campus based goals evidenced in CIP and SBDM alignment and other job embedded professional development strengthen our staff's effectiveness and sharpen their focus on our school's vision. Additionally, volunteers from the community as well as parents play an integral role at Caldwell and are afforded multiple opportunities to encourage their active participation.

School Context and Organization Strengths

1. Shared leadership is evidenced through the use of team leaders and other staff members in key leadership roles on vital committees such as PBIS and Kindness/Culture.
2. Caldwell's shared vision, mission and beliefs is constantly revisited, tied to our weekly appreciations and serves as the guide to decision making.
3. We continue to develop as a professional learning community through shared vision and beliefs and supportive conditions to support collaboration and ongoing learning. Shared personal practice and alignment of instructional practices is also an area that has grown through instructional rounds, a Pineapple board, and use of the Swivl and co-teaching opportunities among staff including teachers, coaches and administrators.

Technology

Technology Summary

McKinney ISD provides a great deal of technological resources to its staff and students and Caldwell is no exception. Each K-1 classroom has 4 computers, one presentation station, and a teacher laptop. Caldwell has a class set of computers in the library. Caldwell is utilizing Apple products, Mac Books, iPods, and iPads in every classroom. Currently, all teachers have Mac Books and an iPad. All teachers have an iPad and Mac Book. Each presentation station has been converted to a Mac Mini in all classrooms Grades 2-5 each have 40 MacBook Air Laptops.

The technology focus at Caldwell Elementary revolves around enhancing learning opportunities with relevant and meaning technology integration. In collaboration with our media resource specialist, teachers design opportunities for students to utilize technology in real-world learning situations. For the 2018-19 school year, our school has been selected as one of five to pilot the use of Canvas and See-Saw. This will support our campus goals evidenced in our SBDM and CIP around improved communication.

Technology Strengths

1. Resources and availability of 21st century technology is a strength at Caldwell Elementary.
2. Increased support for teachers from the MRS has led to more incorporation of technology in student learning.
3. More professional learning time has been allocated for teacher to learn more effective strategies to utilize technology.
4. We have added a technology committee for the 2018-19 school year, led by our MRS.
5. We have a coding club and an active maker space that is open and unscheduled to all students K-5.
6. Principal funds have been used to match additional funding towards technology purchases including 30 iPads.

Comprehensive Needs Assessment Data Documentation

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



Goals








Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 1: The faculty, staff, parents, students and community will perceive the school environment as safe, positive and orderly.

Evaluation Data Source(s) 1: The perceptions of all stakeholders regarding the school environment will be measured through a survey during parent conferences in October 2017, Open House in February 2018 and Cultural Night in May 2018.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Caldwell is implementing PBIS school practices to support the creation of a positive school climate and culture, focused on positive reinforcement of desired behavior through consistent expectations throughout the school, ongoing staff collaboration and recognition of the demonstration of character traits.</p>	<p>PBIS Campus Team composed of: Campus Administration, Counselor, Instructional Coaches, Grade Level, Special Ed. and Specials Teaching Faculty, Paraprofessionals and Office Staff</p>	<p>Results of perception surveys given in October 2017, February 2018 & May 2018 will indicate an increase in the areas that measure Caldwell as a safe, supportive and collaborative school community.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parent communication logs will be maintained by all teachers via Google docs for more efficient tracking of data.</p>	<p>PBIS Campus Team composed of: Campus Administration, Counselor, Instructional Coaches, Grade Level, Special Ed. and Specials Teaching Faculty, Paraprofessionals and Office Staff</p>	<p>All parents and guardians of Caldwell students will be contacted with at least one positive communication from staff each quarter. The ratio of positive to negative communication will be 3 to 1 at minimum.</p>				










<p>Critical Success Factors CSF 6</p> <p>3) All classes will conduct daily morning meetings from 8:00-8:15 a.m. daily to reinforce PBIS school-wide expectations, build classroom community and reinforce character education.</p>	<p>PBIS Campus Team composed of: Campus Administration, Counselor, Instructional Coaches, Grade Level, Special Ed. and Specials Teaching Faculty, Paraprofessionals and Office Staff</p>	<p>Campus administration, counselor and instructional coaches will monitor for implementation of morning meetings.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 2: Staff, students, parents and community will feel welcome, and be encouraged to actively participate in our school.

Evaluation Data Source(s) 2: Staff, students, parents and community members will score at a 4 or above on all indicators measured in our annual survey conducted at the conclusion of the 2018-19 school year.

Summative Evaluation 2:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Community based REACH mentors through our partnership with FUMC and other civic groups like Kiwanis will be embraced by Caldwell.</p>	Campus administration, CIS staff, office staff and counselor	Mentoring logs will indicate consistent campus visits and a 20% increase in student contact hours when compared to 2016-17 data.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Caldwell will continue to partner with PepsiCo via the United Way to increase community presence and involvement in our school.</p>	Campus administration, CIS, and counselor	Pepsico volunteers will participate with Caldwell in the United Way Day of Caring on October 20, 2016.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Students will have multiple opportunities for leadership and extracurricular opportunities including: student council, morning announcement crew, honor choir and garden club.</p>	Staff overseeing in the designated leadership and extracurricular activities	Participation rates and attendance counts of students in the various groups				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Parents will be welcome to participate in SBDM committees, PTO, classroom & school volunteer opportunities and parent/principal coffees throughout the 2017-18 school year.</p>	Campus administration & counselor	Sign in sheets and participation rates for these meetings and activities				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 3: There will be a reduction in student discipline referrals to administration by 15% from January to June 2019, when compared to 2018 data.

Evaluation Data Source(s) 3: Prior year data referrals from January-June 2018 will be used to measure the desired 15% decrease.

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselor referrals and a process for providing assistance to students with school issues will be in place, prior to an office referral.	Counselor, teaching staff and administration	Counselor referrals will be measured at a 2:1 ratio or greater when compared to disciplinary referrals.				
2) Guidance lessons will be implemented K-5 to encourage positive and kind behavior.	Counselor	Counselor will audit guidance records to ensure 90% of scheduled lessons occur.				
3) Proactive small group interventions based on the universal screener (SRSS) data will be implemented by counselor to prevent potential behavior issues.	Counselor, teaching staff and administration	Counselor will log these interventions based on the RTI screener and data will be reviewed with appropriate staff.				
<p>Critical Success Factors CSF 6</p> <p>4) There will be no campus based discretionary placements to DAEP. We will maintain this zero placement policy in 2017-18.</p>	Campus administration	There will be 0 discretionary placements at DAEP in 2016-17 school year.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 4: Communication channels at Caldwell will be streamlined to provide consistent and timely access of pertinent information for all community members.

Evaluation Data Source(s) 4: Use of the Caldwell Google calendar for posting of all key dates in a singular location and timely dissemination of information to community will be measured through a collaboration between campus administration and office staff.

Summative Evaluation 4:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All date sensitive deadlines and windows will be maintained in the Caldwell Google Calendar.	Campus administration and office staff	Staff will be in compliance with all deadlines noted in the Caldwell Google Calendar				
<p>Critical Success Factors CSF 7</p> 2) Campus administration will communicate assignments through Google classroom, providing deadlines and feedback to staff in a timely manner.	Campus administration and media resource specialist	Consistent use of the Google Classroom platform				
<p>Critical Success Factors CSF 5</p> 3) Campus administration will use Caldwell website and Facebook page to communicate important school information in English and Spanish to the broader school community.	Campus administration and media resource specialist	Consistent use of these social media platforms and communication tools				
<p>Critical Success Factors CSF 5</p> 4) Campus teaching staff will utilize teacher websites to communicate important information to parents.	Campus administration, instructional specialists and media resource specialist	Consistent use of teacher websites for the dissemination of important information to parents				
<p>Critical Success Factors CSF 5 CSF 7</p> 5) Staff will be trained consistently on the use of technology tools available to support our integrated communication plan.	Campus administration and media resource specialist	Professional development via Widget Wednesdays lead by our media resource specialist to support the effective use of the technology based communication platforms.				
						

Goal 2: Effective, high quality instruction will take place in every Caldwell classroom, everyday ensuring maximized student engagement and achievement.

Performance Objective 1: Ongoing support and professional development opportunities will be provided to teaching staff related to the school wide model expectations of instructional practices.

Evaluation Data Source(s) 1: Caldwell professional development calendar will be audited biannually to ensure alignment to campus vision and goals related to quality of instruction and teaching efficacy.

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will be provided with ongoing job imbedded professional development aligned with both campus and individual professional goals.	Campus administration, instructional coaches and media resource specialist	High yield instructional best practices will be evidenced through both walk through and formal observation data				
2) Teachers will have the opportunity to discuss, plan and observe effective teaching.	Campus administration and instructional coaches	Evidence of extended planning for intervention as well as the use of faculty meetings to promote professional dialogue and encourage shared practice. Finally, learning walks to facilitate a systematic approach to observation of other teaching staff will be implemented.				
3) The special education team will meet with grade level teacher twice a month to to discuss specific instructional best practices to best meet the needs of the students they are serving together.	Special education team leader and campus administration	Progress of special education students that are served dually in the general education setting				
						

Goal 2: Effective, high quality instruction will take place in every Caldwell classroom, everyday ensuring maximized student engagement and achievement.

Performance Objective 2: RTI process will be strengthened to ensure maximized growth of students both academically and behaviorally.

Evaluation Data Source(s) 2: RTI tier movement will be tracked at the end of each semester to show progress towards a decrease in students on academic and behavioral tiers.

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Weekly RTI meetings will focus on both tier 2 and tier 3 students. Committee will review intervention data, progress monitoring data, and student goals. Progress will be discussed and new goals implemented when necessary.	Campus administration, teaching staff, counselor and instructional coaches	RTI meeting minutes and notes to be kept in Aware under each specific student				
2) Beginning of the year SRSS data will be collected by mid October and reviewed by counselor and RTI team to ensure students with potential behavioral difficulties receive appropriate and timely interventions.	Counselor and instructional coaches	Students who are on RTI for academic deficits will also have their behavioral needs evaluated to ensure that is not a contributing factor				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Effective, high quality instruction will take place in every Caldwell classroom, everyday ensuring maximized student engagement and achievement.

Performance Objective 3: Data review processes will be established and maintained throughout the 2018-19 school year.

Evaluation Data Source(s) 3: Summative student assessment data (as measured by state testing) will show a marked improvement in all tested areas for grades 3-5.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) At minimum, monthly data meetings for all grade levels will be held. Each students' assessment data in reading and math K-5, 4th grade writing and 5th grade science will be reviewed and to determine student progress which will be tracked on grade level data boards during the meeting.</p>	Campus administration & Instructional Coaches	All 1st-5th grade students were color coded based on their EOY data. The data boards are also color coded to indicate the level of student performance. The movement and/or placement of students on the data boards will indicate progress.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Caldwell will ensure the goals of the two way dual language program, bilingualism, biliteracy, and biculturalism, are met.








Performance Objective 1: Bilingualism and Biliteracy will be achieved through the effective implementation of the balanced literacy model, primary language instruction in Kindergarten and 1st grade and the ongoing monitoring of various language and literacy assessments to ensure student progress in both languages. Additionally, these assessment instruments will be used to determine placement and program continuation.

Evaluation Data Source(s) 1: WMLS (Woodcock Munoz Language Survey)

- DRA (Developmental Reading Assessment)
- EDL (Evaluacion de Desarrollo de Lectura)
- IPT (Ideal Proficiency Test)
- Linguistic Alignment Alignment Guide
- TELPAS results for 2018-19

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students in the dual language program will have their second language evaluated annually with the Woodcock Munoz Language Survey. Additionally, results will be added to our campus data master spreadsheet in Google drive and shared with parents.</p>	Campus Administration Instructional Coaches Dual Language Teachers	Students' second language growth will increase as a result of increased and ongoing monitoring using set measures.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) TELPAS data for all ELL students was shared with Caldwell staff prior to the 2017-18 school year. This information will be tracked and reviewed monthly in PLC meetings and quarterly in bilingual campus meetings, using the LIAG (Linguistic Instructional Alignment Guide) which supports ELPS (English Language Proficiency Standards).</p>	Campus Administration Instructional Coaches Dual Language Teachers	English language acquisition for all ELL students will increase as measured by TELPAS 2018 results.				









<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>3) DRA (Developmental Reading Assessment) and EDL (Evaluacion de Desarrollo de Lectura) results for students will be reviewed after each testing window through grade level data meetings. Additionally, minimum standards for primary (Kinder and 1st) and second language (2nd-5th) grade will be tracked and used to inform placement and program continuation decisions.</p>	<p>Campus Administrators Instructional Coaches Dual Language Teachers</p>	<p>Students participating in the dual language program will meet or exceed the minimum standards for DRA and EDL grades K-5.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Caldwell will ensure the goals of the two way dual language program, bilingualism, biliteracy, and biculturalism, are met.

Performance Objective 2: Biculturalism is promoted and developed through the Site Based Decision Making Campus Committee focused on bringing culturally diverse experiences to students, staff, and community. We will host cultural awareness events for students and community to attend and participate. In addition, we will continue a fine arts focus on cultural arts and experiences through our music and art education programs.

Evaluation Data Source(s) 2: Program and event effectiveness will be evaluated through our the Site Based Decision Making Campus Committee.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) SBDM committee will continue to measure the progress of our efforts towards the goal of biculturalism through student focus groups and surveys.</p>	<p>Campus Administration Bilingual Campus Lead Bilingual Campus Team SBDM Committee on Dual Language</p>	<p>Increased focus and accountability for progress towards goal of biculturalism.</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Cultural awareness events, such as an annual cultural fair, focusing on Spanish speaking countries, will be used to promote the benefits of biculturalism and cultural appreciation among different cultural groups.</p>	<p>Campus Administration Caldwell Staff (Dual language and bilingual teachers) Instructional Specialists</p>	<p>The goal of biculturalism will be evidenced through the increased interaction of students across cultural and linguistic barriers.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Instructional practices in writing, reading, math and science will be improved resulting in increased student performance as measured by STAAR 2019 results for all tested grade levels and subject areas.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Caldwell is implementing PBIS school practices to support the creation of a positive school climate and culture, focused on positive reinforcement of desired behavior through consistent expectations throughout the school, ongoing staff collaboration and recognition of the demonstration of character traits.
1	1	3	All classes will conduct daily morning meetings from 8:00-8:15 a.m. daily to reinforce PBIS school-wide expectations, build classroom community and reinforce character education.
1	2	1	Community based REACH mentors through our partnership with FUMC and other civic groups like Kiwanis will be embraced by Caldwell.
3	1	1	Students in the dual language program will have their second language evaluated annually with the Woodcock Munoz Language Survey. Additionally, results will be added to our campus data master spreadsheet in Google drive and shared with parents.
3	1	2	TELPAS data for all ELL students was shared with Caldwell staff prior to the 2017-18 school year. This information will be tracked and reviewed monthly in PLC meetings and quarterly in bilingual campus meetings, using the LIAG (Linguistic Instructional Alignment Guide) which supports ELPS (English Language Proficiency Standards).
3	1	3	DRA (Developmental Reading Assessment) and EDL (Evaluacion de Desarrollo de Lectura) results for students will be reviewed after each testing window through grade level data meetings. Additionally, minimum standards for primary (Kinder and 1st) and second language (2nd-5th) grade will be tracked and used to inform placement and program continuation decisions.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)