GEORGE WEST PRIMARY

SINCE 2003, THE ONLY TWO-TIME WINNER IN THE STATE OF TEXAS

2005 - 2012

NATIONAL BLUE RIBBON SCHOOL

Growing Future Longhorns

Campus Improvement Plan

2019-2020

COMPREHENSIVE NEEDS ASSESSMENT

George West Primary School Needs Assessment

Assessment of Current Situation

Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBDM team reviewed all available data to identify our strengths and to prioritize our areas of concerns. Formal review includes data from the following:

- Disaggregation of this year's accountability report and item analysis
- Disaggregation of longitudinal accountability reports
- Results of 2nd and 3rd grade benchmark assessments
- TPRI results
- STAAR test results
- Diagnostic Accelerated Reader reports (STAR)
- Results of parent surveys
- Staff development needs surveys
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Results of Title I planning meetings

Informal measures include such as the following:

- Needs identified through grade level planning meetings, vertical planning meetings, with information carried over to SBDM meetings
- Study of data to determine the effectiveness of campus initiatives, consider how to make them better, and discussion of continued funding
- Review of the campus and district goals with discussion at the district level, regarding research-based strategies that will help us accomplish our mission

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

Prioritized Strengths

Research of our program led us to the following discoveries regarding our strengths and our areas of concern, and both of these, then became the focus of the George West Primary Campus Improvement Plan, either in the form of specific objectives or actions under the objectives. Our strengths and areas of concern include the following:

Strengths	Data Source
Extremely talented, experienced, hard working staff. Both professional and para-professional	Student achievement results, teacher retention rates, parent surveys
Effective curriculum and instructional techniques	Staff Development records, Principal reports from walk-throughs, participation in instructional planning meetings, and teacher evaluations
Extra opportunities which are provided for at-risk students. Small group instruction, In-school tutorials, after-school tutorials, "Jump Start" Summer Reading Program	Report card grades, accountability reports, benchmark scores, TPRI data, STAR test results, Summer School assessment results, Accelerated Reader Diagnostic reports
High expectations for all students	Student achievement results
Effective use of assessment data for monitoring student progress and forming instructional skill groups	Weekly assessment data, six week benchmark results, end of year assessment data
Positive relationships with students	Discipline reports, parent surveys, student achievement results
Highly effective collaborative planning	Grade level lesson plans, vertical planning documents, SBDM planning results
Orderly learning environment	Discipline records, parent input, teacher input
Strong involvement and commitment of all parents including low SES and Hispanic	Parent volunteer sign in, planning meeting sign in, parent training participation, parent orientation sign in, award assembly sign in
Highly effective staff development, mostly from campus experts	Staff development records, student achievement results

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

Commitment of staff, parent, and community members to effective campus planning.	Participation in planning sessions by all stakeholders
Use of technology for administrative procedures and for instructional support as a learning tool	Student achievement results, teacher feedback
All LEP students are achieving, performing well on the STAAR test, and being exited from ESL	Student achievement results, teacher feedback, RPTE results

Prioritized Areas of Concern

Prioritized Concerns

Areas of Concern	Data Source	Funding Source
Even though all populations are performing at a high level we want to continue increasing the % of students who are achieving at the advanced level	Student achievement results, six week benchmark results for regular monitoring	
Continue to modify and perfect the extra opportunities being provided for at-risk students(In school tutorials, after school tutorials, Jump Start Summer Reading Program)	Student performance records	
Continue to focus on Math strategies and problem solving objectives(**Parent and student strategy book**)	Accountability reports, 2nd and 3rd grade six week benchmark results.	
Increase reading mastery and mastery in all content areas for ALL students, in particular, for	TPRI, RTI data, benchmark scores, Accountability reports	

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

special populations and learning disabled students		
Continue integration of technology for instructional use	Moby Max TPRI	

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

10 Schoolwide Components Included, if a Title I, Part A Schoolwide Campus

- Comprehensive needs assessment
- Reform Strategies - Effective instructional strategies designed to increase student performance and are scientifically based
- Instruction by Highly Qualified Teachers
- High quality and ongoing professional development for teachers, principals, and paraprofessionals
- Strategies to attract highly qualified
- Strategies to increase parental involvement
    - Clearly Evident
    - Somewhat Evident
    - Not Evident
- Transition to different grade levels and schools (preschool in statute)
- Involvement of teachers in testing decisions beyond state
- Effective and timely assistance to students (monitor student mastery)
- Coordination and integration of federal, state and local services and programs

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

I. Parent/Community Involvement

Campus Goal:	Parents and other members of the community will be partners in the improvement of schools.
Performance Objective:	85% of the parents and other members of the community will become involved in the improvement of student success.
Summative Evaluation:	STAAR Results, TPRI Results, Benchmark Assessments

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
PI M	Parent Orientation night will be held so teachers may review class schedules, class rules, homework policies and expectations, grading policies, curriculum, instructional strategies, and tips for enhancing the student's education at home.	FS PS	All	All faculty		August 2019	Informal interviews	Parent sign in sheets, School parent compacts
PI R M	Provide parent training sessions for reading and math strategies. These will be conducted as parent conferences or whole group sessions.	AEIS	All	All faculty		Fall 2019	Short survey to be completed by parents	STAAR results Student work
PI M	Teachers and principal will have parent conferences with parents of students who are at risk of not performing on grade level	TPRI	AR SE	Teachers Principal		9/19-5/20	Progress reports Benchmark assessments	Report card grades, TPRI STAAR results
PI M R	Utilize parent volunteers and other mentors in the classroom to help teachers with AR and other routine instructional duties. The focus will be on providing at risk students with more individual assistance.	TPRI	AR SE	Teachers Principal		8/19-5/20	Parent interviews	AR reports TPRI STAAR results

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

I. Parent/Community Involvement

Campus Goal:	Parents and other members of the community will be partners in the improvement of schools.
Performance Objective:	85% of the parents and other members of the community will become involved in the improvement of student success.
Summative Evaluation:	STAAR Results, TPRI Results, Benchmark Assessments

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
PI	Recognize parent volunteers at 6 weeks award assemblies.	FS PS	All	Principal	Free meal certificates provided by Dairy Queen.	8/19-5/20	Parent surveys and interviews	Sign in sheets
T PI	To aid transition from Head Start and other community schools to Kindergarten, Pre-School students will visit our campus for Kinder Orientation.	FS PS	All	Principal Classroom teachers		4/19		
PI	Involve parents annually in the review and revision of school parent compacts.	PS	ALL	Principal SB Comm.		8/19-5/20	Informal interviews	Sign in sheets

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

II. Higher Expectations

Campus Goal:	All students will exceed educational performance standards.
Performance Objective:	All students will achieve 100% mastery on STAAR tests and read on grade level.
Summative Evaluation:	STAAR, TPRI, Benchmark Assessments

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
R M HQ	Inclusion will be utilized to ensure all students receive instruction in the least restrictive environment, in a regular classroom, with assistance targeted towards our at-risk population.	STAAR TPRI	AR SE	All staff	Title I Part A $ 145, 424.	8/19-5/20	Report Card grades	TPRI STAAR
R A M HQ	Provide an enrichment period for all students to ensure mastery of TEKS. K-1 will focus on reading skills while 2-3 will focus on math, reading, writing TEKS, including math, reading, and writing strategies.	STAAR TPRI STAR	AR SE GT	All staff		8/19-5/20	Observation; formal and informal testing. Monitoring of weekly assessments	TAPR JFTK data TPRI STAR reading
	At each grade level teachers will plan one common activity per week for GT students. A portfolio will be kept on each student and sent home periodically so parents know what activities are being provided for their child. GT students will be given an opportunity to leave class and work together as a group a minimum of once every six weeks.	FS PS	GT	All staff	GT funds $ 5000.	8/19-5/20	Observation	Student portfolios

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

II. Higher Expectations

Campus Goal:	All students will exceed educational performance standards.
Performance Objective:	All students will achieve 100% mastery on STAAR tests and read on grade level.
Summative Evaluation:	STAAR, TPRI, Benchmark Assessments

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
PI PD	Staff development / PLC planning sessions to coordinate teaching strategies for TEKS/STAAR objectives will be implemented vertically and at grade level. Parents will be provided with the same reading / math / writing strategies.	STAAR	All	All staff Principal		8/19-5/20	Benchmark assessments	TAPR
M	Staff will motivate students to participate in the AR program. Students will be recognized every six weeks for meeting goals. The top three readers in every class will also be awarded.	STAAR	All	Teachers Librarian Principal		8/19-5/20	Six week diagnostic reports	Library circulation Summative Diagnostic reports
R A M HQ	Extended day tutorials will be provided for 1st, 2nd, and 3rd grade students to ensure mastery of appropriate grade level TEKS.	STAAR TPRI	AR SE	Teachers Instructional Aides	Title I Part A $ 5,500	9/19-4/20	Progress reports Benchmark assessments Mid Year TPRI	TAPR End of Year TPRI
R M HQ	A summer reading program (Jump Start) will be provided for all Kinder, 1st, and 2nd grade students who are at risk of not reading on grade level.	TPRI STAR	AR SE	Teachers Instructional Aides Principal	Title I Part A $ 19,000.	7/19-8/20 18 days	AR Diagnostic Reports	Star Reading Beginning TPRI

Schoolwide Components							
CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

George West Primary
Campus Improvement Plan
2019-2020

II. Higher Expectations

Campus Goal:	All students will exceed educational performance standards.
Performance Objective:	All students will achieve 100% mastery on STAAR tests and read on grade level.
Summative Evaluation:	STAAR, TPRI, Benchmark Assessments

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
M	Students will be motivated to score proficient or better on STAAR. Extrinsic and intrinsic motivators will be utilized to increase performance.	STAAR results	All	Principal Teachers	Local funds	8/19-4/20	Six weeks benchmarks	TAPR
HQ M R	Intensive instructional support will be provided to identify at-risk students. • Employ instructional aides. Utilize the aides and teacher to provide smaller group instruction for at-risk students. • Support early academic development by employing a certified Pre-K teacher	STAAR	AR SE	Teachers Instructional Aides	SCE Funds $ 52,052 1 FTE	8/19-5/20	Progress reports Report Card Grades Benchmarks	TAPR TPRI
M	Class size reduction teacher will be utilized at 3rd grade to reduce class size thus allowing more time for small group instruction with struggling students.	STAAR	AR SE	SB Committee	Title II Part A Class size reduction. $ 76,124	8/19-5/20	Benchmark assessments Report card grades	TAPR

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

II. Higher Expectations

Campus Goal:	All students will exceed educational performance standards.
Performance Objective:	All students will achieve 100% mastery on STAAR tests and read on grade level.
Summative Evaluation:	STAAR, TPRI, Benchmark Assessments

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
M	Implement strategies to accelerate the performance of special education, ESL, and other at risk students so they will meet academic achievement standards. • After school tutorials • Accelerated Reader • School Parent Compacts	TAPR	SE AR ESL	Principal Teachers	Title I Funds	8/19-5/20	Report Card Grades Mid Year and End of Year TPRI	TAPR Star
M	All teachers will be trained in the use of the palm pilots and **Tango** software associated with the TPRI. This will streamline the disaggregation and reporting of student performance data.	TPRI Star	SE AR ESL	Principal Teachers ESC2 personnel	Technology Funds	8/19-5/20	Beginning of year, Mid - year, and end of the year TPRI results.	TAPR Star
M	Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students	TPRI STAAR	SE AR ESL	Principal	211$81,635 2 FTE	8/19-5/20	Beginning, Mid, and end of year TPRI	TAPR Star

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

III. Collaborative Planning

Campus Goal:	A well balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.
Performance Objective:	The staff will plan collaboratively in order to improve our curriculum in all areas so that all students will continue to master the TEKS and meet AYP.
Summative Evaluation:	Staff development records and surveys

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
HQ PD	Teachers will meet and plan Language Arts and Math collaboratively to develop a scope and sequence aligned horizontally and vertically at every grade level. All lessons will be prepared a week in advance.	TAPR	All	Teachers		8/19-5/20	District Wide curriculum Scope and Sequence chart	Lesson plans
PD	Continuation of Special Ed. Training for staff regarding pre-referral process; maintenance of a database of referrals and those who qualified for Sp. Ed. Services	Sp. Ed Records	SE	Brush Country Coop	Brush Country Coop	8/19-5/20	Observation. Fewer students will be referred for special education.	Sign in sheet on staff Attendance. Pre-referral student folder database.
PD	All campus level Teacher Assistance Teams (TAT) will initiate their Pre-referral conferences on referred students to determine appropriate educational interventions.	Referral Records	SE	Principal Teacher Counselor Support teacher	Primary Campus Staff	8/19-5/20	Six week review of academic records of identified students.	Special ed. Files. Campus Referrals.
M	Campus multi-disciplinary team to provide related services to Sp. Ed. Students using a variety of service delivery options.	IEP progress Reports	SE	S.E. Teacher, aide, Speech Therapist, Counselor, OT, PT, ESL	Primary Campus Staff	8/19-5/20	Observation and informal Assessment	Six week reports

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

III. Collaborative Planning

Campus Goal:	A well balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.
Performance Objective:	The staff will plan collaboratively in order to improve our curriculum in all areas so that all students will continue to master the TEKS and meet AYP.
Summative Evaluation:	Staff development records and surveys

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
PD	Continuation of training of staff Regarding Sp. Ed. Re-evaluation process	FS		LSSP / Diagnostician, COOP, Counselor		8/19 – 5/20	Informal observations	Sign – in sheets, Agendas
TRR PD HQ	All teachers will meet the definition of highly qualified. All paraprofessionals meet the requirements of NCLB. All paraprofessionals have attended TOPS training provided by our staff. Retention of highly qualified staff will be maintained by the following as the need arises: • Grade level meetings • Mentor teachers • Classroom observations • TEKS/STAAR effective instructional strategy workshops	FS TAPR	All	Principal Staff	Local funds	8/19-5/20	Informal observations	TAPR Meeting logs

Schoolwide Components							
CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

III. Collaborative Planning

Campus Goal:	A well balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.
Performance Objective:	The staff will plan collaboratively in order to improve our curriculum in all areas so that all students will continue to master the TEKS and meet AYP.
Summative Evaluation:	Staff development records and surveys

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
PD HQ TRR	As needs assessments indicate Professional development is provided in the following areas: Reading academies, "Thinking Maps," reading conferences, Writing, Math/Science TRSI, TEKS/STAAR strategies, and professional development for all staff in working with parents as equal partners. Implementation, evaluation, and follow up activities will be conducted through collaborative planning sessions.	AEIS	All	Principal Teachers	Title I Funds Title II, A Funds	8/19-5/20	Informal observation	TAPR
CNA PD	Staff member will provide professional development in Math instruction for 1st, 2nd, and 3rd grade teachers as well as instructional aides. Data indicates a need for a more consistent approach to Math instruction.	AEIS Bench-Mark Assessments	All	Teacher Principal		8/19-5/20	Benchmark Assessments	TAPR

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

IV. Positive School Planning

Campus Goal:	A positive school climate will be implemented so that all students will utilize their maximum learning abilities.
Performance Objective:	Increased student performance and self-esteem will be evident due to a positive school climate created by staff. Discipline referrals will be reduced by 50%.
Summative Evaluation:	Faculty surveys, discipline records

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
R C&I	To ensure that students are well mannered, respectful, and responsible, we will implement the following programs: • Capturing Kids Hearts Philosophies • Primary Pride Program • Star Counseling	FS DR	All	All staff		8/19-5/20	Informal observation	Discipline reports
	Continue the On-A-Roll Award to recognize at-risk students who have shown improvement in grades, behavior, or attendance.	FS	AR	Principal Teachers		8/19-5/20	Informal observation	Discipline reports
R	Teachers and staff will make a concerted effort to recognize and reward at-risk students by sending them to the Principal's office to receive praise for doing good work or for good behavior.	FS	AR	All staff		8/19-5/20	Principal observation	Office visit records
Coord	Review Campus Multi-Hazard Emergency Plan annually.	FS	All	Principal		8/19-5/20	Surveys	Meeting sign in sheet
Coord	Integrate appropriate materials into curriculum to promote self-esteem and to provide violence intervention strategies	SDFS report	ALL	Counselor	Local funds	Annually	Periodic Review of Discipline Reports, Attendance Failure reports; Teacher Interviews	Counselor report to principal

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

IV. Positive School Planning

Campus Goal:	A positive school climate will be implemented so that all students will utilize their maximum learning abilities.
Performance Objective:	Increased student performance and self-esteem will be evident due to a positive school climate created by staff. Discipline referrals will be reduced by 50%.
Summative Evaluation:	Faculty surveys, discipline records

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
R PD	All staff will embrace and implement Capturing Kids Hearts philosophies in order to establish a positive relationship with the students	PS FS	All	Principal All staff		8/19-5/20	Principal walkthroughs	Discipline reports
PI C&I	Include representative stakeholders in the review and evaluation of the school wide plan. Use results in revisions of future plans.	FS PS	All	Principal Staff SB Comm.		8/19-5/20	Surveys	Sign in sheet
Coord	Support Coordinated School Health Program, including continued actions from the School Health Advisory Council, designed to prevent obesity, cardiovascular disease, and Type 2 diabetes in students. (1) health education; (2) physical education and physical activity; (3) nutrition services; and (4) parental involvement	DR, O	ALL	Principal	Local Funds	Annually	Reduction in absentees by 1 percentage point; Fitnessgram	Attendance reports
Coord	Age appropriate Drug and Violence Prevention activities on : • Suicide Prevention • Conflict Resolution • Discipline Management/Program • Violence Prevention and Intervention	O	All	Counselor	Local Funds	Annually	Discipline Referrals will drop 2 percentage points	Discipline reports

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)

George West Primary
Campus Improvement Plan
2019-2020

V. Technology

Campus Goal:	A technology plan will be implemented so that all students will be better prepared to enter the technology age.
Performance Objective:	To increase student performance, students and teachers will utilize computers in the individual classrooms. 100% of all students will be provided opportunities to show mastery through the use of computers.
Summative Evaluation:	STAAR results, TPRI

SWP Comp	Action(s) Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval. Timeline	Formative Evaluation	Documented
PD	Teachers will continue to be given the opportunity to attend in-services on the use of the computer as a teaching tool.	FS	All	Technology Director	Title II, D Funds Title III, A Funds	8/19-5/20	Informal observation	Sign in sheet
R C&I HQ	Teachers will utilize technology in the following ways to increase student performance: • Lexia learning systems • Accelerated Reader • Kamico educational software(2-3) • Star Assessments • Educational websites for center activities • Brain Train	TAPR TPRI	All	Teachers Principal		8/19-5/20	Benchmark assessments Mid-year TPRI	TAPR
PI	Teachers will utilize e-mail as a means to communicate more frequently with parents who have access to computers.	PS	All			8/19-5/20	FS	Parent Contact log
PI	Staff will utilize the campus web page as another means to disseminate information and to publicize success of students.	PS	All	Teachers Campus Secretary Principal		8/19-5/20	Parent surveys	Web site hits

Schoolwide Components

CNA	Comp. Needs Assess.	**PD**	Professional Development	**T**	Transition	**Coord.**	Program Coordination & Integration
RS	Reform Strategies	**R/R**	Recruitment & Retention	**A**	Teacher Inv. In Assessments		
HQ	Highly Qualified Staff	**PI**	Parent Involvement	**M**	Assistance for Mastery		

Needs Assessment: AEIS; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

Special Populations (Sp. Pop.): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnic Group (Specify)