

WHARTON EL
Campus Improvement Plan
2021/2022



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DMAC Solutions ®

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WHARTON EL

Mission

The mission of Wharton Elementary School is to create a strong foundation that empowers and challenges students to excel by providing a welcoming learning environment for a rapidly changing future with the support of parents and community.

Nondiscrimination Notice

WHARTON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

WHARTON EL Site Base

| Name | Position |
|-------------------|--------------------------|
| Noack, Kathy | Campus Administrator |
| Soza, Paige | Assistant Principal |
| Moore, Troy | Assistant Principal |
| Castellano, Erica | Teacher |
| Mathis, Krystal | Teacher |
| Janke, Lauren | Teacher |
| Jones, Roderick | Teacher |
| Vowell, Jennifer | Teacher |
| Perkins, Vickie | Counselor |
| Miller, Hayley | Math Instructional Coach |

Resources

| Resource | Source |
|-------------|---------|
| Title I | Federal |
| Local Funds | State |

WHARTON EL

Goal 1. (High Quality Instruction) Daily use of high quality instructional materials aligned to instructional strategies and planning calendars and interim/formative assessments to increase achievement in reading and math grades 3-5

Objective 1. Use weekly instructional rounds to increase the level of consistent instructional strategies and support teachers with immediate feedback.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------------------|-----------------------|--------------------------|---|
| 1. Administration will create a calendar to block out designated days and times for collaborative walk throughs with calibration after each round. Data will be analyzed for consistency. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1) | Assistant Principal(s), Principal | August 21-May 22 | (S)Local Funds - \$0 | Criteria: Calendars Evidence of collaboration 05/18/22 - Completed (S) |
| 2. Administrators will conduct three T-TESS walk throughs on each classroom teacher. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1) | Assistant Principal(s), Principal | September 21-April 11 | (O)Local Districts - \$0 | Criteria: 3 T-TESS walk through from each administrator 05/18/22 - Completed (S) |

WHARTON EL

- Goal 1.** (High Quality Instruction) Daily use of high quality instructional materials aligned to instructional strategies and planning calendars and interim/formative assessments to increase achievement in reading and math grades 3-5
- Objective 2.** Use data to drive instruction

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|---------------------------|---------------------------|---|
| 1. Administer 2 interim assessments from TEA to monitor student progress. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,4.1) | Assistant Principal(s), Director of Student Services, Instructional Facilitator, Principal | October 2021, February 20 | (S)Local Funds - \$1,000 | Criteria: Interims will be administered 05/18/22 - Completed (S) |
| 2. Analyze data from CBAs and Interim assessments using Data Wise form. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1) | Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s) | Monthly | (S)Local Funds - \$10,000 | Criteria: Data Wise forms from each assessments 05/18/22 - Completed (S) |
| 3. Use A to F calculator to determine individual teacher impact in relation to campus goals. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1) | Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s) | after each CBA and interi | (S)Local Funds - \$0 | Criteria: Data Wise forms turned in to administration 05/18/22 - Completed (S) |
| 4. Analysis after each CBA for HB 4545 intervention change the intervention needs for students (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1) | Teacher(s) | monthly | (S)Local Funds - \$0 | Criteria: Students are in flexible groups which change monthly 05/18/22 - Completed (S) |
| 5. Develop data wall in PLC room to monitor student progress (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) | Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s) | by end of October | (S)Local Funds - \$5,000 | Criteria: Data wall in PLC room 05/18/22 - Completed (S) |
| 6. Ensure EL students are receiving scaffolding language support found in the HMH resources to support English Language learning. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ESL,EB) (Strategic Priorities: 2) (ESF: 4,4.1) | Assistant Principal(s), Principal, Teacher(s) | May 2022 | (S)Local Funds - \$0 | Criteria: EL students increase achievement on STAAR to 19% passing. 05/18/22 - Completed (S) 10/04/21 - Pending |
| 7. Students grades 2-5 will attend one educational field trip addressing TEKS in any of the core subjects of reading, math, science and social students per year (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3) | | once a year per grade lev | (F)Title I | 05/18/22 - Completed (S) |

WHARTON EL

Goal 1. (High Quality Instruction) Daily use of high quality instructional materials aligned to instructional strategies and planning calendars and interim/formative assessments to increase achievement in reading and math grades 3-5

Objective 3. Provide on going support of teachers with the implementation of the math pilot and HMH as well as Open Court.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------|--------------------------|---|
| 1. Daily PLCs with math instructional facilitator to work through pilot resources. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1) | Instructional Facilitator, Teacher(s) | weekly | (O)Local Districts - \$0 | Criteria: Daily PLCs in master calendar 05/18/22 - Completed (S) |
| 2. Provide additional training for ELAR teachers on how to use HMH resources. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1) | Principal(s) | fall 2021 | (O)Local Districts - \$0 | Criteria: HMH training provided 05/18/22 - Completed (S) |
| 3. Support implementation of Open Court implementation through observations and training if needed. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1) | Assistant Principal(s), Principal, Teacher(s) | on going | (S)Local Funds - \$0 | Criteria: Monthly walk throughs 05/18/22 - Completed (S) |

WHARTON EL

Goal 1. (High Quality Instruction) Daily use of high quality instructional materials aligned to instructional strategies and planning calendars and interim/formative assessments to increase achievement in reading and math grades 3-5

Objective 4. Increase use of technology

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------------------|-----------|---|--|
| 1. Use of Dreambox and Reading A to Z in the classrooms during stations (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) | Teacher(s) | monthly | (S)Local Funds - \$30,000 | Criteria: Usage reports of Dreambox and Reading A to Z 05/18/22 - Completed (S) |
| 2. Purchase additional Chromebooks for a one to one ratio in grades 3 and 4 (Title I SW Elements: 1.1,2.2) (Target Group: All) | Director of Technology, Principal | year long | (F)Title I - \$0, (S)Local Funds - \$27,000 | Criteria: Additional chromebooks on campus 05/18/22 - Completed (S) |

WHARTON EL

Goal 1. (High Quality Instruction) Daily use of high quality instructional materials aligned to instructional strategies and planning calendars and interim/formative assessments to increase achievement in reading and math grades 3-5

Objective 5. Recruit and retain highly qualified staff

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------------------|----------|----------------------|--|
| 1. Recruit and retain highly qualified staff (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) | Assistant Principal(s), Principal | on going | (S)Local Funds - \$0 | Criteria: Retention of staff 05/18/22 - Completed (S) |

WHARTON EL

Goal 2. (Procedures and routines) Effective use of classroom routines and instructional strategies.

Objective 1. Use Fundamental 5 and playbook strategies to lay the foundation for effective instructional expectations.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------|---------------------------|---|
| 1. Provide PD on Fundamental 5 and playbook strategies 3 times a year to support high quality instruction. (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5.1) | Assistant Principal(s), Director of Teaching and Learning, Principal(s) | 3 times a year | (S)Local Funds - \$2,000 | Criteria: Sign in sheets for trainings 05/18/22 - Completed (S) |
| 2. Provide training on the 3 step discipline process (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1) | Director of Teaching and Learning | August 2021 | (S)Local Funds - \$2,000 | Criteria: Sign in sheets 05/18/22 - Completed (S) |
| 3. Ensure all teachers in all content areas are using CHAMPS and PBIS strategies consistently (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1) | Assistant Principal(s), Principal, Teacher(s) | year long | (S)Local Funds - \$20,000 | Criteria: Instructional rounds observe the use of the strategies. 05/18/22 - Completed (S) |

WHARTON EL

Goal 3. (Campus safety and parent involvement) Ensure campus is providing a safe, welcoming environment

Objective 1. Create safe learning environment

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------|-----------|---------------------------|---|
| 1. Conduct monthly safety meetings with review from safety committee monthly. (Title I SW Elements: 1.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 4) | Assistant Principal(s) | monthly | (S)Local Funds - \$2,000 | Criteria: Calendar of monthly drills and meeting notes 05/18/22 - On Track (S) |
| 2. Maintenance needs will be submitted to ESC in a timely manner. (Title I SW Elements: 2.3) (Target Group: All) | Assistant Principal(s) | as needed | (S)Local Funds - \$10,000 | Criteria: Evidence of requests submitted 05/18/22 - Completed (S) |

WHARTON EL

Goal 3. (Campus safety and parent involvement) Ensure campus is providing a safe, welcoming environment

Objective 2. Increase parent involvement

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------|------------------------------|--|
| 1. Each grade level will send home to parents a weekly newsletter (Target Group: All) | Teacher(s) | weekly | (O)Local Districts - \$5,000 | Criteria: Copies of newsletters and bi-monthly parent newsletters 05/18/22 - On Track (S) |
| 2. Increase parent communication with bi-monthly school newsletters and the use of Class Dojo (Target Group: All) (Strategic Priorities: 4) | Assistant Principal(s), Principal, Teacher(s) | bi-monthly | (S)Local Funds - \$5,000 | Criteria: Newsletters and Class Dojo messages 05/18/22 - Completed (S) |
| 3. Create an active PTA and parent membership (Target Group: All) (Strategic Priorities: 4) | Counselor(s) | October 2021 | (S)Local Funds - \$10,000 | Criteria: Active PTA 05/18/22 - Completed (S) |

WHARTON EL

Goal 3. (Campus safety and parent involvement) Ensure campus is providing a safe, welcoming environment

Objective 3. Ensure an active PTA is in place with active membership

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|-----------|----------------------|--|
| 1. Provide individual and group counseling sessions for students and parents (as needed) (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 5,5.1) | Counselor(s) | year long | (S)Local Funds - \$0 | Criteria: Counselor log of visits and group sessions 05/18/22 - Some Progress (S) |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton Elementary consist of 482 students in the 2021-2022 school year. The student enrollment by race is 23% African American, 62% Hispanic,10% White. The school consists of 82.3% Economically Disadvantaged, 9% English Language Learners, 11% Special Services. 3% 504/dyslexia, and 4% GT.

100% of the staff are highly qualified and represent the demographics of the students we serve.

Demographics Weaknesses

Wharton Elementary is one of four campuses in Wharton Independent School District. Wharton Elementary opened its doors in 2008, serving predominantly lower middle-class families. The needs of our students and families are increasing. The campus has struggled with retaining staff.

Demographics Needs

Increase the performance rating of our school.

Demographics Summary

Wharton Elementary is one of four campuses in Wharton Independent School District. Wharton Elementary opened its doors in 2008, serving predominantly lower middle-class families. The needs of our students and families are increasing. The campus has struggled with retaining staff. The campus now serves grades 2-5. The staff population by ethnicity was 25% African American, 65% Anglo, 8.1% Hispanic. All teachers were 100% highly qualified.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

Wharton Elementary has shown a great interest and drive to improve our performance rating with highly qualified and dedicated staff.

Student Achievement Weaknesses

The campus has earned the rating of "F" from the Texas Education Agency. All areas of achievement are below state standards.

Student Achievement Needs

Needs for the campus include training in the areas of the new math pilot and additional training on HMH. The campus must continue to use Open Court with fidelity as well as implement the Fundamental 5 strategies and ELL instructional playbook strategies.

Student Achievement Summary

All grade levels will effectively plan for all subject content areas during PLC using the Fundamental 5 framework to continue to strengthen Tier 1 instruction to close the achievement gaps in all grade levels. Teachers will disaggregate data after every CBA to monitor student growth and determine intervention groups.

School Culture and Climate

School Culture and Climate Strengths

Due to a large turn over in staff, Wharton Elementary has already improved the school climate by implementing various activities in July PD and daily focus on folks going above and beyond with the Fred Factor program. Veteran teachers of Wharton Elementary and veterans from other campuses have noticed changes in the climate and culture.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

School Culture and Climate Weaknesses

Teachers feel the strain of being a campus in need of improvement.

School Culture and Climate Needs

Continue to focus on our strengths and support each other as we make a difference for children.

School Culture and Climate Summary

Wharton Elementary has already made great strides in this area. Improvements can be seen with how students are treating each other and children. Teachers report a more positive and focused learning environment. Teachers feel more supported with instruction and discipline. Teachers will need a better understanding of what it means to be a school in need of improvement and opportunities to contribute and buy in to the systems. There has been a focus on campus cleanliness and repairing areas of needs to demonstrate to the staff and students we value our learning environment.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Wharton Elementary has a highly qualified staff with a blend of experienced teachers and teachers new to the profession. Our teachers of GT students are GT certified. New teachers are assigned mentors to assist them with the transition and teach best practices.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

High turn over rate and teachers walking off the job with no warning. New teachers are hired without any student teaching experience or with very little hands-on experience.

Staff Quality, Recruitment and Retention Needs

After providing consistent support and training to new teachers for a few years, teachers tend to move to larger school districts with higher salaries.

Staff Quality, Recruitment and Retention Summary

This year Wharton Elementary has three administrators that will conduct classroom observations and weekly instructional rounds. We will continue to observe and give quality feedback to teachers during T-TESS walk-throughs. During weekly meetings, the administration team will discuss the finding of the walkthroughs. We will work to recruit and retain high quality teachers

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers will continue to use the Fundamental 5 and Instructional Playbook strategies to increase Tier 1 instruction. Teachers have daily PLCs where lessons are planned and data is analyzed. Data analysis will look at strengths and weaknesses of student growth, which students need Tier II and Tier III support. All students qualifying for HB4545 tutoring will receive required intervention.

Curriculum, Instruction and Assessment Weaknesses

Lack of training and support for new math pilot program.

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

Additional support with pilot for math, time for data analysis and time for intervention.

Curriculum, Instruction and Assessment Summary

Wharton Elementary will increase learning time through formal and informal walk-throughs to check for student engagement and the first line of instruction. Teachers will use daily PLCs to ensure they are providing engaging lessons. This school year we will be implementing the WIN schedule. The W.I.N. schedule consists of 45 minute intervention time. Data analysis with Data Wise form will be used to determine what content area the student will need intervention and/or enrichment.

Family and Community Involvement

Family and Community Involvement Strengths

Due to COVID, parents were not able to participate in typical school programs. T

Wharton Elementary will increase family involvement by 50% through various activities. The data will be monitored through parent sign-in sheets, agendas and flyers. At the beginning of the school year, families will meet and greet their child's teacher a week before school begins. Open house will be held each semester e.g. fall and spring. The school will continue to implement the "Moms and Muffins" and "Dads and Donuts" to increase parent involvement. After school programs will be scheduled on the calendar in advance to increase parent participation. The programs will include: Veteran's Program, Black History, Winter Programs, Spring Program, Math Night, Literacy Night and Hispanic Heritage. A Fall Festival will be implemented this school year that will include family games. Business partners will be invited to donate food items for the Fall Festival. Data will be used to track parent participation through a google doc form. The form will be located in the front office and monitored by the front office clerk. A weekly parent communication newsletter will be sent to parents in English and Spanish. The digital communication newsletter will monitor and track the time visitors visit the site. A hard copy of the newsletter will also be given to parents on a monthly basis. Teachers will use the weekly behavior sheets to communicate with parents of their child's academic performance and send home weekly reminders.

Family and Community Involvement Weaknesses

Our PTA has not been in operation for a few years.

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

We see a need to help parents support their students at home both academically and behaviorally. We have a full time CIS staff member to support families in need. Increase parent involvement with school programs.

Family and Community Involvement Summary

At the beginning of the school year, families will meet and greet their child's teacher a week before school begins. Open house will be held. The school will continue to implement the pastries with parents to increase parent involvement. After school programs will be scheduled on the calendar in advance to increase parent participation. The programs will include: Veteran's Program, etc. Data will be used to track parent participation through a google doc form. The form will be located in the front office and monitored by the front office clerk. A bi-monthly parent communication newsletter and the school will use Class Dojo for school wide communication. Teachers will write weekly newsletters to parents.

School Context and Organization

School Context and Organization Strengths

School wide implementation of CHAMPS and PBIS strategies seen. WES now has grades 2-5. Sixth grade moved to the Junior HS.

School Context and Organization Weaknesses

A weakness that we have seen at Wharton Elementary was a high number of discipline referrals from the 20-21 school year. We have seen that a lot of our teachers are struggling with classroom management however many of those teachers are no longer at the school.

School Context and Organization Needs

Consistent implementation of CHAMPS and PBIS strategies.

School Context and Organization Summary

Comprehensive Needs Assessment

The administration will continue to support the staff and students with PBIS, organizational structure and instruction.

Technology

Technology Strengths

WES has one to one technology to student ratio in 2nd and 5th grade. Additional computers are available for grades 3 and 4. Kindles are in each classroom. Each child's go to a computer lab for 35 minutes 2 times a week. Students use Reading A to Z and Dreambox daily for math and reading intervention and enhancement.

Technology Weaknesses

Effective monitoring of usage in classroom and computer labs.

Technology Needs

Additional computers to make the entire campus one to one.

Technology Summary

WES is moving to a technology rich environment.

Other

Other Strengths

N/A

Comprehensive Needs Assessment

Other Weaknesses

N/A

Other Needs

N/A

Other Summary

N/A