

Aledo Independent School District

Walsh Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

MISSION:

As a community of learners, we at Walsh Elementary are dedicated to inspiring young people. Through a climate of respect and high expectations, we will foster creative minds, healthy bodies and honorable character in order to lead today, explore the world and build the future.

MOTTO:

Leading today, exploring the world and building the future

Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our second year as a community school, educating all students in our area. Our current population at Walsh is 470 students with 46% female and 54% male. The breakdown of ethnicity is as follows: African American 7%, Other 6%, Caucasian 90%, and 18% is Hispanic. Our economically disadvantaged population is 19%. The percent of students receiving special education services is 10% and our students receiving ESL services is 5%. Walsh has been deemed a Title I school based on our demographics. Walsh is proud to have two campus administrators, one full-time counselor, one full-time campus librarian, twenty-four full-time instructional professionals, one full-time diagnostician, four full-time special education instructors/aides, and five part-time professional staff members.

Walsh staff created and stands behind the mission and vision that supports the ideas around an environment that promotes personalized learning, sustainability, creativity, collaboration, and critical thinking. We are dedicated to ensuring that students have opportunities to master skills and knowledge, understand strong character development and create continuous high-quality work. Our state of the art facility has collaborative areas, thinking walls, innovative technology, a STEAM lab, maker space, and science labs to meet the needs of all our students.

Walsh gathered data from many sources in developing our Comprehensive Needs Assessment. The Walsh process for reviewing our data, identifying our campus foundational strengths and needs began after compiling results from our parent survey, STAAR data, other assessment end of year results and staff survey. From that data and feedback, the campus leadership team and Campus Improvement Committee reflected on both strengths and areas of growth and designed this comprehensive analysis.

Demographics Strengths

- Walsh boasts a highly qualified faculty that focuses on the whole child.
- 100% of our core faculty staff are ESL Certified
- Walsh faculty focuses on continuously growing as a team to meet the needs of all students
- Walsh culture and climate is rooted in collaboration, communication, creativity, and critical thinking
- Students at Walsh have a belief system under the guise of the Power of Yet/Growth Mindset
- Student attendance rate was at 95.9% for the 2017-2018 school year.

Student Achievement

Student Achievement Summary

Walsh Elementary School believes that achievement and success for all students is the main priority. With only one year of data, we compared our school to that of the district and state scores.

Growth for students was due to the implementation of purposeful and individualized instruction, specific interventions and continuous monitoring of student data throughout the school year.

With collaboration, critical thinking, creativity, and communication, students had the opportunity to explore, analyze and apply their daily learning to real world situations. With the 2017-2018 school year being our first year open, Walsh had students coming from diverse learning experiences. Therefore, we individualized instruction to ensure student growth.

As a new campus, we have developed processes and instructional practices that engaged students through high quality instructional practices. Walsh staff has worked to create a master schedule that allows for intense intervention times, student tutoring periods and genius hours. Our Response to Intervention processes allowed for the identification of students skills to be strengthened. During tutor time, our staff worked to strengthen those skills and close learning gaps.

Based on the results of the STAAR Data, Walsh was awarded four Distinctions; Academic Achievement in English-Language Arts/Reading, Top 25 Percent Comparative Academic Growth, Postsecondary Readiness; Top 25 percent Comparative Closing the Gaps.

Our teams evaluated our school performance data and determined that while we have students approaching knowledge of the content, they are not meeting and mastering the content knowledge. Our data below demonstrates a need to ensure what we teach, how we teach the curriculum and designing instruction that embeds a balanced literacy approach to teaching.

	Reading	Math	Writing	Science
Percent Approaching Content Knowledge	91%	90%	75%	92%
Percent Meeting Content Knowledge	64%	73%	63%	64%

Percent Mastering Content Knowledge	46%	42%	25%	23%
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However, it was also determined that when we unpacked the data by grade level; Walsh did not have a large number of students in the meets and masters category for writing.

	Walsh Elementary Fourth Grade Students	Aledo ISD Fourth Grade Students	State Fourth Grade Students
Percent Approaching Content Knowledge of Writing	75%	83%	66%
Percent Meeting Content Knowledge of Writing	63%	62%	41%
Percent Mastering Content Knowledge of Writing	25%	23%	13%

Data included in identifying needs are state assessment data including student group disaggregation, STAAR reports, grade reports, teacher input, current discipline data, RtI referrals, previous benchmark data, current attendance rates, retention rates, and teacher input.

Student Achievement Strengths

As a school that was opened for one year, our teams determined some of our strengths are:

Strengths:

- New campus that is creating a strong climate and culture around high quality work and mastery of skills and knowledge
- Specific student intervention time in the master schedule to work with small groups, pull out workshops and hone in on targeted skills
- Innovative thinking amongst staff to monitor the progress of targeted student population
- Awarded four Distinctions; Academic Achievement in English-Language Arts/Reading, Top 25 Percent Comparative Academic Growth, Postsecondary Readiness; Top 25 percent Comparative Closing the Gaps.
- Fifth Grade math had 100% pass the state test
- 81% of all students tested via STAAR test made growth in ELAR

Needs

Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:

- * Staff development with a focus on serving ELL students - \$2,000. Supplemental materials - \$2,000 and Tutors for ELL students - \$10,000
- Title 1 funding will be utilized to provide services to ELL students in the following areas:
 - * Teaching materials - \$10,000, Staff development - \$10,000 and Tutors - \$5,000
- In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, EOC and Dyslexia students as follows:
 - * Summer School personnel - \$80,000, Summer School transportation - \$20,000 and Summer School materials - \$3,000
- Supplemental instructional supplies will be purchased with Title 1 funds - \$9,600

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Although students are making progress in all content areas, we find that most of our students are approaching knowledge of content and not meeting or mastering. **Root Cause:** Lack of critical thinking, lack of high order thinking questions and lack of strong balanced literacy curriculum

School Culture and Climate

School Culture and Climate Summary

Walsh Elementary designed a belief system with the assistance of staff, parents and students. As a new campus, we had to build strong relationships; we created habits of character as our foundation and we embedded a positive behavior support system. Walsh adopted six Habits of Character, along with targets and a rubric for all to follow. The six habits are designed with three academic habits and three relational; courage, compassion, impact, collaboration, GRIT, and craftsmanship. We start our day throughout the building with morning meetings. This class family time is crafted to build relationships, strengthen teams and expose students to new ideas and thinking. Our parent volunteer program has already shown to help parents acclimate to our culture while contributing to student learning. Walsh has adopted the Watch D.O.G Dad Program to bring positive male mentorship to the building. The Walsh staff is 100% highly qualified and work together to maintain the positive climate and culture that has been established since the doors opened.

Climate and Culture also includes our parent families. Thus, we evaluated our end of year parent surveys with data below. Although a few of these areas are high, they all should be 100% and we determined a need to work on our ensuring parents are teaming with our staff and receive continuous communication.

	Walsh Elementary	Aledo ISD (All Campus Information)
As a parent, I feel welcome to my child's school	94%	92%
The atmosphere at the school encourages respect between teachers, students and parents, and administration	85%	85%
My child understands the school's expectations for behavior and is held accountable	98%	96%
There is adequate recognition for student success	75%	73%

The data sources reviewed to identify areas of need include questionnaires/surveys, school walkthrough data, focus groups, and meetings.

School Culture and Climate Strengths

Walsh Elementary prides itself on creating an environment that is safe and allows for students to take risks. Our goal is always to ensure families feel welcome to enter our building, volunteer their time and team with teachers for the growth of their students. Some of the strengths determined by our teams include:

- Morning Meetings creates a strong classroom community where students can take risks
- All staff work together to create a safe learning environment for students
- Our Student Council is facilitating projects that promote a positive school culture and climate
- Student Ambassador program allows students to engage in leadership activities that promotes student voice and choice
- Our SITE Committee allows for feedback to improve Walsh Elementary School
- Our PTO has two activities per month to include parent participation

Needs

- Title 4 funding, \$20,000, will be allocated for staff members to receive training in Capturing Kids' Hearts.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of Walsh administration to recruit and retain highly qualified staff. All Walsh teachers are highly qualified and will have a growth mindset to improve as individuals to positively impact student learning. Continuous learning is a part of the Walsh expectation, the administration will provide support and encouragement to all staff as they meet the needs of every student, every day.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff is 100% highly qualified.
- Professional development provided to develop new ideas that promote student success.
- Teacher of the Month selected by peers.
- Administration is in the classrooms coaching teachers and providing support regularly.
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Needs:

- Professional development opportunities related to content and district initiatives
- Ensure Walsh is continuously meeting the needs of staff
- Climate of trust and respect
- Teachers are recognized for accomplishments and contributions
- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$6,000 allocated for Walsh.
- As a Title 1 campus funding has been allocated to provide additional professional learning opportunities in the core areas of instruction. There is \$6,000 for Walsh staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Walsh Elementary staff believe that consistent implementation of district initiatives, aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- *The professional abilities of the Walsh teachers and their desire to continue to learn the most effective teaching strategies.
- *Meeting in Professional Learning Communities to collaborate and share instructional strategies
- * Teachers believe in district initiatives
- *Availability of resources including Thinking Maps binders, Write From the Beginning and Beyond and Fundamental 5 Instructional Strategies

Needs:

- *Ongoing professional development focused on high-level questioning and academic discussion
- *Continue to improve upon interventions and extensions for all students through our PLC process.

Parent and Community Engagement

Parent and Community Engagement Summary

Walsh believes that family and community involvement plays a vital role in the success of students. The campus provides various opportunities for volunteering. This includes STUCO, Watch D.O.G Dads Program, PTO events, classroom helpers, lunch monitors, and community-business involvement using Skype, Junior Achievement and classroom guest speakers.

The campus website, Parent Link, Remind, Facebook, and Twitter are ways Walsh is communicating. Teachers are also utilizing their web pages, Remind, and other resources to keep parents informed.

Additionally, Walsh hosts “Coffee Chats” to provide time to discuss learning and teaching at Walsh in a relaxed and informal environment. Walsh has planned for one per quarter.

Parent and Community Engagement Strengths

- Parents are dedicated and excited to work in the school
- Watch D.O.G. Dads Kick off and explanation morning event was a success and Walsh sign up is filling
- A strong sense of community is shared by all stakeholders as evident by attendance at school events and activities
- Communication systems such as webpage, Facebook, Twitter, Remind, coffee chats
- Parent PTO Program
- Coffee Chats are used to train parents on the instructional pieces in the building
- Volunteers are active in the building
- PTO hosts meetings every six weeks for the community to attend

School Context and Organization

School Context and Organization Summary

Walsh will continually strive to improve organization, systems and processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Walsh staff are actively involved in decision making. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole.

School Context and Organization Strengths

Strengths:

- *Teachers meet weekly for PLC and use data to plan interventions and extensions for all students
- *Active parent and community involvement
- *Strong school and parent communication
- *Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success

Needs:

- *Strong staff involvement that respects all voices and ideas
- *Clear expectations for staff regarding procedures and school vision

Technology

Technology Summary

Walsh Elementary staff embeds technology into the daily teaching and learning for students. Technology helps in the development of individualized learning, innovation, creativity, and deeper critical thinking. Each classroom is outfitted with Promethean Board, iPads, and Chromebooks. Throughout the building, technology is available for teacher and student use including a ten-foot interactive board for all to use. Our STEAM Lab and Maker Space also allows for the integration of technology along with two state of the art science labs fully equipped with technology for use during investigative lessons. Our staff is trained in many Google Apps and web apps that bring about student engaged learning. One form of communication for each teacher and the school is web pages. Walsh also has a Facebook page and Twitter account. Many teachers have created class web pages for parents and extended family to join and follow the happenings in the classroom.

Our library is outfitted with a Promethean Board; two flex carts of Chromebooks and a full set of student desktops. Our library maker space allows students to use technology to invent, be creative and innovative. Our STEAM Studio allows for innovative technology and is housed with Chromebooks and a Promethean Board. Our two state of the art science labs house innovative microscopes that use innovative technology.

This year Walsh has formed a technology team comprised of eight teachers, one administrator, five students, and three parents.

The data sources reviewed to identify needs in the area of technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

Technology Strengths

Walsh Elementary School uses all the technology on a daily basis to ensure quality instruction and learning. Some of our technology strengths include:

- Various, state of the art instructional technology tools available to teachers and students
- Teachers are utilizing individual web pages, and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.)
- Professional development provided regularly including teacher tech tips
- Teachers integrate technology into instruction on a daily basis
- Technology Team that is addressing the needs of teachers and students

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: What We Teach: Guaranteed and Viable Curriculum

Performance Objective 1: Aledo ISD will intentionally design instruction for students through embedding four required district components in weekly lesson plan submissions, 100% of the time, by June 2019: TEKS-We Will, Daily Tasks Products-I Will, High Level Questions, Critical Writing/Academic Discussion

Evaluation Data Source(s) 1: Progress monitor evidence of the four required lesson plan components through a weekly review by campus administration. Each administrator will review five lesson plans, per week, for the presence of the four required lesson plan components ensuring that 100% of the staff lesson plans will be monitored each semester.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will embed TEKS (We Will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.	2.4, 2.5	Campus Administration	100% of the teachers' lesson plans reviewed by campus administration will embed TEKS into their daily lesson plans to ensure standards-driven instruction.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Teachers will include meaningful tasks and products (I Will) in their lesson plans that are aligned to the rigor of the standards.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by the campus administration will embed meaningful tasks and products into their daily lesson plans to ensure that instruction is aligned to the rigor of the standards.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.	2.4, 2.5	Campus Administration District Administration	100% of teachers' lesson plans reviewed by campus administration will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.				

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with opportunities for written and verbal communication.</p>	<p>2.4, 2.5</p>	<p>Campus Administration District Administration</p>	<p>100% of the teachers' lesson plans reviewed by campus administration will embed critical writing and academic discussion into their daily lesson plans to ensure that students effectively communicate in written and verbal expression.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD will implement district identified best instructional practices that include; consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

Evaluation Data Source(s) 1: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds, one conducted in the fall and one in the spring on each campus.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity. Data from daily impact walks will show consistent patterns of evidence, district - wide, 80% of the time, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, district - wide, 80% of the time by, June 2019.				

Goal 2: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time by, June 2019.

Evaluation Data Source(s) 2: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds conducted in the fall and spring.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will implement Framing the Lesson in their daily instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	100% of teachers will utilize FSGPT daily with fidelity, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Teachers will implement Critical Writing in their daily instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	100% of teachers will utilize Critical Writing daily with fidelity, by June 2019.				

Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement Balanced Literacy components in grades K through 2 into daily instruction, 100% of the time by, June 2019.

Evaluation Data Source(s) 1: Campus administration will progress monitor evidence of Balanced Literacy implementation. Balanced Literacy consultant will monitor evidence of Balanced Literacy implementation through classroom observations and will provide individual descriptive feedback to staff.

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) K-2 teachers will ensure that students are productively progressing through individual reading goals. Teachers will provide small group guided reading instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team Balanced Literacy Consultant	100% of K-2 teachers will consistently implement guided reading, in order to advance each student's ability to process increasingly challenging books with fluency and comprehension.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: Authentic Literacy

Performance Objective 2: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10 as evidenced through student written compositions and classroom artifacts.

Evaluation Data Source(s) 2: Progress monitor evidence of WFBB expository basic structure in grades K-10 through student journal checks in each ELAR teacher's classroom, quarterly by campus and district administration. The submission of two student expository writing samples, one in the fall and one in the spring, will be scored and compared for student growth and then submitted at the district level.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) K- 5 teachers will ensure that students are progressing through the WFBB expository writing grade level specific goals and goals are attained by EOY 2019. Teachers will explicitly model the basic expository pre-writing structure for students and will utilize the analytic rubrics to drive writing instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of K-5 teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.				
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Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Kerry Cooper	Principal
Classroom Teacher	Samantha Hatton	4th Grade Teacher
Parent	Michelle Hughes	Parent
Parent	Lindsay Hamilton	Parent
Business Representative	Jason Johnston	Business Representative
Community Representative	Bexie Nobles	Community Representative
Parent	Matt Hamilton	Parent
Non-classroom Professional	Kim Timmons	Walsh Secretary