

WHARTON EL

Campus Improvement Plan

2023/2024

#LIMITLESS



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WHARTON EL

Mission

Our mission at Wharton Elementary School is dedicated to setting high expectations for all students to achieve academic growth by providing data-driven instruction and opportunities to build real-world student experiences. We embrace and value diverse cultures to increase community engagement and commit to upholding an atmosphere of respect, compassion and integrity. Our goal is to produce independent, self-motivated students who will become productive members of society.

Vision

Our goal at Wharton Elementary is to foster student growth, value diversity, and promote high expectations with accountability, while maintaining a respectful environment for lifelong learning.

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.

Campus Leadership Team

Name	Position
Rath, Monica	Campus Principal
Herrera, DyAnn	Assistant Principal
Baranowski, Dena	Assistant Principal
Perkins, Vickie	Counselor
Castellano, Erica	Teacher
Garza, Katie	Teacher
Ketchum, Sessley	Teacher
Miller, Hayley	Math Instructional Coach
Reveles, Nemesis	Reading Instructional Coach
Riley, Petra	Teacher
Hayes, Candice	Teacher

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 2-5.

Objective 1. (Weekly Instructional Rounds) 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, 2023	(S)Local Funds - \$0	Criteria: Calendars Evidence of collaboration 02/15/23 - On Track
2. Administrators will conduct one 15 minute T-TESS walk throughs (1 per semester)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	Sept. 27-April 7, 2023	(O)Local Districts - \$0	Criteria: 3 T-TESS walk through from each administrator 02/15/23 - Some Progress
3. Administrators will conduct 20 Fundamental 5 Instructional walks per week. (Title I SW Elements: 2.5) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 5,5.1,5.2)	Assistant Principal(s), Principal	Sept. 5- May 12, 2023		02/15/23 - Some Progress

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 2-5.
- Objective 2.** (Data Driven Instruction) 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 Coach(es), Principal	Nov. 2022, Feb. 2023	(S)Local Funds - \$1,000	Criteria: Interims will be administered 11/27/22 - On Track (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 Coach(es), Principal, Teacher(s)	Monthly	(S)Local Funds - \$10,000	Criteria: Data Wise forms from each assessments 11/27/22 - On Track
3. 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 11/27/22 - On Track
4. 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 Coach(es), Principal, Teacher(s)	End of December 2023	(S)Local Funds - \$5,000	Criteria: Data wall in PLC room 11/27/22 - On Track
5. 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 2023	(S)Local Funds - \$0	Criteria: EL students increase achievement on STAAR to 19% passing. 02/15/23 - Some Progress
6. Students grades 2-5 will attend one educational field trip each semester addressing TEKS in any of the core subjects of reading, math, science and social students. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3)	Lead Teacher(s)	once a semester	(F)Title I - \$8,000	11/27/22 - On Track

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- 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 2-5.
- Objective 3.** (Teacher Support) Provide on going support for teachers with the implementation of district curriculum and resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily instructional PLCs with reading and math instructional facilitator to work through instructional resources and planning instruction. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1)	Instructional Coach(es), Teacher(s)	Daily	(O)Local Districts - \$0	Criteria: Daily PLCs in master calendar 11/27/22 - On Track
2. Provide additional training for RLA 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 2022	(O)Local Districts - \$0	Criteria: HMH training provided 08/08/22 - Completed
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), Instructional Coach(es), Principal, Teacher(s)	on going	(S)Local Funds - \$0	Criteria: Monthly walk throughs 02/15/23 - On Track
4. Instructional coaches are provided professional development through a coaching academy throughout the school year from an outside consultant, Paige Parker-Wilson. (Title I SW Elements: 2.5) (Target Group: All,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 5)	Assistant Principal(s), Assistant Superintendent of C & I, Instructional Coach(es), Principal	On going		Criteria: Student data from CBAs, Benchmark test, and Interim #1 and #2, teacher lesson plans, instructional rounds data 02/15/23 - On Track
5. Teachers and staff will receive PAX strategies training from outside consultant and campus staff throughout the school year. (Title I SW Elements: 2.4,2.6) (Target Group: All,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 3)	Assistant Principal(s), Principal, Region III - ESC Staff	On going		Criteria: Instructional rounds data, Region 3 PAX visits feedback 02/15/23 - On Track
6. The campus principal was excepted into the Thompson Principal Academy which will provide additional resources and insights to better lead the campus, network fresh ways to look at every aspect of the principal's office exposure to new and different ways of improving; new strategies for problem solving and problem prevention. (Target Group:	Principal	September 2023- March 2024	(F)Title I	Criteria: T-PASS EOY Conference and Ratings 09/06/23 - Pending

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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 2-5.

Objective 3. (Teacher Support) Provide on going support for teachers with the implementation of district curriculum and resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2nd,3rd,4th,5th) (ESF: 1,3,5)				
7. Math teachers are provided professional development in Eureka math instruction weekly with Region 3 (Lisa Weinheimer). (Title I SW Elements: 2.5) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1)	Assistant Principal(s), Assistant Superintendent, Elementary, Deputy Superintendent, Instructional Coach(es), Principal	Aug. 2023-May 2024	(L)Grant	Criteria: 2024 Math STAAR Scores for grades 3-5.
8. The special education life skills classroom will be provided support through Region 3 to improve classroom routines and procedures, classroom design and instructional practices. (Target Group: SPED) (ESF: 5.1,5.2)	Assistant Principal(s), Assistant Superintendent, Elementary, Deputy Superintendent, Director of Special Education, Principal, Special Ed Teachers	Sept. 2023-Dec. 2023	(F)IDEA Special Education	Criteria: Fundamental 5 instructional walks and T-TESS observations.
9. Classroom teachers, assistant principals and campus principal will receive professional development in communication through coaching sessions. (Title I SW Elements: 2.4) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 3)	Assistant Principal(s), Core Subject Teachers, Principal	July 2023-May 2024	(F)Title I	Criteria: Campus climate and culture surveys from first and second semesters.

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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 2-5.

Objective 4. (Classroom Technology) Maintain and continue the use of classroom technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Dreambox, Zearn, Book Nook and Reading Plus in the classrooms during stations. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Assistant Superintendent, Elementary, Deputy Superintendent, Executive Director of Technology, Instructional Coach(es), Principal, Teacher(s)	monthly	(S)Local Funds - \$30,000	Criteria: Usage reports of Dreambox and Reading A to Z 11/27/22 - On Track
2. Use Dream Box and Reading Plus during WIN Time daily. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4)	Assistant Principal(s), Assistant Superintendent, Elementary, Deputy Superintendent, Executive Director of Technology, Instructional Coach(es), Principal, Teacher(s)	Year long	(F)Title I	Criteria: Instructional walks and student progress data. 11/27/22 - On Track
3. The campus will purchase additional Chromebooks to be used as a reserve when current inventory becomes low due to breakage and for campus based testing and state testing, etc... (Title I SW Elements: 2.5) (Target Group: All,2nd,3rd,4th,5th) (ESF: 4)	Executive Director of Technology, Principal	April 2023	(F)Title I - \$3,000	Criteria: Computer usage 02/15/23 - Some Progress
4. The campus will purchase new WAPS for the campus to replace the 14 year old existing WAPS to improve internet connectivity for instruction and assessments. (Title I SW Elements: 2.5) (Target Group: 2nd,3rd,4th,5th)	Executive Director of Technology, Principal	July 2023-Dec. 2023	(F)Title I	Criteria: Effectiveness of internet connection for students and staff. Number of tech tickets for connectivity issues.

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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 2-5.

Objective 5. (Effective Instructional Expectations) Use Fundamental 5 and playbook strategies to lay the foundation for effective instructional expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use Fundamental 5 and playbook strategies to lay the foundation for effective instructional expectations. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Assistant Principal(s), Assistant Superintendent of C & I, Associate Principal, Executive Director of Human Resources	On going	(S)Local Funds - \$0	11/27/22 - On Track

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Goal 2. (Teacher Recruitment) Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement and learning.

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 during PLCs on Fundamental 5 and playbook strategies throughout the 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)	Throughout the year	(S)Local Funds - \$2,000	Criteria: Sign in sheets for trainings 02/15/23 - On Track
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)	Principal	August 2022	(S)Local Funds - \$2,000	Criteria: Sign in sheets 11/27/22 - Completed
3. Ensure all teachers in all content areas are using PAX 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. 11/27/22 - On Track

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Goal 2. (Teacher Recruitment) Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement and learning.

Objective 2. Recruit and retain highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus administrative team consistently searches Frontline for teacher applicants and attends job fairs to recruit highly qualified teachers. (Strategic Priorities: 1) (ESF: 2)	Assistant Principal(s), Principal	Jan-Dec		Criteria: Retention of 80% of current teaching staff

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Goal 3. (Campus Safety and Parent Involvement) Provide facilities that enhance a positive learning environment and foster student community pride.

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 11/27/22 - On Track
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 11/27/22 - On Track
3. The campus utilizes the Community in School (CIS) counselor to assist with student needs with a focus on behavior. (Title I SW Elements: 2.4) (Target Group: 2nd,3rd,4th,5th) (ESF: 3.2,3.3)	Assistant Principal(s), Counselor(s), Principal	Aug. 2023-May 2024		Criteria: Discipline data - decrease numbers of ODRs from the previous school year.

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Goal 3. (Campus Safety and Parent Involvement) Provide facilities that enhance a positive learning environment and foster student community pride.

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 (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)	Teacher(s)	weekly	(O)Local Districts - \$5,000	Criteria: Copies of newsletters and bi-monthly parent newsletters 11/27/22 - On Track
2. Increase parent communication with the use of Class Dojo. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal(s), Principal, Teacher(s)	ongoing	(S)Local Funds - \$5,000	Criteria: Class Dojo messages 11/27/22 - On Track
3. Change our active PTO to an active PTA and parent membership (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principal(s), Counselor(s), Principal	February 2023	(S)Local Funds - \$10,000	Criteria: Changing our PTO to a PTA 11/27/22 - Some Progress
4. The campus is partnered with CIS ACE program to provide afterschool activities for students daily from 3:30-6:00. (Title I SW Elements: 2.1) (Target Group: 2nd,3rd,4th,5th) (ESF: 3.4)	Assistant Principal(s), Principal	Sept. 2023-May 2024		Criteria: Monitor the number of students that participate in the program.
5. The campus will host several afterschool events for the community and parents: Meet the Teacher Night, Open House (one per semester), Literacy Night, Math Night, and two book fairs (1 each semester). (Title I SW Elements: 3.1) (ESF: 3.4)	Assistant Principal(s), Counselor(s), Instructional Coach(es), Principal, Teacher(s)	Aug. 2023-May 2024	(F)Title I, (S)Local Funds	Criteria: Sign-in sheets to show participation of the events
6. The campus will host student events for parents such as: Awards assemblies at the end of each 9 week grading period; Veteran's Day Program, Black History Program, Grandparents' Day (during lunch) (Title I SW Elements: 3.1) (Target Group: 2nd,3rd,4th,5th) (ESF: 3.4)	Assistant Principal(s), Principal	Sept. 2023-May 2024	(F)Title I, (S)Local Funds	Criteria: Sign in sheets will be utilized to record participation.

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Goal 3. (Campus Safety and Parent Involvement) Provide facilities that enhance a positive learning environment and foster student community pride.

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 11/27/22 - Significant Progress

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton Elementary consist of 476 students in the 2022-2023 school year. The student enrollment by race is 25.84% African American, 58.82% Hispanic,11.34% White. The school consists of 77.10% Economically Disadvantaged, 15.76% English Language Learners, 15.97% Special Services, 2.94% 504/Dyslexia, and 7.77% GT.

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 26% African American, 11% Anglo, 59% Hispanic.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

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 in 2022. Ratings have not yet been released for 2023. The campus anticipates growth from 2022 to 2023.

Student Achievement Needs

Needs for the campus include training in the areas of instruction with all new staff. Retaining and hiring highly qualified staff is very difficult. 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 PLCs 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, end of math modules assessments and benchmark testing 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 professional development activities. For instance, the campus has a communication coach, Dr. Haltom who provides professional development to staff and teachers completed the DISC assessment to assist staff on

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

how to communicate with different communication styles. The campus also has a mentor/mentee program to assist new teachers to education to provide support. Veteran teachers of Wharton Elementary and veterans from other campuses have noticed changes in the climate and culture. A new master schedule that includes daily instructional planning PLCs and a separate conference time based on feedback provided by teachers to give them more time together for planning and still have time to conduct parent/teacher conferences and grade student work.

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.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Wharton Elementary has some highly qualified staff with a blend of experienced teachers and teachers new to the profession. Teachers have been hired without teacher certifications due the teacher shortage. These teachers are locally certified the first year and are expected to get their alternative teacher certification in year two. These teachers do have a bachelor's degree. Our teachers of Gifted Talented students are GT certified. New teachers are assigned mentors to assist them with the transition and instructional best practices.

Staff Quality, Recruitment and Retention Weaknesses

The district has a high turn over rate although this year's turnover rate was better than last year. Some teachers leave before the end of their contract which leaves the classroom without a certified teacher (locally or state). New teachers are hired without any student teaching experience or with very little hands-on experience. The campus and district is responsible for training the new unexperienced teachers prior to school starting and continuing the support throughout the school year.

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. The instructional coaches and mentor teachers provide most of the support. The instructional coaches (two) are split between both elementary schools (Sivells Elementary and Wharton Elementary). Wharton Elementary needs two full time instructional coaches to support our teachers with instruction.

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 and Fundamental 5 instructional walks (20 per administrator per week). During weekly meetings, the administration team will discuss the finding of the walkthroughs. We will work to recruit and retain high quality teachers.

Comprehensive Needs Assessment

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 and which students need Tier II and Tier III support. All students qualifying for HB4545 tutoring will receive required intervention during WIN Time which is held daily.

Curriculum, Instruction and Assessment Weaknesses

Wharton Elementary has a hard time hiring experienced teachers and retaining experienced teachers.

Curriculum, Instruction and Assessment Needs

Additional support with the coaching cycle with teachers new to the teaching profession.

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 and planning quality instruction that is aligned with the district and state standards. This school year we will be implementing WIN Time for 40 minutes at the end of each school day. The entire campus will be in WIN Time at the same time daily. The WIN Time schedule consists of 40 minutes of intervention time in math and reading.

Family and Community Involvement

Family and Community Involvement Strengths

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 at Meet the Teacher Night a week before school begins. Open house will be held each semester

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

e.g. fall and spring. The school will continue to implement the “Moms and Muffins” and “Dads and Donuts” to increase parent involvement during book fairs. 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.

Data will be used to track parent participation through a Google spreadsheet. A weekly parent communication newsletter will be sent to parents in English and Spanish by classroom teachers. The digital communication newsletter will monitor and track the time visitors visit the site. Teachers will utilize Class Dojo to send weekly grade level newsletters to parents.

Family and Community Involvement Weaknesses

Trying to convert our PTO to a PTA.

Family and Community Involvement Needs

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 and to increase parent involvement with school programs. The campus may include a scheduled day each semester where parents can come observe classroom instruction so parents may better help their students at home.

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. One open house event will be held each semester. The school will continue to implement the pastries with parents to increase parent involvement during Book Fair weeks. After school programs will be scheduled on the calendar in advance to increase parent participation. The programs will include: after school tutorials, open house events, literacy night, math night, Saturday school, etc...

Data will be used to track parent participation. Parent communication newsletter will be sent home weekly by teachers through Class Dojo.

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

The campus utilizes a school wide PAX and PBIS strategies to prevent behavioral concerns and promote positive relationships in schools.

School Context and Organization Weaknesses

A weakness that we have seen at Wharton Elementary was a high number of student absences. We have made it a high priority to increase the attendance rate. The CIS primary goal is to increase attendance rate as well.

School Context and Organization Needs

Consistent implementation of PAX and PBIS strategies. Also consistent monitoring the campus attendance rate and continue to have student incentives.

School Context and Organization Summary

The administration will continue to support the staff and students with PBIS and PAX, organizational structure and instruction and monitor the campus attendance rate.

Technology

Technology Strengths

WES has one to one technology to student ratio in 2nd through 5th grades. Each child's goes to computer lab for 45 minutes twice a week during specials to work on typing skills. Students use Dream Box, Reading Plus, Zearn, and Book Nook daily for math and reading intervention and enhancement. The campus has also purchase new WAPS to be installed throughout the campus due to the fact that the current WAPS are fourteen years old.

Technology Weaknesses

Effective monitoring of usage in classroom and computer labs.

Comprehensive Needs Assessment

Technology Needs

The WAPS have been purchased with Title I funds and the campus is waiting on them to be installed.

Technology Summary

WES is moving to a technology rich environment.

Other

Other Strengths

N/A

Other Weaknesses

N/A

Other Needs

N/A

Other Summary

N/A