

WHARTON EL

Wharton Elementary Campus Improvement Plan 2024/2025

#WebeforeMe



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Date Reviewed: 02/15/2023

Date Approved:

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
Senegal, Venitra	Campus Principal
Herrera, DyAnn	Assistant Principal
Baranowski, Dena	Assistant Principal
Perkins, Vickie	Counselor
Reveles, Nemesis	Reading Instructional Coach
Miller, Hayley	Instructional Coach Math/Science
Plunkett, Haley	Teacher
Jackson, Donna	Third Grade Teacher
Garza, Katie	Fourth Grade Teacher
Carter, Alicia	Parent
Fortenberry, Barbara	Community Business Member
Stephenson, Matthew	Fifth Grade Teacher
Branch, Shandra	Parent
Barbee, Sheena	Parent
Harris, Jodi	Fifth Grade Teacher
Monica, Laura	Community In Schools Liason
Rath, Monica	District Representative

Resources

Resource	Source
Title I	Federal
Local Funds	State

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 1. (High Quality 3-5 Reading Instruction) 36% of 3rd through 5th grade students will score meets grade level or above on the Reading STAAR test utilizing HQIM aligned curriculum, focused interventions within targeted special populations by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily instructional PLCs with reading instructional supports by campus instructional leaders, Region 3 specialist to internalize, prepare and plan using HQIM resources for rigorous instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal, Teacher(s)	Daily	(O)Local Districts - \$5,000	Criteria: Daily PLCs in master calendar, Fundamental five walkthroughs and T-TESS evaluations, student assessments (CBAs, Benchmarks, STAAR, MAP screener assessments)
2. Teachers will utilize researched based HQIM reading intervention resources to support TIER II and TIER III interventions and tutorials. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Principal(s)	Fall 2024-Spring 2025	(O)Local Districts - \$20,000	Criteria: PLC agendas, CBAs (End of Modules Assessments), STAAR, Benchmarks, formative assessments, student reports from digital intervention resources including Read 180/ System 44.
3. The special education program (ABC, Life skills, and Inclusion) will be supported by Region 3 and the district Special Education department to improve classroom routines and procedures, classroom design, and instructional practices. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,4,4.1,5.1,5.2,5.4)	Assistant Principal(s), Director of Special Education, Principal(s), Special Ed Teachers	Sept. 2024-Dec. 2025	(F)IDEA Special Education - \$2,000	Criteria: Fundamental 5 instructional walks and T-TESS observations.
4. Ensure EB students are receiving scaffolding language support found in the HQIM materials and K12 Summit intervention to support English Language learning. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ECD,BI,ESL,Migrant,EB) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.3,3.4,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Lead Teacher, Principal(s), Teacher(s)	Fall 2024-2025		Criteria: K-12 Summit student reports, TELPAS data, CBAs, Benchmarks
5. Analyze data from CBAs and Interim assessments using the campus' Student data growth chart. (Title I SW Elements:	Assistant Principal(s), Instructional Coach(es), Lead Teacher, Principal, Region III -	Fall 2024- Spring 2025		

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 1. (High Quality 3-5 Reading Instruction) 36% of 3rd through 5th grade students will score meets grade level or above on the Reading STAAR test utilizing HQIM aligned curriculum, focused interventions within targeted special populations by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,4,4.1,5,5.1,5.3,5.4)	ESC Staff, Special Ed Teachers, Teacher(s)			

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 2. (High Quality 3-5 Math Instruction) The percentage of 3rd through 5th grade students that score meets grade level or above on the STAAR math will increase from 31% in September 2024 to 34% by May 2024 with an an aligned curriculum, focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze data from CBAs and Interim assessments using the campus' Student data growth chart. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal, Teacher(s)	Monthly	(S)Local Funds	Criteria: Student data growth chart, CBAs, MAP screener data, Benchmark data, report card data. 11/27/22 - On Track
2. Data analysis after each CBA for HB 1416 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: 1,1.2,4,4.1,5,5.3,5.4)	Teacher(s)	monthly	(S)Local Funds - \$0	Criteria: Students are in flexible groups which change monthly 11/27/22 - On Track
3. 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) (ESF: 1,1.2,4,4.1,5,5.3)	Assistant Principal(s), Instructional Coach(es), Principal, Teacher(s)	Fall 2024		Criteria: Data wall in PLC room 11/27/22 - On Track
4. 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)	Assistant Principal(s), Lead Teacher(s), Principal	once a semester	(F)Title I - \$8,000	11/27/22 - On Track
5. Staff is provided professional development through instructional coaching throughout the school year. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2,4,5)	Assistant Principal(s), Instructional Coach(es), Principal	On going		Criteria: Student data from CBAs, Benchmark test, and Interim #1 and #2, teacher lesson plans, instructional rounds data, PLC agendas
6. Daily instructional PLCs with math instructional supports by campus instructional leaders, Region 3 specialist to internalize, prepare and plan using HQIM resources for rigorous instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,4,5)	Assistant Principal(s), Instructional Coach(es), Principal	daily		Criteria: Daily PLCs in master calendar, Fundamental five walkthroughs and T-TESS evaluations, student assessments (CBAs, Benchmarks, STAAR, MAP screener assessments)

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 2. (High Quality 3-5 Math Instruction) The percentage of 3rd through 5th grade students that score meets grade level or above on the STAAR math will increase from 31% in September 2024 to 34% by May 2024 with an an aligned curriculum, focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Teachers will utilize researched based HQIM math intervention resources to support TIER II and TIER III interventions and tutorials. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Lead Teacher, Principal, Principal(s), Special Ed Teachers, Teacher(s)	Fall 2024 - Spring 2025	(F)Title I - \$1,500	Criteria: PLC agendas, CBAs (End of Modules Assessments), STAAR, Benchmarks, formative assessments, student reports from digital intervention resources including Read 180/ System 44.
8. The special education program (ABC and Life skills, and Inclusion) will be supported by Region 3 and WISD Special Education department to improve classroom routines and procedures, classroom design, and instructional practices. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,4,4.1,5.1,5.2,5.4)	Assistant Principal(s), Director of Special Education, Dyslexia specialist, Lead Teacher, Principal, Principal(s), Special Ed Teachers, Teacher(s)	Sept. 2024 - Dec. 2025	(F)IDEA Special Education - \$550, (F)Title I - \$550	Criteria: Fundamental 5 instructional walks and T-TESS observations.

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 3. (High Quality 2nd Grade Reading Instruction) 60% of 2nd grade students will score benchmark or above on the Reading MAPs screener utilizing HQIM aligned curriculum, focused interventions within targeted special populations by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily instructional PLCs with reading instructional supports by campus instructional leaders, Region 3 specialist to internalize, prepare and plan using HQIM resources for rigorous instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4.4.1,5.5.1,5.2,5.3,5.4)	Assistant Principal(s), Instructional Coach(es), Principal, Teacher(s)	Daily	(O)Local Districts - \$5,000	Criteria: Daily PLCs in master calendar, Fundamental five walkthroughs and T-TESS evaluations, student assessments (CBAs, Benchmarks, STAAR, MAP screener assessments) 11/27/22 - On Track
2. Teachers will utilize researched based HQIM reading intervention resources to support TIER II and TIER III interventions and tutorials. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,4.4.1,5.5.1,5.2,5.3,5.4)	Principal(s)	Fall 2024- Spring 2025	(O)Local Districts - \$20,000	Criteria: PLC agendas, CBAs (End of Modules Assessments), STAAR, Benchmarks, formative assessments, student reports from digital intervention resources including Read 180/ System 44. 08/08/22 - Completed
3. Staff is provided professional development through instructional coaching throughout the school year. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 2,2.1,4.4.1,5.5.1,5.2,5.3,5.4)	Assistant Principal(s), Assistant Superintendent of C & I, Instructional Coach(es), Principal	On going	(F)Title I - \$20,850	Criteria: Student data from CBAs, Benchmark test, and Interim #1 and #2, teacher lesson plans, instructional rounds data, PLC agendas 02/15/23 - On Track
4. The special education program (ABC and Life skills) will be provided support through Region 3 to improve classroom routines and procedures, classroom design, and instructional practices. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,4.4.1,5.1,5.2,5.4)	Assistant Principal(s), Director of Special Education, Principal, Special Ed Teachers	Sept. 2024-Dec. 2025	(F)IDEA Special Education - \$2,000	Criteria: Fundamental 5 instructional walks and T-TESS observations.
5. Ensure EB students are receiving scaffolding language support found in the HQIM materials and K12 Summit intervention to support English Language learning. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group:	Assistant Principal(s), District Testing Coordinator, Lead Teacher, Principal, Teacher(s)	Fall 2024- 2025		Criteria: K-12 Summit student reports, TELPAS data, CBAs, Benchmarks

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 3. (High Quality 2nd Grade Reading Instruction) 60% of 2nd grade students will score benchmark or above on the Reading MAPs screener utilizing HQIM aligned curriculum, focused interventions within targeted special populations by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ECD,BI,ESL,Migrant,EB) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.3,3.4,4,4.1,5,5.1,5.3,5.4)				

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Goal 1. (High Quality Instruction) Wharton Elementary will increase student academic achievement by at least 3% annually.

Objective 4. (High Quality 2nd Grade Math Instruction) The percent of 2nd grade students that score meets grade level or above on MAPS Math will increase from 73% in September 2024 to 78% by August of 2025 with an aligned curriculum, focused interventions within targeted special populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will use Zearn and other research-based math interventions during WIN Time and tutorials each day. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,4,4.1,5,5.1,5.3,5.4)	Assistant Principal(s), Assistant Superintendent, Elementary, Executive Director of Technology, Instructional Coach(es), Principal, Teacher(s)	Fall 2024- 2025	(F)Title I - \$5,000	Criteria: Instructional walks and student progress data, CBA data, Benchmark data, Interim data and MAP screener data. 11/27/22 - On Track
2. Provide additional training for Math teachers on how to use HQIM resources and Tier II and Tier II Reading intervention resources. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,5)	Principal(s)	Fall 2024- Spring 2025	(O)Local Districts - \$30,000	Criteria: PLC agendas, CBAs (End of Modules Assessments), STAAR

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Goal 2. (Teacher Retention) By June of 2025, Wharton Elementary will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 15%.

Objective 1. By June of 2025, Wharton Elementary will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 15%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus leadership team will provide professional development opportunities design to meet the needs of new teachers to the district, WAFT teachers, and District of innovation teachers with 0- 3 years of teaching experience. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1,1.1,2,2.1,3,3.1,4,4.1,5,5.1)</p>	<p>Assistant Principal(s), Instructional Coach(es), Lead Teacher(s), Mentor Teachers, Special Ed Teachers, Teacher(s)</p>	<p>Fall 2024- Spring 2025</p>	<p>(S)Local Funds - \$1,000</p>	<p>Criteria: Instructional walkthroughs data, TTESS and teacher retention rate.</p>
<p>2. Each new teacher will participate in the New Teacher Mentor Program with WISD. New teachers will be given opportunities to observe other teachers classes for effective practices, meet monthly with their mentor to set goals to grow in the practice as well as receive coaching support by lead teachers in their grade level/department. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1,1.2,2,2.1,3,3.1,3.2,3.3,5,5.1,5.2)</p>	<p>Assistant Principal(s), Instructional Coach(es), Lead Teacher(s), Mentor Teachers, Principal, Teacher(s)</p>	<p>Fall 2024- Spring 2025</p>	<p>(F)Title I - \$500</p>	<p>Criteria: TTESS evaluations, New teacher feedback survey data, Instructional walkthrough feedback and the end of year staff retention rate.</p>

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Goal 3. (Campus Safety and Parent Involvement) Wharton Elementary will provide positive learning environments through updated safe facilities and increased student and community involvement annually.

Objective 1. By the end of the school year, Wharton Elementary will implement a comprehensive social and emotional learning program that includes weekly classroom sessions and professional development for staff. The goal is to improve student well-being and reduce behavioral issues by 20%, as measured by behavioral incident reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will conduct daily introductory character-building lessons utilizing the Second step curriculum and PBIS resources. (Title I SW Elements: 2.1,2.2,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)		Fall 2024- Spring 2025		Criteria: Campus Discipline data, staff, students, and family surveys
2. Wharton Elementary counselor and Community in Schools counselor will implement SEL small groups, lunch bunch to address social emotional needs of students. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2)	Assistant Principal(s), Counselor(s), Principal	Fall 2024- Spring 2025	(F)Title I - \$500	Criteria: Campus wide behavior data.
3. The Wharton Elementary school counselor will use the Second Step Curriculum to deliver character-building lessons weekly to all grade levels that promotes self-regulation and positive behaviors. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,5,5.1)	Counselor(s), Principal	Fall 2024- Spring 2025		Criteria: Campus-wide discipline data
4. Wharton Elementary will have 4 or more family engagement events throughout the year to promote parent involvement in students educational success. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal(s), Instructional Coach(es), Principal	Fall 2024- Spring 2025	(F)Title I - \$500	Criteria: Parent involvement sign in sheets, Culture committee-agendas and programs for events.
5. Teachers and staff will receive Behavior Management System (PAWS Guideline) strategies training from campus and district leadership staff throughout the school year. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Principal	Fall 2024- Spring 2025		Criteria: Campus wide discipline data.

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Goal 3. (Campus Safety and Parent Involvement) Wharton Elementary will provide positive learning environments through updated safe facilities and increased student and community involvement annually.

Objective 1. By the end of the school year, Wharton Elementary will implement a comprehensive social and emotional learning program that includes weekly classroom sessions and professional development for staff. The goal is to improve student well-being and reduce behavioral issues by 20%, as measured by behavioral incident reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Wharton Elementary school counselor will utilize Sandy Hook Curriculum to promote school-wide safety and awareness. (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Superintendent, Secondary, Chief of Police, Counselor(s), Principal	Fall 2024		Criteria: Campus wide discipline referrals, Crisis Plans data
7. Wharton Elementary will implement tiered system of positive reinforcement to acknowledge and reward students who demonstrate the expected behaviors. This can include verbal praise, tokens, and classroom rewards. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.4)	Assistant Principal(s), Counselor(s), Principal	Fall 2024- Spring 2025	(F)Title I - \$5,000	Criteria: Discipline data and PBIS rewards data

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