

**Abilene Independent School District**  
**Ward Elementary**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** July 10, 2023

# Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

## Vision

Equipped Learners. Brighter Futures.

## Core Beliefs

### CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

### LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

### SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- \* campus attendance is 96.1%
- \* Eco Dis increase has not affected Academic Growth

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our average class sizes are above district and state averages. **Root Cause:** Not enough staff.

## Student Achievement

### Student Achievement Strengths

\* MAP data tracking and goal setting for grades 3-5

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** continued need to close the gaps in reading levels

# School Culture and Climate

## School Culture and Climate Strengths

- \* campus wide motivation system (CHAMP tickets/rewards)
- \* Leader in Me activities (family nights and vocabulary)
- \* welcoming art in hallways
- \* rock garden
- \* Guidance lesson and SEL groups w/counselor
- \* Foundations Team leads and implements campus wide expectations

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Rebuild cross- grade level connections

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

- \* Qualified teachers and Paras
- \* Mentor program for new hires
- \* Teachers in positions based on needs & strengths
- \* Instructional coaching and support by Administration
- \* Systems for improvement (Foundations Team, Action Team, Safety Team)
- \* Administrative guidance for professional development

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** teacher retention

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Strengths

- \* setting and tracking goals in data notebooks
- \* CATS (Children Advancing Towards Success) grade level designated intervention time
- \* using data to differentiate and meets student needs
- \* utilizing DDCCD

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** more vertical alignment collaborative conversations



## **Parent and Community Engagement**

### **Parent and Community Engagement Strengths**

\* meaningful family events that encourage positive, healthy relationships

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** more community partnerships with local businesses

## School Context and Organization

### School Context and Organization Strengths

- \* Communication (email, REMIND, monthly Wildcat Trail newsletter, Marquee updates , School Messenger, etc.)
- \* campus HUB
- \* Program Supports (various clubs, Attendance Recovery, Purple Star campus for Military connected students, ASL club, Intervention time, tutoring)

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** additional resources and staff to assist with differentiation of academic needs

# Technology

## Technology Strengths

- \* 1:1 devices in grades 3-5
- \* new promethean panels in all classrooms
- \* apps, programs, curriculum and lessons all online

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** increased typing fluency for STAAR tested grades

# Priority Problem Statements

**Problem Statement 1:** continued need to close the gaps in reading levels

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Rebuild cross- grade level connections

**Root Cause 2:**

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** teacher retention

**Root Cause 3:**

**Problem Statement 3 Areas:** Staff Quality, Recruitment, and Retention

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality 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 data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**











- Communications data

# Goals

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 1:** 100% of Ward students and teachers will participate in the Leader in Me Program by modelling the 7 habits to foster a safe, responsible and respectful school environment.








**Evaluation Data Sources:** classroom observations, LIM Family participation, student jobs (classroom and school-wide), Synergy Rallies, Action Teams, Lighthouse Team, Jr. Lighthouse team, LIM Symposium, Panorama surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will plan and participate in an annual Habit Hunt where they teach parents and community members about the 7 habits. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of 7 habits by community members and parents <b>Staff Responsible for Monitoring:</b> Lighthouse Team and teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of students and teachers will develop at least one goal (ex. academic, attendance, personal, etc.) and track using lead measures to reach these goals. <b>Strategy's Expected Result/Impact:</b> Students will focus on areas of personal growth, and will learn how to proactively plan ways to put their priorities in action. <b>Staff Responsible for Monitoring:</b> Lighthouse team, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
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**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 2:** 100% of Ward teachers will participate in bi-monthly PLC meetings in an effort to collaborate, plan and dis-aggregate data as a grade level team.

**Evaluation Data Sources:** Grade level PLC meeting notes, lesson plans in Forethought, vertical aligning meeting notes, MAP data results, benchmark results, STAAR results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators specific to each grade level will be invited to PLC meetings (with a pre-determined focus) via an advanced calendar invitation. <b>Strategy's Expected Result/Impact:</b> more collaboration amongst team members <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coordinator  <b>Problem Statements:</b> School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Apr	June
				
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**Performance Objective 2 Problem Statements:**





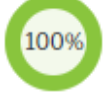



School Culture and Climate
<b>Problem Statement 1:</b> Rebuild cross- grade level connections
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> teacher retention



**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 3:** By spring 2024, make Ward Elementary more inclusive and increase student favorable reports of school belonging from 80% to at least 84% in all grades.

**Evaluation Data Sources:** Administer Leader in Me Measurable Results Assessment (MRA) to staff, parents and students in fall 2022 and Spring 2023.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Commit to inclusive language and graphics on all internal and public communications. <b>Strategy's Expected Result/Impact:</b> increased inclusion <b>Staff Responsible for Monitoring:</b> Counselor, Lighthouse team members, administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize school counselor to plan and implement social emotional learning lessons to grades K-5 at least once per month <b>Strategy's Expected Result/Impact:</b> improved social emotional well-being and inter-relational skills <b>Staff Responsible for Monitoring:</b> School counselor, Principal, teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of Ward's fifth grade students will participate in the team building ROPES Challenge Course in Abilene, Texas. <b>Strategy's Expected Result/Impact:</b> increased inclusion <b>Staff Responsible for Monitoring:</b> school counselor, PE teacher, 5th grade teachers, administration  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



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**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 1:** All teachers, Interventionists and designated ESP staff will participate in a daily 30 minute blended learning model called CATS (Children Achieving Towards Success) where targeted grade level differentiation will occur to meet individual student needs.

**Evaluation Data Sources:** LLI documentation, small group MTSS tutoring, HB4545 tutoring documentation, student led GT research based projects, MAP data, benchmark results, resource room assistance, presentations to family and students

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p><b>Strategy 1:</b> During a daily 30 minute block, students will participate in a grade level blended learning model that involves student led learning, technology integration and differentiated instruction that meets the needs of all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> - Tier 2, Tier 3 and Special education students get small group remediation while Tier 1 and GT students participate in extension and enrichment activities.</p> <p>- Reduction of whole group disruptions</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coordinator, teachers, tutors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>				
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**Performance Objective 1 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Rebuild cross- grade level connections

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 2:** 100% of Ward teachers will facilitate an uninterrupted daily morning meeting time to build classroom community in their classrooms.









**Evaluation Data Sources:** classroom walk throughs, T-Tess Evaluations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will utilize Steven Covey's Leader in Me website to direct teach the 7 habits of Highly Effective People a minimum of 2x/week during morning meeting time. <b>Strategy's Expected Result/Impact:</b> increased understanding of the 7 habits, decreased discipline referrals, stronger classroom community <b>Staff Responsible for Monitoring:</b> Principal, AP, Lighthouse Team, Jr. Lighthouse Team  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
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**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 3:** 100% of Ward teachers will plan engaging, differentiated, flexible lessons that encourage higher- order thinking, persistence and achievement.

**Evaluation Data Sources:** lesson plans, classroom walk-throughs, T-Tess Evaluations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will imbed Lead4ward and/or Kagan Cooperative instructional learning strategies into weekly lesson plans. <b>Strategy's Expected Result/Impact:</b> increased learner engagement, improved student collaboration <b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coordinator  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ward teachers will participate in structured Engage2Learn Unit Design days developed to support practices that create student ownership. <b>Strategy's Expected Result/Impact:</b> increased student achievement and differentiated learning, closure of student learning gaps <b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coordinator  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
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### Performance Objective 3 Problem Statements:

<b>Student Achievement</b>
<b>Problem Statement 1:</b> continued need to close the gaps in reading levels
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Rebuild cross- grade level connections

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 4:** 90% of Ward's 4th and 5th grade math learners will attain a minimum "Meets Grade Level" on STAAR or demonstrate a full year's growth by June 2024 compared to Spring 2023 scores.






**Evaluation Data Sources:** STAAR results, Accountability rating

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 3rd -5th grade campus math teachers will partner with Abilene Christian University by hosting student interns to teach small group math lessons and participate in classrooms for 40 hours a semester. <b>Strategy's Expected Result/Impact:</b> Increase STAAR scores, decrease the number of students needing math intervention <b>Staff Responsible for Monitoring:</b> campus math teachers, administration, Instructional Coordinator  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus tutors will meet with small groups of students (at-risk, HB4545, eco. dis.) during the school day to reinforce math content. <b>Strategy's Expected Result/Impact:</b> growth on STAAR and MAP assessments <b>Staff Responsible for Monitoring:</b> administration, Instructional coordinator, tutors  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Supplemental Tutoring Allocation - State Comp Ed - \$5,200	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				








**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 5:** 90% of Ward's 4th and 5th grade reading learners will attain a minimum "Meets Grade Level" on STAAR or demonstrate a full year's growth by June 2024 compared to Spring 2023 scores.

**Evaluation Data Sources:** STAAR score results, Accountability rating

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus reading teachers will follow the district pacing guide and utilize the Pearson RLA curriculum to support balanced literacy. <b>Strategy's Expected Result/Impact:</b> Improve STAAR scores, decrease the number of students needing reading intervention <b>Staff Responsible for Monitoring:</b> reading teachers, interventionists, administration, Instructional Coordinator <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide intense supplemental reading instruction for 1st - 5th grade students that are reading more than two years below grade level using LLI program. <b>Strategy's Expected Result/Impact:</b> improved reading achievement on MAP and BAS assessments <b>Staff Responsible for Monitoring:</b> campus reading teachers, interventionists, administration, Instructional Coordinator <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus tutors will meet with small groups of students (at-risk, HB4545, eco. dis.) during the school day to reinforce reading content. <b>Strategy's Expected Result/Impact:</b> growth on STAAR and MAP assessments <b>Staff Responsible for Monitoring:</b> administration, reading teachers, Instructional Coordinator, tutors  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Supplemental Tutoring Allocation - State Comp Ed	Formative			Summative
	Oct	Jan	Apr	June
				
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Performance Objective 5 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> continued need to close the gaps in reading levels

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 6:** 80% of Ward Elementary's fifth grade STAAR Science students will earn "Meets or Masters Grade Level" scores by June 2024.







**Evaluation Data Sources:** STAAR scores








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 3rd - 5th grade science teachers will utilize StemScope to provide rigorous instruction and hands-on activities. <b>Strategy's Expected Result/Impact:</b> a greater understanding of science curriculum, improved STAAR results <b>Staff Responsible for Monitoring:</b> science teachers, administration, Instructional Coordinator  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Ward will increase its parent involvement on campus through PTO meetings, family events and participation on field trips and in classroom settings.

**Evaluation Data Sources:** Parent volunteer sign-in records, PTO minutes, and attendance at family events








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ward PTO will heavily recruit parent volunteers who have not volunteered before for various activities during the school year. <b>Strategy's Expected Result/Impact:</b> increased family involvements, stronger family connection to school, improved attendance <b>Staff Responsible for Monitoring:</b> PTO president, administration, teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parents will be encouraged to complete name based volunteer background check and be invited to participate in classroom learning experiences at least once per grading period. <b>Strategy's Expected Result/Impact:</b> increased parental involvement, improved attendance <b>Staff Responsible for Monitoring:</b> administration, teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Family Learning Action Team will create, monitor and recognize monthly Family Lighthouse Activities. <b>Strategy's Expected Result/Impact:</b> increased family involvements in campus activities <b>Staff Responsible for Monitoring:</b> Lighthouse team, administration, teachers, action team members  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 2:** Ward will continue to build community partnerships with local businesses in an effort to exceed more than the current 14 community adopted partnerships.







**Evaluation Data Sources:** Collaboration on Ward family events (Color Run), Invitations to Ward sponsored events, donations/sponsorships

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ward teachers and PTO will reach out to community organizations looking for opportunities to partner with them. <b>Strategy's Expected Result/Impact:</b> increased partnerships <b>Staff Responsible for Monitoring:</b> PTO board, administration, teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Serenity Impact Youth Prevention Program will visit Ward's first grade classrooms for ten 30 minute lessons relating to healthy choices and good decision making. <b>Strategy's Expected Result/Impact:</b> increased partnership, proactive education of SEL <b>Staff Responsible for Monitoring:</b> school counselor,  <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

**Performance Objective 1:** Ward will maintain active social media accounts by posting a minimum of one update and/or success story each week during the 2023-2024 school year.








**Evaluation Data Sources:** social media posts

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ward administrative staff and/or social media team will post at least one positive post per week on a social media site.  <b>Strategy's Expected Result/Impact:</b> increased community awareness about the wonderful things that happen each week at Ward  <b>Staff Responsible for Monitoring:</b> administration, PTO board members, Instructional Coordinator, School Counselor, teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

**Performance Objective 2:** Ward administrative staff will provide school, district and/or community resources for families through positive parent contact at least once per grading period during the 2023-2024 school year.











**Evaluation Data Sources:** Wildcat trails, School Messenger, Remind, Smores Newsletters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Through the use of school media sites such as School Messenger, Remind, Smores Newsletters, and email, Ward staff will provide school, district and/or community resources for families through positive parent contact at least once per grading period  <b>Strategy's Expected Result/Impact:</b> increased parent engagement and positive relations <b>Staff Responsible for Monitoring:</b> social worker, PTO board members, administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 1:** 100% of Ward students will participate in a coordinated school health program including nursing services, counseling, physical education, and nutrition services.

**Evaluation Data Sources:** student records










Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Kindergarten, 1st grade, 3rd grade, and 5th grade students will participate in health screenings in the areas of vision, hearing and dental health. <b>Strategy's Expected Result/Impact:</b> improved student health <b>Staff Responsible for Monitoring:</b> school nurse, administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The school counselor will coordinate Red Ribbon Week activities focused on healthy choices and relationships. <b>Strategy's Expected Result/Impact:</b> improved student choices and relationships <b>Staff Responsible for Monitoring:</b> school counselor, administration  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 2:** 100% of Ward students and staff will follow procedures that promote a safe and secure learning environment.

**Evaluation Data Sources:** drill logs, weekly sweeps, Crisis Go reports

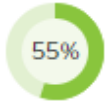



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students, faculty and staff will participate in monthly fire drills, bi-yearly disaster drills and lockdown drills. <b>Strategy's Expected Result/Impact:</b> improved school safety <b>Staff Responsible for Monitoring:</b> administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ward administration will perform weekly interior and exterior door checks and report maintenance requests in a timely manner. <b>Strategy's Expected Result/Impact:</b> improved school safety <b>Staff Responsible for Monitoring:</b> Assistant principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of Ward faculty and staff will be trained in Avoid, Deny & Defend procedures, Stop the Bleed and AED operations. <b>Strategy's Expected Result/Impact:</b> prepared faculty & staff for Emergency management <b>Staff Responsible for Monitoring:</b> Assistant Principal, campus nurse  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
				





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 100% of interior doors will be closed and locked during instructional time throughout the school day. <b>Strategy's Expected Result/Impact:</b> improved school safety <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ward's Campus Safety Team will meet every six weeks to develop, monitor and ensure that the campus EOP is up to date. <b>Strategy's Expected Result/Impact:</b> improved school safety <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 3:** Ward Elementary will improve student attendance from 94.9% to 96% by June 2024.

**Evaluation Data Sources:** improved attendance = improved academics







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will track their attendance daily in their leadership notebooks <b>Strategy's Expected Result/Impact:</b> student ownership <b>Staff Responsible for Monitoring:</b> teachers, Lighthouse team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance incentives will be given at the end of each grading period to the class with the best attendance on each grade level. <b>Strategy's Expected Result/Impact:</b> improved attendance = improved academics <b>Staff Responsible for Monitoring:</b> attendance clerk, secretary, teachers, administration  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Office staff will track daily attendance percentage and keep it posted right outside the main office. <b>Strategy's Expected Result/Impact:</b> improved attendance, accountability for families <b>Staff Responsible for Monitoring:</b> administration, attendance clerk, secretary  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Classroom teachers will spell out "Perfect Attendance" with their classes, earning one letter for each day the whole class is present. When they spell out perfect attendance, they will receive a classroom reward. <b>Strategy's Expected Result/Impact:</b> improved student attendance <b>Staff Responsible for Monitoring:</b> administration, teachers, attendance clerk, secretary  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will receive a spirit stick for each semester they have perfect attendance. <b>Strategy's Expected Result/Impact:</b> improved student attendance <b>Staff Responsible for Monitoring:</b> attendance clerk, secretary, administration, teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Participate in a school-wide competition with our sister campus, Thomas Elementary. Winners and prizes to be declared at the end of every grading period. <b>Strategy's Expected Result/Impact:</b> improved attendance <b>Staff Responsible for Monitoring:</b> administration, attendance clerk, secretary  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**Performance Objective 4:** 100% of Ward faculty & staff will participate in monthly professional development opportunities to further grow and develop skill sets.

**Evaluation Data Sources:** meeting agendas, meeting minutes, attendance logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional staff will self-select and attend one of three professional development breakout sessions offered each month. <b>Strategy's Expected Result/Impact:</b> improved collaboration and engagement <b>Staff Responsible for Monitoring:</b> Instructional coordinator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# 2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Instructional Coordinator	Sandi Muniz	
Administrator	Dawn Ripple	
Classroom Teacher	Allison Hefner	
Classroom Teacher	Megan Oracion	
Classroom Teacher	Taylor Wise	
Classroom Teacher	Janina Espinoza	
Classroom Teacher	Denae Guadaramma	
Classroom Teacher	McKenna Harrell	
Classroom Teacher	Amanda Rosser	
Classroom Teacher	Selena Horn	
Classroom Teacher	Megan Miller	
Classroom Teacher	Jeanne Parker	
Classroom Teacher	Terri Pyeatt	
Classroom Teacher	Kayce Hubbard	
Classroom Teacher	Leianne McMillan	
Classroom Teacher	Shelly Muzechenko	
Classroom Teacher	Laurie Parks	
Classroom Teacher	Morgan Alvarenga	
Classroom Teacher	Connie Darden	
Classroom Teacher	Andrea Gazaille	
Classroom Teacher	Christy Petty	
Classroom Teacher	Joy harsh	
Classroom Teacher	Erin Monroy	
Classroom Teacher	Malcolm Thomas	
Classroom Teacher	Letabeth Machogu	
Non-classroom Professional	Lilly Brown	
Non-classroom Professional	Lisa Walker	

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Elizabeth Burns	
Non-classroom Professional	Trinity Copeland	
Non-classroom Professional	MJ Waldron	
Non-classroom Professional	M'Lee Graham	
Non-classroom Professional	Rebecca Barnes	
counselor	Crissy Roberts	
Paraprofessional	David Patterson	
Paraprofessional	Pepper Creel	

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	Supplemental Tutoring Allocation		\$5,200.00
2	5	3	Supplemental Tutoring Allocation		\$0.00
Sub-Total					\$5,200.00