

**Wall Elementary
Campus Improvement Plan
2023-2024**

Overall Rating: A

Academic Distinctions:

Academic Achievement in Science

Postsecondary Readiness

Top 25%: Comparative Closing the Gaps

Mission Statement

Motto: WALL – Winners All

Wall Elementary School has maintained a reputation for academic excellence and as evidenced by consistent high-level test scores both on the national and state level as well as the accomplishments of graduates of the district.

We believe that all students are capable of learning the necessary skills to be independent, productive, and useful members of our society.

The aim of Wall Elementary is to enable our students to develop and apply academic skills and to acquire competencies on which to build a meaningful and productive life.

Wall Elementary will provide students with a balanced curriculum that will enable students to develop good citizenship characteristics and to appreciate our rich American heritage; to develop sound economic attitudes; and to develop positive attitudes toward the educational process and its importance to the future of America. We will also provide for all students to develop their abilities to think logically, independently, and creatively and to communicate effectively.

Wall Elementary is committed to providing instruction at the highest level and to providing the necessary resources for quality programs in all areas. We accept the responsibility of accountability for the results of its programs.

Site Based Decision-Making (SBDM) Committee

Stacie Fisher	Kindergarten Teacher
Bernadette Halfmann	First Grade Teacher
Andrea Martin	Second Grade Teacher
Janna Fuchs	Third Grade Teacher
Terri Killam	Fourth Grade Teacher
Leah Bryant	Special Education Teacher
Shannon Molnar	Intervention Teacher
Vicky Burrows	ESL Teacher
Jamie Dudley	Principal
Ben Lyons	Assistant Principal
Jamie Glass	Counselor
	Community Representative
	Business Representative
	Parent Representative
	Parent Representative

Comprehensive Needs Assessment

1. DEMOGRAPHICS

Demographic Summary: The demographics of Wall Elementary are as follows for the 2021-2022 school year. African Americans comprise 0.2% of our student population. Hispanic students are 19.5%, White students are 78.7%, Asian students are 0.2%, and we are 18.2% economically disadvantaged. We are 49.7% At-Risk and our mobility rate is 6.7%. Wall ISD is a rural 3-A district with an elementary student count of 615. Our class size average for the elementary campus is 13.9. We employ 45 teachers and 9 paraprofessional staff. We have 14 ELL students (2.3%), 31 Gifted/Talented students (5%), and 42 Special Education students (6.8%) including Speech only students. Our district is predominantly supported by the farm and ranch industry.

Demographic Needs: With a fast-growing student population, procuring adequate space and staffing to meet the needs of students is a continuing challenge. Keeping class sizes small and providing the increasing number of individualized services for our students are both top priorities.

- Maintain support personnel for small-group intervention (paraprofessionals and interventionists)
- Access to instructional resources for targeted instruction (differentiation)
- Maintain a robust Response to Intervention (RtI) process to address individual student needs
- Forward planning for instructional spaces (support services, FLC, BAC, etc.)

2. STUDENT ACHIEVEMENT

Student Achievement Summary: Wall Elementary earned an “A” rating from the State in the 2022 school year. Each year, the staff at Wall Elementary disaggregate the STAAR scores. As we are reviewing and studying the information, we identify the lowest performing objectives per core subject area and they become our primary focus for the upcoming school year. The objectives that are identified are then maintained as the priority for the school year. Wall Elementary received an overall scaled score of 95 out of 100 to earn a “Met Standard” rating in the 21-22 school year. In Domain I (Student Achievement) we received a scaled score of 93, in Domain II (School Progress) we received a scaled score of 85, and in Domain III (Closing the Gaps) we received a scaled score of 100. Three distinctions were earned: academic achievement in science, Postsecondary Readiness, top 25% comparative closing the gaps.

Student Achievement Needs:

- Instructional resources for HB 4545 tutorials

- Identification of critical TEKS
- Vertical alignment K-5

3. SCHOOL CULTURE AND CLIMATE

School Culture and Climate Summary: The school culture of Wall Elementary centers around building student capacity to become responsible, productive citizens ready for higher learning and the workforce. Our school promotes excellence and a competitive spirit in both staff and students, pushing them to give their best in all they do. Successes as well as growth are celebrated schoolwide.

School Culture and Climate Needs:

- Character education curriculum - *Leader in Me*
- Continue frequent schoolwide reward for academic achievement, good character, etc.

4. STAFF QUALITY, RECRUITMENT, AND RETENTION

Staff Quality, Recruitment, and Retention Summary: Wall Elementary has a teaching staff of 41, a paraprofessional staff of 9, 1 school counselor, 1 administrative assistant, 1 PEIMS clerk, 4 custodians, and 2 administrators. All teaching staff members have the appropriate State or local certification. Through Wall ISD's district of innovation plan, we are able to extend probationary contracts to employees new to the district up to three years, allowing more opportunities for teacher growth and development. Administration prioritizes a healthy work-life balance for all staff as well as opportunities for targeted professional development.

Wall Elementary administration will continue to hire the most qualified applicants to fill positions and ensure that each new employee shares our educational philosophy of continual growth and life-long learning. The administration will also continue efforts to maintain a positive and enriching work environment for staff members by effectively communicating and inviting staff input in the decision-making process. The administration will strive to place teachers and other staff members in the positions in which they are best suited and where they are most effective.

Staff Quality, Recruitment, and Retention Needs:

- Funds for targeted staff development
- Acquire healthy pool of well-trained substitute teachers
- Maintain rigorous teacher evaluation system (T-TESS) centered on growth

- Pathways to teacher certification for paraprofessionals

5. CURRICULUM, INSTRUCTION, ASSESSMENT

Curriculum, Instruction, Assessment Summary: Wall Elementary uses the TEKS Resource System curriculum management system, which assists our teachers in providing a guaranteed and viable curriculum for every student. Our teachers use the vertical alignment documents, the standard scope and sequence (Year-at-a-Glance) for every grade level, and Instructional Focus Documents (IFDs), along with textbook resources to assist in lesson preparation. This allows us to verify that all TEKS are being taught. Our teachers are working with diligence to ensure that the curriculum is taught at a high level of complexity and rigor. All classes follow the TEKS requirements in their subject matter. Additionally, Wall Elementary uses an explicit phonics program (Really Great Reading) to supplement the Reading, Language Arts curriculum.

Curriculum, Instruction, Assessment Needs:

- Continue purchasing explicit phonics program
- Commitment to vertical alignment of academic vocabulary in grades K-5.
- Differentiated instruction training and implementation in the classroom.
- Alignment of State-approved reading inventory grades K-2

6. FAMILY AND COMMUNITY INVOLVEMENT

Family and Community Involvement Summary: Wall Elementary prioritizes the partnership between school, family, and the community. Having support from both home and school has been integral in the success of our students and school. We maintain a healthy PTO with strong parent leadership. The PTO regularly raises funds for teacher supplies and various projects on campus including playground equipment and student rewards/incentives. As a Title I campus, we hold annual parent-teacher conferences for every student and facilitate various family engagement events throughout the school year.

Family and Community Involvement Needs:

- Pursue stipend for Family/Parent Engagement Liaison
- Continue coordinated campus communication efforts for parents and community (website, social media, etc.)
- Increased opportunities for parent involvement

Comprehensive Needs Assessment – Data Documentation

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

Improvement planning Data:

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

Accountability Data:

- Texas academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 – Student Achievement
- Performance Index Framework Data: Index 2 – Student Progress
- Performance Index Framework Data: Index 3 – Closing Performance Gaps
- Performance index Framework Data: Index 4 – Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Release Test Questions

- Texas English Language Proficiency Assessment System (TEPLAS) results
- Texas Primary Reading Inventory (TPRI) results
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Attendance data
- Mobility rate
- Discipline records
- Class size averages by grade and subject
- Fitness Gram Results

Employee Data:

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart technology data
- Teacher retention data

Parent/Community Data:

- Parent Involvement Rate

Support Systems and Other Data:

- Budgets/entitlements and expenditures data
- Study of best practices

Title I – Schoolwide Program

Wall Elementary is a Title I Schoolwide campus. Our economically disadvantaged percentage is 18.2%. This allows WES to spend the funds received on the success of all students on our campus.

TEN SCHOOLWIDE COMPONENTS

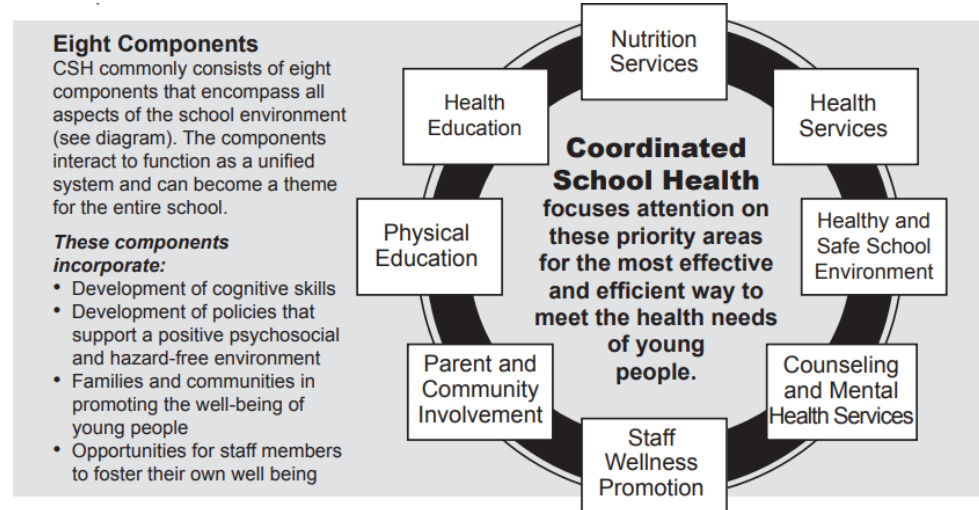
1. Comprehensive Needs Assessment
2. Schoolwide Reform strategies
3. Instruction by highly qualified teachers
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals; and, if appropriate, student services personnel, parents, and other staff
5. Strategies to attract highly qualified teachers (*Highly Qualified guidelines were removed effective for the 2016-17 school year.*)
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program
9. Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards
10. Coordination and integration of federal, state and local services and programs

These Title I Components are met through elements and strategies listed in this Campus Improvement Plan.

Coordinated School Health

Coordinated School Health (CSH) is a systemic approach of advancing student academic performance by promoting, practicing and coordinating school health education and services for the benefit and well-being of students in establishing healthy behaviors designed to last their lifetime. There are 8 components to a CSH program:

1. Health Education
2. Physical Education
3. Health Services
4. Counseling and Mental Health Services
5. Healthy and Safe School Environment
6. Staff Wellness Promotion
7. Nutrition Services
8. Parent and Community Involvement



All Texas school districts are required by law to adopt and implement a CSH program in grades K-8.

State Compensatory Education

Students are entered into the State Compensatory Education (SCE) program when they meet one of the following criteria areas.

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument (Grades 3-5).
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has a parent or guardian who has been incarcerated within the lifetime of the student, in a penal institution as defined by the Texas Penal Code, §1.07.

Students are exited from the SCE program when they no longer meet one of the 13 criteria areas listed above.

State Compensatory Education Program Evaluation

STAAR Assessment Results: Grades 3-5

	Math % Met Standard			Reading/ELA % Met Standard			Science % Met Standard		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
All Students	78%	72%	72%	69%	67%	77%	61%	59%	63%
Hispanic	62%	53%	52%	52%	45%	66%	40%	50%	
White	81%	77%	77%	73%	72%	81%	67%	60%	
Economically Disadvantaged	55%	44%	51%	31%	42%	62%	36%	29%	

The comprehensive, intensive, accelerated instruction program at Wall Elementary consists of after school tutorials for students at-risk, additional staff members to reduce the student to teacher ratio, and the implementation of the Three-Tier Reading and Math Model Program to reduce the risk for students dropping out of school.

Federal, State, and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students are listed below.

FEDERAL PROGRAMS		
<i>Title I, Part A Basic Programs</i>	<i>Salary</i>	<i>\$72,117</i>
	<i>ESC 15</i>	<i>\$1,949</i>
	<i>Supplies</i>	<i>\$5,159</i>
	<i>Miscellaneous Operating Expenses</i>	<i>\$100</i>
<i>Title I, Part C (Migrant), SSA Member</i>	N/A	
<i>Title II, Part A (TPTR)</i>	<i>\$30,396</i>	<i>Class Size Reduction \$26,247</i>
STATE PROGRAMS		
<i>Early Education Allotment</i>	<i>Reading Academy Cohorts</i>	<i>\$73,619</i>
<i>State Compensatory Education</i>		<i>\$65,402</i>
<i>Gifted/Talented</i>	<i>ESC 15</i>	<i>\$940</i>
	<i>Salary</i>	<i>\$22,018</i>
	<i>Supplies</i>	<i>\$750</i>
<i>Special Education</i>		<i>\$62,522</i>
<i>Emergen tBilingual Program</i>		<i>\$15,474</i>
<i>Career and Technology</i>		<i>\$69,068</i>
<i>Title I – Summer School</i>		<i>\$11,580</i>

**For the purposes of this plan, the term “all students” includes African American, Hispanic, White, Economically Disadvantaged,*

Male, Female, Special Educational, Gifted and Talented, At-Risk, Dyslexic, Migrant, and Limited English Proficient (LEP).

Upon evaluation of the effectiveness of the SCE program, the committee finds that the following goals and objectives are areas of prioritization.

GOAL 1: By May of 2029, Wall Elementary School will continue to meet the State Standard and meet 100% of the System Safeguards.

OBJECTIVE 1: By May 2023, 72% of all students* in grades 3 and 4 at Wall Elementary will meet the standard on the Reading portion of the State Assessment or an appropriate standardized test.

Summative Evaluation: *School Report Card, 2023 Accountability Summary, Distinction for Academic Achievement in Reading earned*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
8, 9	Students in grades 3 and 4 will take a STAAR RLA Interim Assessment, or other appropriate benchmark, each semester.	Campus Testing Coordinator	Fall Semester/ Spring Semester	Texas Testing Portal, student devices	Interim score reports, Eduphoria
9	Teachers will use student performance data on RLA assessments to drive targeted instructional review and remediation.	Classroom teachers	Ongoing	PLCs, Eduphoria, Texas Testing Portal	Improved student performance in target areas.
1, 2	Identify Critical RLA TEKS to focus on throughout the school year based on prior year's STAAR student performance data.	Principal, Classroom teachers	Summer 2024	PLCs, Eduphoria, TEKS Resource System	Critical TEKS summary, teacher lesson plans

8, 9	Administer the TxKEA/TPRI reading inventory to students in grades K, 1, and 2 to identify students as at-risk of Dyslexia and/or other learning deficits.	Principal, Counselor, Classroom teachers	BOY MOY EOY	Class coverage for teachers, TPRI/TxKEA testing portals, testing rooms	Individualized student reports
8	Administer the Renaissance Star informal reading inventory to determine students' reading levels.	Classroom teachers	1x/six weeks	Renaissance program, student devices	RenStar reports
2	Schoolwide promotion of the Accelerated Reader program to build student reading stamina and comprehension.	Principal, Classroom teachers	Ongoing	Student incentive rewards, designated time for independent reading, Renaissance	Growth in student reading levels, library reports, AR reports
10	Maintain a wide selection of books that are accessible to students in the campus library.	Principal, Librarian	Ongoing	Funds to purchase reading material, staffing	Book inventory, usage reports
2	Use TEKS Resource System to vertically align RLA curriculum across grade levels.	Principal, Classroom teachers	Summer 2024	TEKS Resource VAD and YAG, PLCs	Summer Inservice schedule, VAD

2	Use an explicit phonics program in grades K-2 as a supplement to daily reading curriculum.	Principal, Classroom teachers	Ongoing	Really Great Reading, iMAT funds, Title I funds	Purchase order/invoice, teacher lesson plans
2, 3	Utilize guided reading groups as part of the daily reading program in 1st grade.	Principal, first- grade teachers, instructional aides	Ongoing	Scheduling for instructional aides, guided reading sets, PD for staff	Master schedule, improved student reading levels
3, 10	Maintain additional support from instructional aides in each grade level to assist students during class as well as provide targeted intervention to a small group during RTI time.	Principal	Ongoing	Title I funds, scheduling for instructional aides, intervention materials	Master schedule, RTI progress monitoring reports

GOAL 1: By May of 2024, Wall Elementary School will continue to meet the State Standard and meet 100% of the System Safeguards.

OBJECTIVE 2: By May 2024, 77% of all students* in grades 3 and 4 at Wall Elementary will meet the standard on the Mathematics portion of the State Assessment or an appropriate standardized test.

Summative Evaluation: *School Report Card, 2023 Accountability Summary, Distinction for Academic Achievement in Mathematics earned*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
8, 9	Students in grades 3 and 4 will take a STAAR Mathematics Interim Assessment, or other appropriate benchmark, each semester.	Campus Testing Coordinator	Fall Semester/ Spring Semester	Texas Testing Portal, student devices	Interim score reports, Eduphoria
9	Teachers will use student performance data on math assessments to drive targeted instructional review and remediation.	Classroom teachers	Ongoing	PLCs, Eduphoria, Texas Testing Portal	Improved student performance in target areas.
1, 2	Identify Critical Math TEKS to focus on throughout the school year based on prior year's STAAR student performance data.	Principal, Classroom teachers	Summer 2024	PLCs, Eduphoria, TEKS Resource System	Critical TEKS summary, teacher lesson plans

8	Administer the IXL Math informal skills inventory to identify students' specific math skill deficits.	Classroom teachers	1x/six weeks	IXL program, student devices	IXL reports
2	Use TEKS Resource System to vertically align math curriculum across grade levels.	Principal, Classroom teachers	Summer 2024	TEKS Resource VAD and YAG, PLCs	Summer Inservice schedule, VAD
3, 10	Maintain additional support from instructional aides in each grade level to assist students during class as well as provide targeted intervention to a small group during RTI time.	Principal	Ongoing	Title I funds, scheduling for instructional aides, intervention materials	Master schedule, RTI progress monitoring reports

GOAL 2: By August 2024, all students at Wall Elementary will be taught by highly qualified teachers and staff, and thereafter 100% highly qualified staff will be maintained.

OBJECTIVE 1: By August 2024, all classroom teachers and staff will maintain appropriate State certification and participate in quality professional development.

Summative Evaluation: Appropriate state/local certificate for all teachers at Wall Elementary; CPE certificates.

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
2, 3, 5	1. All staff will be appropriately certified in the area for which they are hired.	Campus Principal	Prior to hiring of applicant	Recruitment of highly qualified teachers SBEC	Staff Transcripts, SBEC Certification, DOI certification
3, 10	2. All K-3 teachers will have completed the Reading Academy as mandated by the State.	Campus Principal	Within 1 year of hiring applicant	ESC 15 Reading Academy Cohort	Certificates of completion
3, 5	3. Administrative staff will attend teacher job fairs as needed and advertise in various surrounding area media to recruit highly qualified teachers.	Campus Principal Superintendent	As jobs and job fairs become available	ASU Local and surrounding newspapers Wall ISD website ESC 15 website	Appropriately certified staff
4, 5	4. Paraprofessionals will complete the Paraprofessional Academy and obtain Education Aide Certification through SBEC.	Campus Principal	Within 1 year of hiring applicant	Registration fees, time to complete online course, ESC 15	Certificate of completion/SBEC certification
4	5. Staff will attend professional development focused on research-based best practices in areas appropriate to their field.	Elementary Staff	Ongoing	ESC 15, conferences, webinars	Attendance certificates

4	7. Classroom teachers will attend at least six hours of Gifted/Talented training each year.	Campus Principal	Annually	ESC 15, Outside training opportunities	Attendance certificates
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GOAL 3: Wall Elementary students who qualify for special programs will receive appropriate services.

OBJECTIVE 1: Wall Elementary will maintain a Gifted and Talented program that meets all state and federal requirements.

Summative Evaluation: *students who participate in G/T services will demonstrate self-directed learning, thinking, research, and communication skills.*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
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10	1. Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand.	GT Coordinator	Annually	access to website, translator (as needed)	website posting
2, 3	2. Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	GT Coordinator	Spring Semester	testing materials, test proctor	website posting, student assessments
2, 3	3. Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.	Classroom teachers/Campus Principal	Ongoing	STEM activities, curriculum, scheduling	Teacher lesson plans
3, 4	4. A minimum of thirty (30) CPE hours of professional learning to include nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for all teachers.	Campus Principal	As needed	ESC 15, allotted comp. days for teachers, G/T State funds	Certificates of completion
6	5. Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.	GT Coordinator/Campus Principal	Each semester	Community programs (STARbase, ASU, SAFAM, Center for Performing Arts)	website/social media postings

GOAL 3: Wall Elementary students who qualify for special programs will receive appropriate services.

OBJECTIVE 2: Wall Elementary will maintain a Special Education program that meets all state and federal requirements.

Summative Evaluation: *Student files found in compliance with all TEA and IDEA requirements.*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
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3, 5	1. Maintain sufficient certified special education teachers and paraprofessionals to meet all student IEP requirements.	Campus Principal	Annually	staffing/salary, State SpEd funding	master schedule, SPED log of services
1, 2, 10	2. Support general education teachers in providing appropriate accommodations for students with IEPs.	SpEd teachers/Campus Principal	Ongoing	training resources, availability of SpEd teachers, teacher inservice	August Inservice schedule, staff meeting minutes, teacher lesson plans
3, 5	3. Maintain sufficient certified Dyslexia teachers to meet all student IEP requirements.	Campus Principal	Annually	salary funding, scheduling	master schedule, Dyslexia log of services
2, 9, 10	4. Employ a research-based, State-approved Dyslexia therapy program (Reading by Design) and implement with fidelity.	Dyslexia teachers/Campus Principal	Ongoing	scheduling, RBD curriculum, ESC 15	master schedule, teacher lesson plans, Dyslexia log of services
2, 10	5. Ensure timely completion of FIIEs through cooperation and collaboration of evaluation staff.	Campus principal/SSC	Ongoing	scheduling, team meetings, testing materials	Evaluation ARD meetings held within proper timelines

2, 6	6. Facilitate regular communication with parents of students in SpEd regarding their academic progress, needs, and services, as required by IDEA.	Campus principal/classroom teachers/SpEd teacher/ARDC	Ongoing	ARD meetings, scheduling, progress monitoring	Student progress reports, ARD minutes, parent contact logs
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GOAL 3: Wall Elementary students who qualify for special programs will receive appropriate services.

OBJECTIVE 3: Wall Elementary will maintain a Section 504 program that meets all state and federal requirements.

Summative Evaluation: *Students qualifying for the Section 504 program will be provided a Free Appropriate Public Education (FAPE).*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
2, 3	1. Designate staff to oversee Section 504 referrals, annual reviews, and student service plans.	Campus Principal	Annually	504 Coordinator, meeting facilitator	staff roster, Student 504 service plans
1, 2,10	2. Ensure teachers are aware of and familiar with accommodations in their students' 504 service plans.	504 Coordinator	Ongoing	staff meetings, August Inservice training, availability of coordinator	Inservice agenda, acknowledgements of receipt of service plans
3, 9	3. Student accommodations will be implemented appropriately by classroom teachers.	Campus Principal/504 Coordinator/Classroom teachers	Ongoing	training as needed, student service plans	Gradebook, teacher lesson plans

GOAL 3: Wall Elementary students who qualify for special programs will receive appropriate services.

OBJECTIVE 4: Wall Elementary will maintain an Emergent Bilingual program that meets all state and federal requirements.

Summative Evaluation: *Emergent Bilingual students show increased Language Proficiency (TEPLAS)*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
3	1. Designate staff to oversee the Emergent Bilingual program including LPAC, TELPAS, and support for general education teachers.	Superintendent	Annually	Staffing (ESL Coordinator), Bilingual State Funds	District staff list
3, 4	2. Teachers of students in an Emergent Bilingual program will be appropriately certified through SBEC.	Campus Principal/ESL Coordinator	Annually	Certification test	ESL Certification, class rosters
2, 9, 10	3. Ensure coordination between the LPAC and the Annual Review and Dismissal (ARD) Committee for emergent bilingual students who are also served through special education.	ESL Coordinator	Ongoing	meeting schedules	ARD/LPAC meeting minutes
4, 5, 9, 10	4. Communicate to teachers the status of EB students continuing in program services, continuing as identified EB students with a parental denial of services, and those who are entering year 1 of monitoring after reclassification.	ESL Coordinator	August 2023/as needed	time to meet with staff, August Inservice	acknowledgement of receipt of services, Inservice agenda
4, 5, 10	5. Communicate most current language proficiency levels of each student as well as the documented linguistic supports used by previous teachers.	ESL Coordinator	August 2023/as needed	TELPAS	LPAC meeting minutes

GOAL 3: Wall Elementary students who qualify for special programs will receive appropriate services.

OBJECTIVE 5: Wall Elementary will maintain a Response to Intervention program that meets all state and federal requirements.

Summative Evaluation: *Increased percentage of students performing on grade level.*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
3, 5	1. Maintain a full-time reading interventionist to provide Tier III reading intervention to students in Grades K-4.	Campus Principal	Annually	staffing/salary, Title I	campus master schedule
3, 5	2. Maintain a full-time math interventionist to provide Tier III math intervention to students in Grade K-4.	Campus Principal	Annually	staffing/salary, Title I	campus master schedule
1, 2	3. Purchase explicit phonics curriculum for reading intervention (Really Great Reading).	Campus Principal	Annually	Title I	teacher lesson plans
1, 2, 8	4. Utilize data from formative and summative assessments to set academic goals for students receiving intervention.	Interventionists	BOY, MOY, EOY/as needed	Title I	assessment reports, Eduphoria progress monitoring
3, 9	5. Regularly monitor and report student progress in period RTI meetings.	Interventionists	Each reporting period	RTI meeting schedule, assessment reports	Eduphoria progress monitoring, RTI meeting minutes

3, 9, 10	6. The RTI committee will make recommendations regarding the dismissal of students from intervention and/or additional evaluation.	RTI Committee/Counselor/Campus Principal	Each reporting period	student intervention history	RTI meeting minutes
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GOAL 4: Wall Elementary will partner with families and the surrounding community to promote the academic and social development of all students.

OBJECTIVE 1: In the 2023-24 school year, Wall Elementary will host family engagement events.

SUMMATIVE EVALUATION: *School records (sign-in sheets, teacher documentation) will indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Title I Comp.#	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
6	1. Participate in PTO meetings and activities and encourage parent and student involvement	Professional and paraprofessional staff	August 2023-May 2024	Parents/guardians, PTO officers, community members	Attendance; room count rosters
6	2. Increase parent and volunteer involvement in classroom and school activities.	Entire staff	August 2023-May 2024	Parents/guardians, community members	Number of parents and volunteers involved/sign in sheets
6	3. Encourage parent and student participation in Meet the Teacher.	Classroom teachers, Principal	August 2023	Classroom teachers, Principal	Number of parents and volunteers involved

GOAL 4: Wall Elementary will partner with families and the surrounding community to promote the academic and social development of all students.

OBJECTIVE 2: In the 2023-24 school year, Wall Elementary will prioritize timely and effective communication with families.

SUMMATIVE EVALUATION: *School records (sign-in sheets, teacher documentation) will indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
6	1. Communicate with parents and students through monthly and weekly newsletters, Remind app, Class Dojo, See Saw, Google Classroom, Zoom.	Campus Principal/Counselor/Classroom Teachers	August 2023 - May 2024	PTO announcements; menus, surveys, parent newsletters from Region XV; Title I newsletter	Parent and student response
6, 8, 10	2. Involve parents as members of the School Health Advisory Council.	School Nurse	August 2023 - June 2024	Teacher produced information; memos	Parent involvement and results of programs implemented

GOAL 5: All students at Wall Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

OBJECTIVE 1: By May 2023, the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2022.

SUMMATIVE EVALUATION: *Reduction in both incidents as measured by PEIMS and number of discipline referrals.*

Title I Comp. #	Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence
1	1. Teach drug prevention & conflict resolution strategies to K-4 .	Counselor/ classroom teachers	August 2023 - May 2024	Law enforcement officers, drug prevention curriculum, classroom guidance curriculum, Keystone curriculum, Red Ribbon Week activities, DARE	Monitor student success
1, 4, 9, 10	2. Provide training to core team on TBSI along with annual updates for Safety Care training.	Campus Principal/SpEd teachers	August 2023 - May 2024	TBSI training and materials, Safety Care, Small Schools Coop	Completion of recertification
1	3. Provide classroom guidance and individual counseling.	Counselor	August 2023 - May 2024	Curriculum	Monitor student Success, teacher surveys
1	4. Review crisis intervention plan with staff.	Campus Principal	August 2023 - May 2024	School emergencies procedures booklet	Monitor drill success

7	5. Kindergarten Round Up and 4th grade transition day.	Principal and Jamie Glass	March 2024 May 2024	Elementary/JH counselors and principals	Feedback from students and parents
1, 5	6. Make every effort to maintain small class sizes where possible.	Campus Principal, Counselor	Annually	Title II Part A	Class rosters