

**WALNUT CREEK ELEMENTARY SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2019-2020**

*Walnut Creek*



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Date of School Board Approval

# AZLE INDEPENDENT SCHOOL DISTRICT

## DESTINATION - 2022 STRATEGIC PLAN



### MOTTO:

"It Makes a Difference to This One"

### VISION:

Providing a World Class Education

### MISSION:

Making a Difference to Every Child,  
Every Chance, Everyday

### VALUES:

Kids First, Innovation, Integrity,  
Perseverance, Compassion, Excellence,  
Respect, Resilience

### GOALS:

1. Students will read at or above level by the end of 3<sup>rd</sup> grade.
2. Students will have a plan for the future after graduation:
  - +15 hours of college/dual credit or Advanced Placement AND/OR
  - At least one industry certification AND/OR
  - Enrollment in a post-secondary institution or the military
3. Students will participate in an extra or co-curricular activity in grades 7-12.
4. Azle ISD will partner with our families and our community for student success.

## **School Expectations:**

- 1. I will follow directions of all staff the first time they are given.**
- 2. I will respect myself and others.**
- 3. I will keep hands, feet, and objects to myself.**
- 4. I will take care of my school and all materials.**
- 5 We will walk the Walnut Creek way, showing kindness and compassion every day.**

**Perserverance Learning Respect Integrity Responsibility**



**Love Kindness Creativity Encouragement Leadership**

**Campus Mission Statement:**

**Our passion is changing the world, one life  
at a time.**

**#WalnutCreekWorldChangers**

## Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Jessica Hanson	Principal - Chairperson	
Stephen Williams	Assistant Principal – Co-Chairman	
Erin Neal	Kindergarten Teacher	
Julie Coast	First Grade Teacher	
Jana Hunt	Second Grade Teacher	
Rochelle Kaempf	Third Grade Teacher	
Sue Garner	Fourth Grade Teacher	
Becky Marchand	Music Teacher	
Heather Hard	Instructional Specialist	
Cindy Chessher	Special Education	
Amy Yelle	Counselor	
Lori Eagleton	District Representative	
Jenny McCallion	Parent Representative	
Name	Position - Parent Business, Community, Teacher	Signature
Brandon Geary	Community Representative	
Jessica Brace Payne	Business/Community Representative	
Tina Flavin	Parent Teacher Organization	
Kristy Young	Support Staff	



<b>Area Reviewed</b>	<b>Data Source</b> Where did you pull your data to review for this area?	<b>Summary of Strengths</b> What were the identified strengths for this area?	<b>Summary of Needs</b> What were the identified needs for this area?	<b>Priorities</b> What are the priorities of the campus, including how federal and state funds will be used?
Demographics	CIP/Accountability Reports/TEA	Backpack Program Lion's Club Glasses Shot Clinics Inclusion	Supporting Eco Dis Populations ELLs SPED	Differentiation for sub populations.
Student Achievement	Accountability Reports/TEA/AWARE	Increase in sped pop scores Awards Ceremonies	Students below grade level in reading White students below meets level in Reading and Math	Intervention and support Achievement-Students Reading on grade level
School Culture and Climate	CIP/Surveys	House System Social Committee Positive Office Referrals Morning Greetings	Attendance	Teacher and student attendance incentives
Staff Quality/Professional Development	HR/Curriculum/Surveys/T-TESS	Experienced Teachers PLCS Mentor Program Instructional Specialists Technology Specialists	Guided Reading Balanced Literacy Math Common Vocabulary	Guided Reading Balanced Literacy Math Common Vocabulary

		Literacy Specialists		
Curriculum, Instruction, Assessment	Scope and Sequence, TEKS, TEKS Bank, CBAs	Instructional Specialists Technology Specialists Literacy Specialists CBAs, DRA, New Kinder Report Card	Math Progress Monitoring  Reading Progress Monitoring	Math Progress Monitoring  Reading Progress Monitoring
Family and Community Involvement	Surveys, CIP, PTO Meetings, Sign-In Sheets, Raptor	Community Involvement and Support PTO Volunteers World Changing Crew (For DADS) High Attendance for family events	Parent Awareness of Importance of Attendance  Reading Home-to-School Connection	Parent Awareness of Importance of Attendance  Reading Home-to-School Connection
School Context and Organization	Master Schedule, Class size	RTI program, Blocked instructional time, shared-decision committee	RTI time (Sc and Wc) Maximize instructional time	Teacher training
Technology	Bright Bytes Survey, Apple Survey	1:1 iPads Pre-K-12 Demographics	Higher Level SAMR Digital Readers	Higher Level SAMR Digital Readers
Safety	Rapid Responder	LDD, Drills, Controlled Access, Lockdown buttons, World Changing Crew for DADS	Cont. Training and Updates	Cont. Training and Updates Maintaining safe campuses

**Needs Assessment:**

- Each CIP includes a comprehensive needs assessment addressing district student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs.
  - Schoolwide programs must include a comprehensive needs assessment of the entire school based on student performance data related to state content standards (TEKS) and performance standards (State Assessment)
  - Targeted Assistance programs must include a comprehensive needs assessment for the students served through Title I, Part A programs.
  - The results must be disaggregated with respect to the performance of all student groups served, including the following categories:
    - ethnicity
    - socioeconomic status
    - gender
    - populations served by special programs, including students in special education programs

*Summary of Findings:*

2019					2018				
	# tested	Approaches	Meets	Masters		# tested	Approaches	Meets	Masters
Walnut Creek					Walnut Creek				
Grade 3 Reading	110	79%	54%	36%	Grade 3 Reading	110	83%	45%	23%
Grade 3 Mathematics	110	85%	47%	25%	Grade 3 Mathematics	110	73%	33%	9%
Grade 4 Reading	121	83%	50%	26%	Grade 4 Reading	106	80%	51%	24%
Grade 4 Mathematics	121	85%	55%	28%	Grade 4 Mathematics	106	86%	44%	25%
Grade 4 Writing	120	72%	26%	8%	Grade 4 Writing	106	71%	37%	11%

**State Compensatory Education:**

The district receives federal monies from Title I Part A, Title II Part A, Title III Part A in relationship to the ESSA Amendment to the Elementary and Secondary School Act of 1965. All district monies related to these Titles whether spent directly by the district or allocated to an appropriate campus for expenditure will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

**Title I, Part A:**

**Intended Purpose** – to enable all children to meet the state student performance standards

**Intended Beneficiaries** – students who experience difficulties mastering the state academic achievement standards

**Title II, Part A:**

**Intended Purpose** – to increase student academic achievement through improving teacher and principal quality

**Intended Beneficiaries** – teachers, principals, assistant principals, and others as appropriate to program intent

**Title III, Part A:**

**Intended Purpose** – to provide supplemental resources to help LEP children attain English proficiency in core academic subjects

**Intended Beneficiaries** – LEP students, including immigrant children and youth

**Nondiscrimination Assurance:**

The Azle Independent School District does not discriminate on the basis of race, religion, 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. FB(LEGAL) FB(LOCAL) Azle Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

**Perkins Grant:**

**Intended Purpose** – to improve technology & student apparatuses for CTE students

**Intended Beneficiaries** – CTE students, all students based upon integration



### Federal, State and Local Funding Sources

Funding sources for Walnut Creek Elementary will be integrated and coordinated with Federal, State, and Local funds to meet the needs of all students

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title 1, Part A- Walnut Creek is a school wide Title School</i>
<i>Title I, Part C – Shared Service Agreement with ESC11 (District)</i>
<i>Title II, Part A – Instructional Specialist funding/Teacher and Principal Training</i>
<i>Title III, ESL/Bi-lingual</i>
<b>State Programs / Funding Source</b>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>ESL Program</i>
<b>Local Programs/Funding Source</b>
<i>Grants</i>

At Risk Criteria

#### State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student
- Total SCE funds allotted to Walnut Creek Elementary: \$ 100,690 in addition to \$6500 for tutoring
- Total FTEs funded through SCE at Walnut Creek Elementary: **3.4** FTEs

State of Texas Student Eligibility Criteria:

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
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.

<b>Title I Schoolwide Components</b>			
CNA	Comprehensive Needs Assessment	PI	Parent Involvement
RS	Schoolwide Reform Strategies	T	Transition
HQPD	Highly Quality Professional Development	TDM	Teacher Decision Making Regarding Assessments
		AS	Effective and Timely Assistance to Students
		CI	Coordination/Integration

<b>Program Budget Codes</b>			
Local	Local		
T IA	Title I, Part A	T V	
T IC	Title I, Part C (Migrant)	SCE	State Compensatory Ed.
T IIA	Title II, Part A (TPTR)	OEYP	Optional Extended Year
T III	Title III (Bilingual/ESL)	Other	Other

**Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**Objective 1:** By May 2020, all students and each student group will pass all portions of the state assessment and meet standards on student progress and closing performance gaps.

**Summative Evaluation:** All Walnut Creek students will meet and or exceed target score standards in Levels I, II, & III of the performance index summary.

*Data	All Students	African American	Hispanic	White	Spec.Ed	EcoDisad	ELL
<b>2019 STAAR</b>	<b>Total Test TAKEN</b>						
<b>All Tests</b>	557						
<b>Level II: Approaches</b>	81%	*	81%	81%	48%	74%	79%
<b>Level III: Meets</b>	47%	*	45%	47%	43%	36%	36%
<b>Level IX: Masters</b>	24%	*	22%	25%	10%	14%	21%

\*Not enough students to hold accountable.

**Objectives by Subject and Grade Chart:**

**All Tests Taken**

All Students will meet or exceed the progress measure for STAAR. Students will perform at the Meets or Masters Level of performance.

**Math**

- All students will meet or master third grade level content at 80% or greater.\*
- All students will meet or master fourth grade level content at 80% or greater.\*

**Reading**

- All students will meet or master third grade level content at 80% or greater.\*
- All students will meet or master fourth grade level content at 80% or greater.\*

**Writing**

- All students will meet or master fourth grade level content at 80% or greater.\*

Activity / Strategy	Title I Schoolwide Component	Person (s) Responsible	Timeline	Resources	Formative/Summative Evaluation
<p>1. Focus on the following areas of weakness in Math</p> <ul style="list-style-type: none"> <li>Strategies: Go Math, Countdown to STAAR, STAAR strategies and standards, LoneStar Math, STAAR resources, Singapore Math strategies, Lead4ward data, Thinking Maps, STAAR tutorials, Learning Lab, Title Assistance</li> </ul>	CNA, RS, HQPD, TDM, CI, AS	Curr. Coordinator Principals Teachers Title Teachers Title Aide tutoring Instructional Specialist	Every 3-6 weeks	Disaggregated data AWARE Learning style inventories Materials and supplies Local Funds Target Math LoneStarLearning Education Galaxy Reflex Math	Lesson Plans Progress reports Report cards Benchmark Tests Go Math Assessment Tests Countdown to STAAR Curriculum Reviews per 6 weeks Education Galaxy
<p>2. Focus on the following areas of weakness in reading.</p> <ul style="list-style-type: none"> <li>Strategies: Thinking Maps, Reader's workshop, STAAR strategies and standards, STAAR resources, AR, STAAR tutorials, Instructional Specialist, Learning Lab, Guided Reading-K-4<sup>th</sup> Grade</li> </ul>	CNA, RS, HQPD, TDM, CI, AS	Curr. Coordinator Principals Teachers Title Teachers Title Aide STAAR tutors Instructional Specialist	3-6 weeks	Disaggregated data AWARE Learning style inventories Materials and supplies Local Funds Sarah Waller-Educational Consultant-Guided Reading Scholastic Guided Reading Benchmark Guided Reading Reading A-Z Education Galaxy Target Reading Leveled Literacy Intervention	Lesson Plans Progress reports Report cards Benchmark Tests Assessment Tests Curriculum Reviews per 6 weeks Education Galaxy
<p>3. Focus on the following areas of weakness in Writing:</p> <ul style="list-style-type: none"> <li>Strategies: Thinking Maps, Write from the Beginning, Gretchen Bernabei writing-3<sup>rd</sup> and 4<sup>th</sup> grade, STAAR tutorials, Observations at successful schools, Title services, Learning Lab, PLC Protocols.</li> </ul>	CNA, RS, HQPD, TDM, CI, AS	Curr. Coordinator Principals Teachers Title Teachers Title Aide STAAR tutors Instructional Specialist	3 weeks	Disaggregated data AWARE Learning style inventories Materials and supplies Local Funds	Lesson Plans Progress reports Report cards Benchmark Tests Assessment Tests Portfolios PLC Protocols Curriculum Reviews per 6 weeks
<p>4. Provide tutorials, STAAR tutorials, and acceleration programs to ensure that individual student weaknesses are addressed consistently across the district.</p>	CNA, RS, HQPD, TDM, CI, AS	Teachers	Weekly 3 weeks 6 weeks	AWARE Local Funds	Mastery check lists Benchmark tests Assessments
<p>5. Incorporate writing activities throughout the grade levels and emphasize editing skills across the curriculum. Strategies Used: Write from the Beginning, Thinking Maps, Gretchen Bernabei Trail of Breadcrumbs</p>	CNA, RS, HQPD, TDM, CI, AS	Curr. Coordinator Principals Teachers Inst. Specialist	3 weeks 6 weeks	Eduphoria Student writing samples Benchmarks	STAAR Results PLC Protocols

7. Continue to provide ESL services to LEP identified students with certified teachers.	CNA, RS, HQPD, TDM, CI, AS	Principals ESL Teachers Counselor ESL Coordinator Title Teacher Title Aide	6 weeks Semester	Title III funds ESL funds Local funds Curr. Director	Personnel Records STAAR results TELPAS results
8. Continue G/T curriculum alignment with TEKS to include differentiation with depth and complexity. Provide students with multiple opportunities to participate in learning experiences using newly adopted GT curriculum (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers. Continuous GT training for regular education teachers/administration.	CNA, RS, HQPD, TDM, CI, AS	Curr. Coordinator Principals GT Teachers Counselor Library Media Assistant Computer Lab Assistant	6 weeks Semester	Local Funds	Project Based Learning GT Annual Report MakerSpace
9. All staff including principals, teachers, and paraprofessionals will continue to receive ongoing professional development in TEKS objectives and STAAR strategies including conferences, figure 19 strategies, Region XI workshops, distance learning, webinars, and local opportunities within the district to meet state students' academic achievement standards. Follow up activities will be incorporated.	CNA, RS, HQPD, TDM, CI, AS	Curr. Coordinator Consultants Special Ed Director Teachers Diagnosticians	August – July	Needs Assessment Surveys Eduphoria Local Title 1	STAAR results Staff Professional Learning Survey/Questionnaire Curriculum Reviews per 6 weeks
10. Improve overall campus reading and math skills with additional RtI time during the school day.	CNA, RS, HQPD, TDM, CI, AS	Principals Teachers Tutors Title Teachers Special Ed Teachers Inst. Specialist	Weekly	Learning Lab Progress Reports STAR Reading, STAR Math, STAR Early Literacy Benchmark Tests Title 1 IDEA Local	STAAR results STAR tests Learning Lab Data
11. Continue developing campus/district RTI model. <ul style="list-style-type: none"> <li>• RtI Team Action Plan</li> <li>• Campus Fidelity Checklist</li> <li>• Progress Monitoring Tools</li> </ul>	CNA, RS, HQPD, TDM, CI, AS	Principals Special Ed Director Inst. Specialist Counselor Teachers Support Staff	Weekly 3 weeks	Eduphoria, AWARE, STAR Reading & Math / STAR Early Literacy, TPRI, STAAR, Benchmarks, AR, LLI	STAAR Results Retention / Promotion Rate Special Education Referral Rate

12. Support migrant and homeless identification and services through Region XI ESC.	AS	Curr. Coordinator Principals Counselor	Semester	NGS Reports Readiness checklist Transfer records	Attendance rate STAAR
13. All special education students and 504 students will have their IEP's and 504 plans reviewed annually with monitoring during the school year to insure success on STAAR -Strategies/activities for addressing training for SB1196 (Texas Behavior Support Initiative) and SB1727 (support for general education teachers who provide instruction for special education students).	T, AS	Principal ARD committee 504 review committee Sped Director Curriculum	Monthly Yearly	Local Funds Title II Part A Training in Sped and Gen Ed	STAAR Results Professional Development Hours
14. Utilize lead teachers in order to provide more engaging work for students through staff development, collaborative meetings, and teacher meetings.	CNA, RS, TDM	Lead Teachers	Aug – May	State & local funds	STAAR Final grade averages
15. Development of school-wide MakerSpace focused on the MakerMovement. Students design, build, create, deconstruct, collaborate, and produce student-focused, learner-centered creations.	CNA, RS, HQPD, TDM, CI, AS	Teachers MakerSpace Assistant	Aug-May	State and local funds	Attendance Rate Student Engagement STAAR Results Teacher engagement

**Goal 2:** All students will be taught by highly qualified teachers.

**Objective 1:** All core academic teachers and paraprofessionals will maintain highly qualified status by attending staff development that meets state/district requirements.

**Summative Evaluation:** Reports filed with TEA will indicated 100% of core academic classes are Highly Qualified teachers and 100% of the Para-professionals are Highly Qualified.

Previous Data 2016-2017	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100	100	100

Activities / Strategies For Goal 2	*Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals. Training will be provided by Region XI ESC.	HQPD	Principal Curriculum Dept. Instructional Specialist	Aug – Dec Jan - Aug	ESC 11 Local Funds Title II Part A State Funds IDEA	Improved Students Performance Surveys	STAAR
2. Teachers will help review staff development to assure the trainings are based on effective methods and use instructional strategies that are based on scientifically based research that: -Meets the needs of the teachers desire to learn more, staff selected PD, more freedom to learn through school-wide afterschool staff-driven PLCs -strengthen the core academic classes -increase the amount and quality of learning time -provide enriched and accelerated curriculum -meet the diversity needs of the student -address the social and academic needs of all students, addressing the needs of low-achieving students who are in target populations.	CNA, RS, HQPD, TDM, CI, AS	Principal Curriculum Dept Instructional Specialist Lead Teacher members CIS Counselor PLC's	Aug - June	Local Funds	Minutes from PLC meetings Agenda of Staff Development	STAAR results in targeted areas
3. Campus will encourage the use of the District's Early Learning Center for teacher and Para-professional child care.	HQPD	Principal Lead Teachers	Aug- June	Local Funds	Retention Rate	Percentage of teachers retained who used the ELC services

**Goal 3:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Objectives:** Incidents of prohibited behavior, TAOD offenses and weapons-related incidents will remain at 0 in 2019-2020.

**Summative Evaluation:** There will be no incidents noted.

**Drug and Violence Prevention Coordination Matrix  
Azle ISD 2019-2020**

<b>Strategies/Programs</b>	<b>K-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-12</b>
District Crisis Management Plan	X	X	X	X
Conflict Resolution	X	X	X	X
Suicide Prevention				X
Violence or Bullying Prevention	X	X	X	X
Red Ribbon Activities	X	X	X	X
PALS/Peer Mediation	X	X	X	X
Resource Officer		X	X	X
Random Drug Testing for Extra Curr.			X	X
Drug Dogs			X	X
Sex/Violence and the Law Awareness Trainings for Students			X	X
Crime Stoppers			X	X
Student and Teacher ID's	Teachers Only	Teachers Only	X	X
Raptor Program identification for visitors	X	X	X	X
Security Cameras	X	X	X	X



<b>Activities / Strategies For Goal 3</b>	<b>*Title 1 School wide Component</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
1. Provide curriculum and services to support Safe and Drug-Free Schools and Communities Include the following: Fire drills, Red Ribbon Week, PALS, Background checks for volunteers, fire presentations, character building programs, bus safety presentations, special counseling groups, kindness and compassion week, and general safety assemblies. Guidance Lessons-"Home Time" and Walnut Creek House System-Developing community	CI, RS, CNA	Counselor Curriculum Coordinator Principals Teachers Transportation Department	Semester	Azle P.D. Azle Fire Dept. Counselors Social Worker School Resource Officer Fire Marshall Community leaders and professionals Texas School Safety Center Safety Audit	Reduction in the number of bullying incidents and office referrals Parent / Staff Survey	PEIMS 425 report
2. Provide a district-wide DAEP program for severe disciplinary infractions -Counseling and mentoring at-risk students	CNA, RS, CI	Principal Asst. Principal Counselor	6 weeks	Local funds	AEP referrals Attendance report	PEIMS 425 report
3. Continue implementing the district's Crisis Management Plan. -Handbooks for all students on-line and in printed form	CI, RS, CAN	Principal Technology Dept Director of Transportation	Fall and Spring Semester	Local Funds	Referral – Campus and Bus -Safety Audit	PEIMS 425 report
4. Update Walnut Creek Crisis Management Plan as the campus segment to the Azle ISD Crisis Management Plan	CI, RS, CAN	Principals Counselor Nurse	Thorough out the school year	Current Crisis Management Plan Central Administration	Safety Audit	Crisis Drill Evaluation

**Goal 4:** Parents and Community will be partners in the education of students at Walnut Creek Elementary.

**Objective 1:** By May 2020, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity.

**Summative Evaluation:** School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activities / Strategies For Goal 4	*Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Parents and students will have opportunities to be engaged in school activities such as: Book Fair Open House Music Programs Science Fair Public Schools Week Parent Teacher Organization Parent – Teacher conferences Volunteer Program Grade Level Events Career Day Trick or Treat Night/Pumpkin Patch School Spirit movie night Family Night Azle ISD Showcase Grandparent's Lunch Special lunches Chili Bingo Meet the Teacher Night Field Days World Changer Crew "Dad" Program Christmas at the Creek	CNA, PI, RS	Principals Teachers Counselor Title 1 Teachers Inst. Specialist	Aug. – May	Local Funds PTO Title 1 Funds PTO Funds	Local Funds Parent Surveys/Evaluations	Campus records of attendance STAAR results PTO Membership
2. Identify campus activities and or events that motivate parents to visit the campus and support the programs	CNA, PI, RS	Principal BLT	Spring 18	Local Funds Title Funds	BLT/Lead Teacher Meetings	Committee findings
3. Provide electronic monthly newsletter and Parent Link calls to keep parents informed of campus events -Maintain/ grow Campus Twitter Account -PTO Facebook page -SeeSaw app/DOJO Apps for	CNA, PI, RS	Principals Teachers Inst. Specialist	Fall – Spring Semester s	Local Funds Title Funds	Parent subscriptions for newsletter, Parent Link feedback/gain followers on twitter -Gain community and parental involvement.	Percentage of parents aware of campus events  Twitter following  -SeeSaw/DOJO

student/parent engagement -All teachers required to have 1 face-to-face conference per year to discuss DRA data, progress, etc. -Remind App for teacher/parent relationships -Campus notifications with district CPD						Parent accounts created.  -Parent conference logs
5. All staff members will create a webpage displaying their class schedule, conference period, and email address for parent contact	CNA, PI, RS	Technology trainer Campus teachers	Aug-Sept 2018-2019	Local Funds	Webpage	Informative webpage for parents and community

**Goal: 5** Continue to follow the district Technology Plan to support the regular use of technology in instruction, including training for instructional integration, technical support services, and ongoing maintenance.

**Objective 1:** Students will integrate the use of technology into all academic areas, thus improving student performance

**Summative Evaluation:** Students at Walnut Creek will be taught all technology TEKS.

Activities / Strategies For Goal 6	*Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Provide adequate hardware and software for all students and staff members including: Projectors ACER TVs Document Cameras iPads Computers GoMath Software Digital Cameras Lab Software (current)	CNA, RS, HQPD, CI	Principal Instructional Technology Dept. Campus Tech	Ongoing	PTO funds Title I-IDEA	Bright Bytes	STAAR Scores
2. All staff will receive staff development in area of hardware use and software applications meeting or exceeding the state requirement	CNA, RS, HQPD, CI	Principal Technology Trainers ESC XI Campus	Ongoing	Title I-IDEA	Sign in sheets Certificates of completion	Percentage of participation in training  H.E.A.T.

<ul style="list-style-type: none"> <li>District Technology Specialist Staff</li> <li>ISTE Conference</li> <li>After School PLC's</li> </ul>		Tech Amy Tong Deidre Schmalz				PLC's
3. 1:1 iPad ratio in the classroom	CNA, RS, HQPD, CI	Principal Instructional Technology Dept. Campus Tech	Ongoing	District		STAAR Scores

**Goal: 6** Student attendance will meet or exceed the 96% district goal for attendance in 2020.

**Objective 1:** Student attendance rates at Walnut Creek will meet or exceed 96% each six weeks throughout the 2019-2020 school year

**Summative Evaluation:** The end of year attendance rate for Walnut Creek will exceed 96%.

Activities / Strategies For Goal 6	*Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Provide attendance incentives /award assemblies and perfect attendance rewards students to recognize achievement.	<b>CNA, RS, PI, AS</b>	Principal Attendance Clerk	3 weeks 6 weeks	Local funds	Progress reports Report cards Attendance reports	Attendance rate
2. Provide engaging assemblies to enrich curriculum, fine arts and values. -MakerSpace –for all students to attend once a week. House Rally Days-Nominated Students	<b>CNA, RS, PI, AS</b>	Principal Teachers	Aug-May	Local funds Music teacher	Progress reports Report cards Attendance reports	Attendance rate
5. Improve tardies and absences by using automated calls, conferences, and home visits if needed -Require parents to walk in tardy students each day. -Call parents when students are tardy to try to remedy students being late. -District Police Chief Added to Azle ISD staff 2019-2020	<b>CNA, RS, PI, AS</b>	Principal Asst. Principal Teachers Truancy Officers	Daily	Tardy record Attendance Clerk	Attendance record for tardies	Number of tardies for year