



Washington Elementary Campus Improvement Plan

2017-2018

Washington Elementary Vision: “Treasuring the history and culture of a Washington School invested in the lives of children.”

Washington Elementary Mission: It is the Mission of Washington Elementary School to ensure that all students are provided with an academic, social, emotional, and cultural knowledge base to create a foundation for lifelong learning and success in an ever-changing world.

CORE BELIEFS

Washington Elementary School believes.....

- Washington Elementary recognizes individual needs, student potential, cultures and life experiences.
- Washington Elementary will work with the parents and community to build a partnership to ensure that all of our children’s needs are met.
- Washington Elementary believes in high expectations to encourage life-long learning.
- Washington Elementary uses proven teaching methods to provide learner-centered instruction.
- Washington Elementary will build relationships to nurture and motivate learners.
- Washington Elementary is committed to the success of each student.



Sherman ISD Vision: Equity and Excellence in Action

Sherman ISD Mission: To ensure that each student is equipped to excel in our changing environment, through a school system characterized by an unrelenting passion for excellence.

Graduate Profile: To graduate 100% of our students who are equipped: with strong academic skills in the core subject areas, to think critically and problem solve, to interact and communicate effectively with positive and responsible decision making

Sherman ISD Beliefs:

- We believe that each student can learn and will learn.
- We believe in clearly defined goals that set high expectations for student learning.
- We believe in the value of parents as children's first and best teachers.
- We believe in the value of each employee and the importance of their personal and professional growth.
- We believe in shared decision making and personal accountability at all levels.
- We believe the community must actively participate in the development of our children.
- We believe that all programs and departments should be effective and efficient operations.
- We believe that all environments should be safe, orderly, and culturally responsive.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Sherman Independent School District Goals and Objectives

A nurturing environment will be established in Sherman ISD.

*Sherman ISD will hire, train and retain high quality personnel in a supportive working environment.
Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.*

Research-based instructional practices will be used in all Sherman ISD classrooms to improve student learning and student opportunities.

Sherman ISD will provide a high quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.

Technology will be integrated into the instruction of classrooms at all campuses.

Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels.

Sherman ISD will provide a proactive approach to build and expand co-curricular and extracurricular activities for students.

Sherman ISD will address the diverse needs of students to maximize their academic achievements.

Sherman ISD will provide students relevant and meaningful exposure to vocational work experiences.

*Sherman ISD will empower, engage and equip students for success in a diverse and complex world.
Sherman ISD will develop a balanced annual budget and maximize resources that are needed to achieve district priorities.*

School facilities will be evaluated and a plan for new construction, renovations and updates will be developed.

Sherman ISD will continue to monitor and plan for district facility needs.

Parents and community members representative of Sherman ISD demographics will be involved in district and campus initiatives and the educational experience of students.

Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2017-2018

Data Sources Reviewed:			
<ul style="list-style-type: none"> Needs assessment from staff and parents, climate survey, STAAR, TELPAS, ISIP, Aware data, Rtl minutes, Site-Based committee minutes, PTA minutes, PBIS data, tutoring records, report cards, lesson plans, lead teacher notes, team meeting notes, PLC reports and informal feedback. 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<ul style="list-style-type: none"> Reports readily available-attendance rates are 97.2% and above for all students including At-Risk. 	<ul style="list-style-type: none"> Decrease At-Risk percentages. 	<ul style="list-style-type: none"> Decrease At-Risk percentages by providing more academic support through by providing research-based interventions; such as, I station Reading and Istation Math for students struggling academically; increase the percentage of English proficiency by providing research-based ESL strategies.
Student Achievement	<ul style="list-style-type: none"> On the 2017 STAAR, Master grade level performance was 53% respectively for 3rd grade Bilingual reading, 28% for 3rd grade English reading, 30% for 3rd grade math and 24% for 4th grade math. Ranked as # 8 in our campus comparison group, 2017 STAAR indicated that we were successful in closing performance gaps for our 	<ul style="list-style-type: none"> Increase Master Grade level performance in all areas. 4th grade English reading was 13%, 4th grade English writing was 2%, 4th grade Spanish Reading was 16% and 20% for Spanish Writing. Increase student performance for Writing and Reading for our English sections. We were rated Q4 for greater than expected student growth for 	<ul style="list-style-type: none"> Increase Reading & Writing assessment scores among LEP, At-Risk, and Economically Disadvantaged Students. Teachers will be trained through administration how to identify students in these categories. Teachers will monitor closely students who are in these subpopulations. Teachers will monitor academic performance through daily assessments, grades, attendance, and comprehensive unit assessments. Continue to focus on higher-level questioning with question stems, hands-on activities, vocabulary instruction and Kagan structures.

	<p>Economically-Disadvantaged and Hispanic students in Index 3 with an Index score of 49.</p> <ul style="list-style-type: none"> 2017 STAAR indicated that we were successful in predicting that our students will reach post-secondary levels of success in Index 4. The overall index was 41 with a standard of 12. 	<p>Reading/ELA.</p> <ul style="list-style-type: none"> Increase African American and 2 or more races performance for post-secondary readiness. 	<ul style="list-style-type: none"> Continue to have collegiate activities for students to participate in, i.e. field trips to colleges, posting memorabilia from Universities, etc. Teachers will routinely set goals with students to reach the recommended level of Meets grade level performance.
School Culture and Climate	<ul style="list-style-type: none"> Teachers and Administrators achieve a level of collegiality in which positive dialogue is exchanged. PBIS is a strength. 	<ul style="list-style-type: none"> Increase teacher feedback by having more one on one time with administration. More Trauma-Based training for staff. 	<ul style="list-style-type: none"> Administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation. Increase teacher's toolbox for helping students who have experienced trauma.
Staff Quality/ Professional Development	<ul style="list-style-type: none"> Administrators conduct walk through weekly to observe and assess the quality of teaching in each classroom. Through the DLT model, there is an enhanced cross-campus collaboration to exchange ideas and provide feedback to one another. 	<ul style="list-style-type: none"> As an administrator, provide feedback that invokes a reflective response and process from teachers. Continue to be provided with and participate in quality staff development by Sherman ISD. 	<ul style="list-style-type: none"> Teachers will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve students' achievement. Encourage staff members to engage in professional dialogue about their teaching practices with the administrator on a routine basis. Ongoing professional development, coaching, and collaboration will be the focus of the plan.
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> More planning time has been allotted this year for all staff. Instructional Coach, Reading, Math Specialist and ELL Interventionist will provide instructional support as needed to teachers. Weekly meetings that discuss 	<ul style="list-style-type: none"> Additional time is needed to find high-quality resources to support the complexity of teaching the TEKS. Target identified students for 	<ul style="list-style-type: none"> Establish additional Team planning times. Continue to meet regularly with teachers and administrators to discuss students' academic progress Increase supplemental resources for specific

	<p>student progress-PLC, Data Meetings, RtI, Team Meetings. Dialogue between administration and teachers.</p> <ul style="list-style-type: none"> • Knowledge of Curriculum components and TEKS 	<p>interventions.</p> <ul style="list-style-type: none"> • Additional resources and personnel to address specific learners' needs. 	<p>learning needs. Maintain supplemental support tutors throughout the day leading up to testing. Continue to maintain a low-stress focus for the upcoming STAAR assessment.</p>
Family and Community Involvement	<ul style="list-style-type: none"> • Parent Involvement Night and Fine Arts Nights have high participation rates. As well as, Buddy Day. • Regular communication is being provided through social media to stakeholders. 	<ul style="list-style-type: none"> • Increase two-way communication of parents/guardians, students and teachers. • Encourage parent participation in at home academics through social media. 	<ul style="list-style-type: none"> • Offer Movie Night, Dot Day and community events that parents can participate in with their child. • We will provide "Tiger Tips" to parents/guardians about a 21st Century view of learning in our classrooms through social media outlets. Encourage school stakeholders to share posts from Washington Elementary. Also, we will add a direct link on our webpage to Facebook, Twitter, Instagram, and our Youtube channel.
School Context and Organization	<ul style="list-style-type: none"> • Grade level meetings held weekly. • Master schedule maximizes instruction and offers protected intervention (SSG) to all students. 	<ul style="list-style-type: none"> • Increased opportunities for co-planning and vertical alignment. • Full-time Reading Interventionist for both Bilingual and English students is needed. 	<ul style="list-style-type: none"> • Offer an initial training for all on how to lesson plan and co-plan for all grade levels. • Continue to maximize scheduling so that support services are provided to all grade levels.
Technology	<ul style="list-style-type: none"> • All classrooms have access to wireless connectivity through an Airliner. • 4th grade has 2 to 1 I-pads. 	<ul style="list-style-type: none"> • One portable Interactive Smart Board is needed in every grade level. • Provide 2 to 1 I-pads to 3rd grade. 	<ul style="list-style-type: none"> • Access to Interactive Smart Boards would ensure accessibility to all students to have technology-based instruction across all subject areas, increase student engagement, and improve student achievement. • Increase of devices would increase student engagement and improve student achievement.

Title I, Part A

School Wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

<p>Goal(s) A nurturing environment will be established in Sherman ISD. <i>Sherman ISD will hire, train and retain high quality personnel in a supportive working environment.</i> <i>Sherman ISD will demonstrate positive and proactive leadership that inspires teamwork and collaboration.</i></p>							
<p>Performance Objective(s): Faculty and staff will utilize PBIS and Restorative Discipline practices to ensure students have a safe, positive and orderly school environment.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Lead Teacher team will routinely collaborate to establish and refine procedures to improve safety, orderliness, and a positive environment in our building.	Student Mgt. & Procedures Planning Team	199.11 \$300.00	Year long	Lead teacher meeting agendas and notes. -EOY planning day -PAWS lesson plans and calendar -PAWS video -Bus safety video -FDECC PK visit to the Washington campus	-Decreased Discipline referrals -Increased student participation in activities.	Climate Surveys, PBIS discipline sheet, restorative discipline tool kit, behavior flow-chart	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Continue to support and refine PBIS and Restorative Discipline practices to support the creation of a positive school climate and culture, focused on positive reinforcement of desired behavior through consistent expectations throughout the school, ongoing	PBIS Leadership Team All Staff	199.31.6399 \$200.00 199.11 \$200.00	Year Long	PBIS data sheet reviewed at quarterly meetings. -Guidance lesson plans -Restorative	Decreased Discipline referrals -Increased student participation in activities.	Climate Surveys, PBIS discipline sheet, restorative discipline tool kit, behavior flow-chart	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

staff collaboration and recognition of the demonstration of character traits.				Discipline tool kits -Restorative practice training and tips provided by District Behavior Specialist			
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Goal(s)
Research-based instructional practices will be used in all Sherman ISD classrooms to improve student learning and student opportunities.
Sherman ISD will provide a high quality curriculum, research-based instructional practices and resources to ensure progress in student achievement.

Performance Objective(s):
100% of all core content teaching will be academically aligned to the rigor and content of the state objectives.
Ongoing support and professional development opportunities will be provided to teaching staff related to the school wide model expectations of instructional practices through high-performing collaborative PLC's.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Teachers will be provided with coaching, modeling, professional development, data analysis and collaborative planning to meet both campus and individual professional goals. There will be a focus on Tier-1 instruction with an emphasis on Reading and Literacy.	Principal Asst. Principal Instructional Coach Math Specialist Reading Specialist Technology Specialist	District Title 1 Funds, 199 funds	Year long	-High yield instructional best practices will be evidenced through both walk through and formal observation data. -Tools and strategies provided through	-Increased student engagement resulting in higher performance on formative and summative assessments.	Professional development calendar, Newsletters, Multiple assessment measures including: I station Reading and Math, benchmarks,	1, 2, 3, 4, 5, 8, 9

				<p>newsletters.</p> <p>-I-station implementation for Reading & Math.</p> <p>-Explicit training in “The Next Step Forward in Guided Reading” and “Lucy Calkin’s Writing Workshop.”</p>		<p>STAAR, Aware data measures, targeted instruction and interventions to fill in learning gaps.</p>	
<p>Teachers will have the opportunity to discuss, plan and observe effective teaching. Opportunities will be provided to interact and collaborate on planning and professional learning with campus teams, with other campus staff and at district level meetings.</p>	<p>Principal Asst. Principal Instructional Coach Math Specialist Technology Specialist</p>	<p>District Title 1 Funds, 199 funds</p>	<p>Year Long</p>	<p>-Evidence of extended planning through agendas, Focus TEKS with exemplar lesson plans, plans for intervention, as well as, the use of faculty and vertical meetings to promote professional dialogue and encourage shared practice.</p> <p>-Teaching and Learning Rounds.</p>	<p>-Increased student engagement resulting in higher performance on formative and summative assessments.</p>	<p>Professional development calendar, Newsletters, Multiple assessment measures including: I station Reading and Math, benchmarks, STAAR, Aware data measures, targeted instruction and interventions to fill in learning gaps.</p>	<p>1,2,3,4,5,8,9,10</p>
<p>All teachers will use Learning Targets that will be posted in their classrooms and specifically communicated to the students. Anchor charts will also be used as instructional/learning tools to introduce, spiral and reinforce the learning of key concepts. These anchor charts will also be used for the transfer of content across curricular areas. In addition, teachers will participate in various Kagan structures throughout the year.</p>	<p>Teachers Principal Asst. Principal Instructional Coach Math Specialist</p>	<p>199.11 Funds</p>	<p>Year Long</p>	<p>-Content and Language objectives will be evidenced in lesson plans and through walk through data. -Anchor charts will be evidenced in learning rounds and interactive</p>	<p>-Increased student engagement resulting in higher performance on formative and summative assessments.</p>	<p>Professional development calendar, Newsletters, Multiple assessment measures including: I station Reading and Math, benchmarks, STAAR, Aware data</p>	<p>1,2,3,4,9</p>

				<p>journaling.</p> <p>-Student generated anchor charts will be evidenced through walk throughs.</p> <p>-Kagan structures documented through walk throughs and formal observations will increase student engagement.</p>		<p>measures, targeted instruction and interventions to fill in learning gaps.</p>	
<p>Continue to meet regularly as grade-level PLC's to discuss student progress and plan for student success. Analyze and disaggregate data at the campus/ classroom/ individual student level to determine the needs of each student and plan for differentiated instruction. Respond to student performance data through decisions to re-teach, spiral, and conduct interventions. All K-4th grade teachers will participate in Data Meetings with campus Administrators.</p>	<p>Classroom Teachers Principal Asst. Principal Instructional Coach Math Specialist</p>	<p>District Title Funds 199 funds</p>	<p>Year Long</p>	<p>Agendas and surveys from grade-level PLC's.</p> <p>-Data sheets and reflection forms from district assessments.</p> <p>-I-SIP Summary Reports for grade levels/teachers in Reading and Math.</p> <p>-Extended training, planning and creating assessments with the Director of Elementary Education and 4th grade ELAR team.</p>	<p>-Increased student engagement resulting in higher performance on formative and summative assessments.</p>	<p>Professional development calendar, Newsletters, Multiple assessment measures including: I station Reading and Math, benchmarks, STAAR, Aware data measures, targeted instruction and interventions to fill in learning gaps.</p>	<p>1,2,3,4,8,9</p>
<p>Provide in-school, before school and/or after school tutoring in reading and math to fill in learning gaps identified through analysis of student assessments and to accelerate student learning.</p>	<p>Classroom Teachers Principal Asst. Principal</p>	<p>State Comp Education</p>	<p>Year Long</p>	<p>Documentation of student groups. Evidence of staff use of resources; such as,</p>	<p>-Increased student engagement resulting in higher performance on formative and</p>	<p>Professional development calendar, Newsletters, Multiple</p>	<p>2,3,9</p>

				l-station, F & P, and leveled intervention kits to provide tutoring - Students participating in tutoring show ongoing academic progress.	summative assessments.	assessment measures including: l station Reading and Math, benchmarks, STAAR, Aware data measures, targeted instruction and interventions to fill in learning gaps.	
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Goal(s) Technology will be integrated into the instruction of classrooms at all campuses. <i>Sherman ISD will continue to integrate instructional technology in classrooms at all campuses and grade levels</i>							
Performance Objective(s): 100% of teachers will integrate technology to enhance student engagement and academic success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Washington teachers and students will regularly utilize technology tools such as Airliners, iPads, laptops, and computers (Classroom, Library, or Computer Lab) to increase student engagement and provide rigorous instruction across content areas.	Classroom teachers Technology Specialist Principal Asst. Principal		Year Long	High yield instructional best practices will be evidenced through both walk through and formal observation data, student products; and use of technology tools.	-Increased student engagement.	Sign-sheets, surveys from trainings, STAR Chart, Technology Application TEKS and student products created during Tech-Integration.	1,2,3,8,9

Goal(s) Sherman ISD will provide a proactive approach to build and expand co-curricular and extracurricular activities for students. <i>Sherman ISD will address the diverse needs of students to maximize their academic achievements</i>							
Performance Objective(s): 100% of students will have an opportunity to participate in a co-curricular or extracurricular activity that enhances student engagement and academic success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide students with the opportunity to participate in Jump Rope for Heart, Field Day, Buddy Day and a community Color Run/Walk.	PE department Principal	SEF	Year Long	Amount of money raised from the Jump rope for Heart event. -SEF Color Run Flyer -4 th grade Field day event agenda and awards	-Student Council sponsored events, Jump Rope for Heart flyers and participation numbers.	Sign in sheets, Parent sign in sheets, Student reflections	6, 8
Provide the opportunity for third and fourth grade students to participate in Student Council. Students will be engaged in various projects throughout the year. They will serve as positive role models for other students and be "greeters" at school special events.	3 rd & 4 th grade representative Principal	199.11	Year Long	-Election results -STuCO pictures, projects, and notes from meetings.	-Student Council sponsored events, - Jump Rope for Heart flyers and participation numbers.	Student Council student enrollment, Climate Surveys.	6,8
Provide students with the opportunity to participate in after school clubs, such as; Science, Newspaper, Spirit, Board games, Lil' Explorers, etc.	Technology Specialist Principal Asst. Principal	499	Year Long	-% of student participation overall. -Number of clubs offered.	-Increased participation in groups and clubs over the year.	Climate Survey results, student reflections.	6, 8

Goal(s)
Parents and community members representative of Sherman ISD demographics will be involved in district and campus initiatives and the educational experience of students.
Sherman ISD will engage all community stakeholder groups to enhance educational experiences for students.

Performance Objective(s):
Increase parent and community involvement in order to enrich the educational experience for students. Staff, students, parents and community will feel welcome and be encouraged to actively participate in our school.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Encourage increased two- way communication with parents and guardians through involvement in the PTA, parent committees, participation in campus surveys and participation in planning the Campus Improvement Plan. Provide information about academic performance, activities, expectations and events routinely.	Principal Asst. Principal Classroom teachers	199.11 \$500	Year Long	Documentation that staff is communicating in multiple ways such as: weekly campus newsletters, classroom Folders, campus website, district website, Remind 101, Facebook, Flyers in English/Spanish and Blackboard. -Increase in parent and student participation in campus events.	-Increased parent/guardian and student participation in activities.	Documentation of communication efforts. Participation in campus events, activities and feedback will be an indicator of communication effectiveness.	1,2,6
Invite parents to develop parent, student and campus partnerships through participation in scheduled Parent Teacher conferences and events. In the fall, parents and students will be invited to sign a Compact partnering with the	Principal Asst. Principal Classroom teachers		Year Long	-Schedules and sign-in sheets for conferences. -Parent-Student-School Compact	-Increased parent/guardian and student participation in activities.	Documentation of communication efforts. Participation in campus events,	1,2,6

campus.				-Invitations to: Family Fun Night, Pastries with the Principals, Fine Arts Nights, Veteran's Day, etc.		activities and feedback will be an indicator of communication effectiveness	
We will provide "Tiger Tips" to parents/guardians about a 21st Century view of learning in our classrooms through social media outlets. Stakeholders will be encouraged to share posts from Washington Elementary. Also, we will add a direct link on our webpage to Facebook, Twitter, Instagram, and our Youtube channel.	Principal Asst. Principal Classroom teachers		Year Long	-Increased use of social media by Washington staff. -Increased evidence of two- way communication with stakeholders.	-Increased parent/guardian and student participation in activities.	Documentation of communication efforts. Participation in campus events, activities and feedback will be an indicator of communication effectiveness	1,2,6

