

CALDWELL INTERMEDIATE

Campus Improvement Plan

2016/2017

Excellence In Education



Caldwell Intermediate School
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Date Reviewed:

DMAC Solutions ®

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10/6/2016

CALDWELL INTERMEDIATE

Mission

Partners for Successful Learning: Student, Family, School, Community

Vision

Caldwell Intermediate School believes that all children can learn academic skills, demonstrate knowledge of citizenship, and develop a positive self-image. Believing the, we are committed to provide a quality learning environment by partnering with the student, family, and community.

Nondiscrimination Notice

CALDWELL INTERMEDIATE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

CALDWELL INTERMEDIATE Site Base

Name	Position
Armstrong, Jessica	Business Owner
Broadhurst, James	District Site Base
Devin, Karla	Counselor
Dutschke, Tammy	Paraprofessional
Groce, Susan	Dyslexia Teacher
Hardy, Breana	3rd grade Teacher
Jett, Susan	District Site Base
Mcculler, Marsha	Parent
Narro, Holly	Community Member
Pagach, Kim	Assistant Principal
Pruett, Louise	Community Member
Savage, Shaunna	Principal
Schroeder, Brenda	5th grade Teacher
See, Amber	Parent
Tucker, Shelly	4th grade Teacher

ESEA Performance Goals, Performance Indicators and Performance Targets

The *No Child Left Behind Act of 2001*, which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognized that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instructions to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free, and conducive to learning; and are accountable to the public for results.

Performance Goals and Performance Indicators

To facilitate the implementation of the No Child Left Behind Act, the U.S. Department identified five performance goals that focus on student achievement. The five goals address levels of academic proficiency that all students would meet the special needs of certain populations of students, and factors such as qualified teachers and school safety that are critical to improved teaching and learning. Underlying the five goals is the presumption that all state, local, and federal educational resources will be integrated and coordinated to reach the overarching goals of improved student achievement. These five goals were required to be adopted in the submittal of the consolidated state application to receive funds under the No Child Let Behind Act.

The Department of Education also identified a core set of performance indicators for these five performance goals and required that they be adopted in the submittal of the consolidated state application. Following is a list of the performance goals and performance indicators as required by the Department of Education in the submittal of the consolidated state application for funds under

Ten Components of a School-wide Program

Title 1 Program Guidelines stipulate that there are 10 required program components for a successful academic program. Each of the 10 components must be addressed in the improvement plans and in the work done both districtwide and at each campus.

Components

1. Comprehensive Needs Assessment
2. School Reform Strategies
3. Instruction by Highly Qualified Professional Staff
4. High Quality Professional Development
5. Parental Involvement
6. Strategies to Attract High/Quality, Highly Qualified Teachers
7. Transition
8. Teachers Included in Decisions Regarding the Use of Assessments
9. Students Experiencing Difficulty
10. Coordination of Federal, State, and Local Services and Programs

Resources

Resource	Source
No rows defined.	

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Goal 1. Increase student success through improving STAAR testing results to meet or exceed the state standards across the district in all student groups by the end of the 2016-2017 school year.

Objective 1. By the end of the school year, the data-driven instruction provided by CISD will result in all student testing populations showing growth by meeting or exceeding state standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use benchmark's and Curriculum Based Assessments (CBA's) to track mastery of the TEKS. (Title I TA: 3) (Target Group: All) (NCLB: 1)	Core Subject Teachers	September 2016-June 2017		DMAC Reports TEKS Mastery
2. Provide small group instruction during Enrichment that targets mastery of the TEKS (Title I SW: 3) (Title I TA: 1) (Target Group: All) (NCLB: 1)	Core Subject Teachers	September 2016-June 2017		Schedule of Groups Activities
3. Provide professional development for teachers and staff that promote best practices in the classroom. (Title I SW: 3) (Title I TA: 3) (Target Group: All) (NCLB: 3)	Assistant Principal, Counselor, Principal	August 2016-June 2017	(F)Title I, (O)Local Districts	Sign-In Sheets
4. Use the STAR reading and Math to document student growth in the areas or reading and math. Communicate results to all parents. (Title I SW: 9) (Title I TA: 3) (Target Group: All) (NCLB: 1)	Dyslexia specialist, Teacher(s)	September 2016-May 2017	(O)Local Districts	STAR Reports at BOY, MOY EOY
5. Increase STAAR writing scores by 15% by continuing to provide support through training. Audrey Bragg, Writer's Workshop trainer, will provide the training and on-going support. (Title I SW: 3) (Target Group: AA, 4th) (NCLB: 1)	Instructional Facilitator, Principal, Teacher(s)	September 2016-May 2017		STAAR test results CBA's Student Writing Samples
6. Provide training, planning time and resources to assist our reading teachers in transitioning to Guided Reading. (Title I SW: 1,4,8,9) (Title I TA: 1,3,4,5,6) (Target Group: All) (NCLB: 1,2)	Assistant Principal, Core Subject Teachers, Dyslexia specialist, Principal	August 2016-May 2017		Formative -

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- Goal 1.** Increase student success through improving STAAR testing results to meet or exceed the state standards across the district in all student groups by the end of the 2016-2017 school year.
- Objective 2.** Increase T-TESS walk-through procedures to twice per semester per teacher in order to monitor teacher and student growth through evaluations over the course of the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development refresher training on TTESS for teachers at the beginning of the school year. (Title I SW: 4) (Title I TA: 5) (Target Group: All) (NCLB: 3)	Assistant Principal, Principal	August 2016		Formative - Sign-In Sheets
2. Continue to provide discussions on the dimensions of T-TESS through-out the school year. (Title I SW: 4) (Title I TA: 5) (Target Group: All) (NCLB: 3)	Assistant Principal, Principal	Monthly Faculty Mtgs.		Formative - Faculty Agennda
3. Follow district policy by performing walkthroughs on at least 1 teacher each day or 5 teachers a week. (Title I SW: 3) (Title I TA: 5) (Target Group: All) (NCLB: 3)	Assistant Principal, Principal	August 2016- June 2017		Formative - Data in DMAC

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Goal 1. Increase student success through improving STAAR testing results to meet or exceed the state standards across the district in all student groups by the end of the 2016-2017 school year.

Objective 3. Increase student academic achievement in core subject areas across all special populations by 20% through the Title 1,Part A Program by the end of the 2016-17 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CIS will conduct an annual Title I parent meeting. (Title I SW: 6) (Title I TA: 7) (Target Group: ECD) (NCLB: 1)	Principal	September 2016		Formative - Sign-In Sheets Powerpoint
2. Implement and update scope and sequence for all subjects and monitor the need to adjust instruction. (Title I SW: 1,3) (Title I TA: 2,4) (Target Group: All) (NCLB: 1,2)	Assistant Principal, Core Subject Teachers, Principal	Per 6 weeks		Formative - Updated scope-n- sequence for all STAAR subjects
3. Continue to use STAR and AIMSweb to identify student's below grade level in reading and math and provide additional support thru the RtI pull-out. (Title I SW: 5,9) (Title I TA: 1,4) (Target Group: All) (NCLB: 1,2)	Dyslexia specialist, Teacher(s)	Fall, Winter and Spring	(O)Local Districts	Formative - AimsWeb Data Reports STAR reports
4. Continue to target the needs of our ELL students by adding additional support for vocabulary development thru the use of Flocabulary and English in a Flash. (Title I TA: 1,2,3,4) (Target Group: ESL, Migrant, LEP)	Teacher(s)	September 2016- May 2017		Formative - Program reports
5. Provide additional support to our ELL students and struggling readers by opening our computer labs before school to allow them to listen to their weekly stories prior to initial instruction. (Title I SW: 9) (Title I TA: 1,2,3,4) (Target Group: ECD, ESL)	Campus Instructional Technologist	September 2016- May 2017		Attendance sheets
6. Monitor student growth in guided reading thru running records. Reading teachers will assess student progress at the beginning of year, middle of the year and end of the year. (Title I SW: 3) (Title I TA: 1,2,3,4,5) (Target Group: All)		September 2016- May 2017		Running records data
7. Support the guided reading program by providing purchasing Reading A-Z, a support program for students that provided leveled readers for additional reading. (Title I SW: 1,3) (Title I TA: 1,2,3,4) (Target Group: All)	Principal	October 2016		Increased reading skills

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Goal 2. Increase the district student attendance rate to 96% or higher and reduce the drop-out rate to 0% by the end of the school year.

Objective 1. Maintain a campus attendance rate of 96% or higher throughout the course of the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily phone calls to parents of students who are absent. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 1,2)	Assistant Principal, Registrar	Daily	(O)Local Districts	PEIMS reports
2. Offer incentives to students with perfect attendance each six weeks such as: Treasure Tower Tokens, Bicycle drawings, Classroom Popcorn parties (Title I SW: 1) (Target Group: All) (NCLB: 1,2)	Assistant Principal	per six weeks	(O)Local Districts	Tokens for Treasure Tower Gift Cards Number of popcorn parties
3. Students who have perfect attendance at the end of the school year will be entered into a drawing for a Grand Prize. (Title I SW: 1) (Target Group: All) (NCLB: 1,2)	Assistant Principal	May 2017	(O)Local Districts	Number of Gift Certificates
4. Send Warning letters home to parents of students who are exceeding the 90% attendance rate. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2)	Assistant Principal	per six weeks		Copies of letters
5. Offer incentives to teachers who have perfect attendance each six weeks. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal, Principal	per six weeks	(O)Local Districts	Increase the number of jean passes given out.

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Goal 3. Increase Parent Involvement participation to 50% through sign-in sheets by providing opportunities at least once a month for parental and community involvement that supports the educational process of our district.

Objective 1. Increase quantity and quality of communications with parents, community, and staff; as well as provide various opportunities for parent/community involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parents the opportunity to meet and understand our student expectations thru Meet the Teacher and Open House so that we can work together for student success.	Core Subject Teachers	August 2017-September 2017		Sign-In Sheets
2. Invite parents to family events such as: STAAR/Title I meeting, Thanksgiving Luncheon, Spring Family Dance, Every Body Reads Day, Science Night, Texas Public School Week, Health Night, and classroom parties. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal, Principal	Spring 2016	(O)Local Districts	Sign-in Sheets
3. Encourage participation in community events such as: Fair Parade, Veteran's Day Program and performance, Christmas on the Square, performing at the Nursing homes, the Spring Cleaning Bash, Food Drive, and Celebration Friday's. (Title I TA: 7) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal, Climate Committee, Counselor, Principal	September 2016-June 2017		Assemblies
4. Host parent training on Bullying, Cyber Bullying, and Social Media.	Counselor	Fall 2016		Sign-in sheets Power point presentation
5. Encourage guest speakers from the community and parents. A parent survey may be used to obtain career choices and expertise for these presenters. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (NCLB: 1,2)	Assistant Principal, Principal	September 2016-June 2017		Survey results Speakers in the classroom
6. Design and implement Power Breakfasts. Our goal is provide educational topics for parents, that will help create a successful learning experience for their students. (Title I TA: 4,7) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal, Counselor, Principal	October & November 2016; February & April 2017		Sign-in sheets

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Goal 3. Increase Parent Involvement participation to 50% through sign-in sheets by providing opportunities at least once a month for parental and community involvement that supports the educational process of our district.

Objective 2. Caldwell ISD will use various methods of communication to the public.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Send out a monthly newsletter that communicates campus highlights and important dates.	Campus Instructional Technologist	September 2016- June 2017	(O)Local Districts	Bee Mail sent out monthly
2. Update and monitor our campus Facebook page as well as a Twitter Page.	Assistant Principal, Campus Instructional Technologist, Principal	Daily		Facebook and Twitter updates
3. Maintain our campus Webpage by keeping it up-to-date on campus events.	Campus Instructional Technologist	August 2016- June 2017		Webpage updated
4. Send Hornet Pride Postcards to parents to inform them of their student's behavioral performance in the classroom.	Teacher(s)	September 2016- June 2017	(O)Local Districts	Postage
5. Teachers are encouraged to keep in touch with parents by using a variety of methods such as: Remind, Email, Weekly Notes, BLOOMZ and Webpages.	Core Subject Teachers	September 2016- June 2017		Copies of emails, Remind, and notes
6. Morning announcements have been created in a Google presentation and may be accessed by parents on our school website. (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal	daily		daily update of announcements

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Goal 4. Provide a safe, positive learning and teaching environment for students and staff with zero incidences of major behavior, violent/criminal acts or firearms throughout the school year.

Objective 1. Instructional leadership practices will result in improved student performance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to review the Campus Safety procedures that are in place. (Title I SW: 1) (Title I TA: 2) (Target Group: All) (NCLB: 4)	Assistant Principal	Monthly Faculty Meetings		Regularity of drills performed
2. Use the PBMAS data to monitor the progress of our students groups and the progress they are making with the goal of narrowing the performance gap. (Title I SW: 1,5,8) (Title I TA: 1,4) (Target Group: AA, ECD, ESL, AtRisk) (NCLB: 1,2,4,5)	Assistant Principal, Core Subject Teachers, Principal	September 2016-May 2017		CBS results STAAR results
3. Follow district leadership and continue to increase the awareness of cultural diversity so that all students feel accepted and safe in school. (Title I SW: 1) (Title I TA: 4) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal, Counselor, Principal	September 2016-May 2017		Sign in Sheets from training
4. Promote s school motto of Tell Me Something Good so that students' will continue to focus and promote the good in each other. (Title I SW: 1) (Title I TA: 2) (Target Group: All) (NCLB: 4,5)	Assistant Principal, Counselor, Principal, Teacher(s)	daily	(O)Local Districts	Celebration Friday Assemblies TMSG Cards
5. Conduct events that promote learning, acceptance and unity. Events such as Black History Month, College Awareness Day and hosting of guest speakers. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (NCLB: 4,5)	Assistant Principal, Counselor, Principal	Fall/Spring 2016-17		Sign-in Sheets

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Goal 4. Provide a safe, positive learning and teaching environment for students and staff with zero incidences of major behavior, violent/criminal acts or firearms throughout the school year.

Objective 2. Facilities will be enhanced in order to to promote Caldwell ISD in a positive manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue the beautification for the school entrance to promote an environment conducive to pride and respect. (NCLB: 4)	Assistant Principal, Climate Committee, Custodial Staff, Principal	daily	(O)Local Districts	Welcoming entrance
2. Conduct weekly walkthroughs that focus on campus facility needs such as tile replacement, floor buffing, restroom cleanliness, etc.. (Target Group: All) (NCLB: 4)	Assistant Principal, Custodial Staff, Principal	weekly		Work orders Clean facility
3. Continue to ensure that all campus boards are decorated and promote a positive learning environment. (Target Group: All) (NCLB: 4)	Assistant Principal, Principal, Teacher(s)	September 2015- May 2016	(O)Local Districts	Decorated boards
4. Continue to use Raptor for check-in of all students, parents and visitors. (Title I SW: 1) (NCLB: 4)	Assistant Principal, Principal	daily		ID badges used for all guests

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Goal 4. Provide a safe, positive learning and teaching environment for students and staff with zero incidences of major behavior, violent/criminal acts or firearms throughout the school year.

Objective 3. Students will be educated in learning environment that are safe and positive for learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to work on school wide rules, consequences and procedures for safety in all areas of the campus. (Title I SW: 1) (NCLB: 4)	Assistant Principal, Climate Committee, Counselor, Principal	September 2016-May 2017		Committee meeting minutes
2. Guidance lessons on bullying, friendship, peer mediation, peer pressure, choices, anger management, etc... (Title I SW: 1) (Title I TA: 1) (Target Group: 3rd, 4th, 5th) (NCLB: 4)	Counselor	September 2016-May 2017		Spring Group Schedule
3. Continue Project Wisdom curriculum used in Monday morning announcements. (Title I SW: 1) (Target Group: 3rd, 4th, 5th) (NCLB: 4)	Assistant Principal	daily	(O)Local Districts	Morning announcement slide
4. Continue Bully Prevention programs, including Parent Anti-Bullying training, student training, staff training and using Stay Alert for online reporting of Bullying, (Title I SW: 1) (Title I TA: 2,4,7) (Target Group: 3rd, 4th, 5th) (NCLB: 4)	Counselor	September 2016		Sign-In Sheets Stay Alert signs posted
5. Continue to provide our Character First character education program during our computer classes. (Title I SW: 1) (Title I TA: 2,4) (Target Group: 3rd, 4th, 5th) (NCLB: 4)	Campus Instructional Technologist, Counselor	weekly	(O)Local Districts	Lesson Plans
6. Continue to plan activities for Red Ribbon Day which works to increase student awareness of the dangers of drugs and alcohol. (Title I SW: 1) (Title I TA: 2,4) (Target Group: 3rd, 4th, 5th) (NCLB: 4)	Counselor	October 2016	(O)Local Districts	Red Ribbon Activities
7. Provide training for the implementation for Rtl Behavior practices on our campus in effort to decrease the amount of discipline referrals and teach students how to make better choices. (Target Group: All)	Assistant Principal, Counselor	August 2016-May 2017		Formative - Decrease in the number of discipline referrals
8. Implement "Super Tuesday's", a positive behavior reward event that serves to encourage students to make good choices in school. (Target Group: All)	Assistant Principal	September 2016-May 2017		Announcement slides with student names

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Goal 4. Provide a safe, positive learning and teaching environment for students and staff with zero incidences of major behavior, violent/criminal acts or firearms throughout the school year.

Objective 3. Students will be educated in learning environment that are safe and positive for learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Continue our Blue Behavior Folders, a Rtl behavior support for the high frequency behavior students. (Target Group: All)	Assistant Principal, Counselor, Teacher(s)	September 2016-May 2017		Decrease in office referrals
10. Continue to conduct our student survey at the conclusion of the school year to provide input regarding bullying, safety, student-teacher relationship and educational engagement. (Title I SW: 1,4) (Title I TA: 2,4,6) (Target Group: All)	Assistant Principal, Counselor, Principal	May 2017		Survey results
11. Implement "No Place for Hate" projects and beliefs into our campus culture. (Title I SW: 2) (Title I TA: 2) (Target Group: All)	Assistant Principal, Counselor, Principal	October 2016-May 2017		Completion of 3 projects

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Goal 5. Recruit, hire and retain 100% highly qualified staff from year to year.

Objective 1. Provide support and training to all new staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new staff will be provided a mentor through our mentor program. (Title I SW: 3,4) (Title I TA: 5,6) (Target Group: All) (NCLB: 3,4)	Assistant Principal, Principal	August 2016-May 2017		Mentor meeting log
2. Provide staff development in academic area(s) to promote student success. (Title I SW: 3,4) (Title I TA: 5,6) (Target Group: All) (NCLB: 3,4)	Assistant Principal, Principal	August 2016-May 2017		Copies of completed certificates
3. Create a professional library for staff that supports professional growth in best practices. (Title I SW: 2,3,4) (Title I TA: 1,2,3,5,6) (Target Group: All)	Assistant Principal, Counselor, Principal	August 2016-May 2017		Google Sign-out sheets
4. Conduct a campus based book study over the summer of 2017 that promotes best practices in classroom management, instruction and behavior management. (Title I SW: 2,3,4) (Title I TA: 1,3,4,5,6) (Target Group: All)	Assistant Principal, Counselor, Principal, Teacher(s)	June 2017-August 2017		Summative - Implementation of best practices

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Goal 6. Enhance instruction through increasing the use of technology by increasing the number of staff using BYOD by 10% at the high school and middle school and implement at the intermediate by the end of the year.

Objective 1. Encourage and allow opportunities for teacher staff development on programs that utilize technology based on individual campus needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to transition to Google Docs Spreadsheets and presentations in order to facilitate campus collaboration. (Title I TA: 1,2,4) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal, Campus Instructional Technologist, Principal	August 2016-June 2017		Google docs used in collaborating
2. Continue to support teachers in the use of software programs used for data analysis on our campus such as: DMAC, Lead4ward, Measuring Up, Coach, Study Island, Istation, and MobiMac. (Title I TA: 1,2,3) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal, Campus Instructional Technologist, Principal, Teacher(s)	August 2016-June 2017	(O)Local Districts	Data sheets Sign-in sheets
3. Maintain current campus technology sources by providing necessary maintenance and replacement, when necessary. The items include: computers, projectors, Elmo's, Chromebook cart and Ipad cart. (Title I TA: 1,2,4) (Target Group: All) (NCLB: 1,2,3)	Assistant Principal, Principal	August 2016-September 2017		Technology work orders
4. Provide training to our campus computer teacher in Coding with the purpose of implementing Coding instruction into our computer classes. (Title I SW: 4) (Title I TA: 2,4) (Target Group: All)	Campus Instructional Technologist, Principal	August 2016-May 2017		Lesson Plans

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Goal 6. Enhance instruction through increasing the use of technology by increasing the number of staff using BYOD by 10% at the high school and middle school and implement at the intermediate by the end of the year.

Objective 2. Continue to update the district's technology as needed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to attempt to secure funds to add Smartboards to classrooms. (Title I SW: 1) (Title I TA: 1,4,6) (Target Group: All) (NCLB: 1,2)	Assistant Principal, Principal	August 2016-June 2017	(O)Local Districts	Purchase orders Smartboards in the classrooms
2. Work with Technology staff to implement BYOD for CIS. (Title I SW: 1) (Title I TA: 1,4) (Target Group: 5th) (NCLB: 1,2)	Director of Technology, Principal	Spring 2017		Evidence in lesson plans.
3. Work to secure funds to increase the number of Chromebook carts on our campus with the goal of having a 30 book cart for each grade level. (Title I TA: 1,2,4,5,6,8) (Target Group: All) (NCLB: 1,2,4)	Director of Technology, Principal	August 2016-May 2017		Budget expenditures

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Student to Teacher Ratio

Number of students to teacher is 14.5% average.

3rd grade class size average is 15.4%

4th grade class size average is 18.0%

5th grade class size average is 19.0%

Attendance

Attendance rate for 2013-14 for Caldwell Intermediate School was 97%. Incentives are offered each six weeks and a chance to win a \$100 gift certificate to Grand Central Station at the end of the year. Students with chronic attendance problems may receive written notification and possible truancy charges.

Demographics Summary

There were 116 students in the 3rd grade, 143 students in the 4th grade and 133 students in the 5th grade. Sub-groups are:

White 49.2%

Hispanic 39.3%

African American 9.9%

2 or more races 0.5%

Asian 0.5%

American Indian 0.5%

Limited English Learner (LEP) 15.6%

Special Education Indicator 6.1%

Economically Disadvantaged 58.2%

Mobility Rate 11.1%

At Risk students 54.1%

Bilingual/ESL Education 15.6%

Gifted & Talented Education 5.6%

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

2015-16 STAAR Scores

3rd grade

Campus passing rate of 82% on Reading. The breakdown for each subgroup is as follows: African American 63%, Hispanic 82%, White 87% and Economically Disadvantaged 69%.

Campus passing rate of 79% on math. The breakdown for each subgroup is as follows: African American 75%, Hispanic 72%, White 87% and Economically Disadvantaged 68%.

4th Grade

Campus passing rate of 66% on Reading. The breakdown for each subgroup is as follows: African American 45%, Hispanic 60%, White 78% and Economically Disadvantaged 53%.

Campus passing rate of 47% on Writing. The breakdown for each subgroup is as follows: African American 18%, Hispanic 44%, White 60% and Economically Disadvantaged 35%.

Campus passing rate of 69% on math. The breakdown for each subgroup is as follows: African American 36%, Hispanic 62%, White 82% and Economically Disadvantaged 61%.

5th Grade

Campus passing rate of 80% on Reading. The breakdown for each subgroup is as follows: African American 69%, Hispanic 75%, White 88% and Economically Disadvantage 72%.

Campus passing rate of 73% on Science. The breakdown for each subgroup is as follows: African American 44%, Hispanic 57%, White 94% and Economically Disadvantage 60%.

Campus passing rate of 89% on math. The breakdown for each subgroup is as follows: African American 75%, Hispanic 82%, White 97% and Economically Disadvantaged 84%.

Accountability Rating

Caldwell Intermediate received a Met Standard rating.

Comprehensive Needs Assessment

Student Achievement Weaknesses

The Performance-Based Monitoring report indicated interventions in the areas of:

TELPAS Composite Rating levels for students in school multiple years

SPED STAAR 3-8 passing rate on reading

SPED ISS Placement

SPED Resrepresentation for African American

School Culture and Climate

School Culture and Climate Summary

Character Education

All students at Caldwell Intermediate participate in a character education program called Project Wisdom. During students CAM time, character traits are introduced and studied. Character messages are also included in morning announcements.

Bullying Prevention

Students, staff and parents are trained in bullying and prevention. The school used both a printed and online bully report system to enable students to report bullying to adults.

Safety and Security

Each campus has a team of staff members who are trained in Crisis Prevention Intervention and others who are trained in CPS, use of the AED and Diabetic Care. The campus conducts monthly fire drills and other safety drills throughout the school year. Safety drills and procedures are reviewed at the faculty meetings each month.

Bus Safety

At the beginning of each school year, students are shown a video that reviews bus safety and bully prevention on the bus.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

100% of the staff at Caldwell Intermediate is highly qualified.

All of our core teachers are ESL certified. All new core teachers will be expected to certify in the area of ESL during their first year of employment.

Staff Quality, Recruitment and Retention Summary

There were 38 staff members at Caldwell Intermediate with 78.9% of those being teachers. Following is a breakdown by ethnicity, gender and years of experience:

White 93.1%
African American 3.4%
Hispanic 3.4%
Female 93.1%
Male 6.9%

Beginning Teacher 3.4%
1 to 5 years 6.9%
6 to 10 years 31.0%
11-20 years 34.5%
20+ years 24.1%
Average years of experience is 13.6%.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Scope and Sequence
Curriculum Based Assessments/Benchmarks

Research to Intervention (Rtl)

Caldwell Intermediate has 2 reading specialist and 1 math specialist that serve the students. They administer 3 Universal Screeners a year. The data assists in identifying those students who need intervention. Tier 1 intervention is provided in the regular classroom during Enrichment and Tier 2 & 3 is provided by the intervention teachers during that same time period. Tier 2 & 3 students are then monitored thru AimsWeb, Istation and Renaissance. Instructional curriculum used in Rtl include: Read Naturally Live, Think thru Math and BLS

Special Programs

There are 2 special education teachers and 3 teacher assistants at Caldwell Intermediate that provide instruction to the special needs students. This instruction is provided through in-class support, resource, life skills and content mastery. In addition, there is one dyslexic teacher that works with those students identified with dyslexia. Instructional curriculum used is Neihaus.

Advanced Academic Placement

Caldwell Intermediate strives to serve the needs of all it's student's. Students can be nominated by their parents each year to be tested for the Gifted & Talented program. These students are served through a pull-out program. GT Teachers that provide pull-out instruction collaborate to design projects for each six weeks.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Parent Involvement

At Caldwell Intermediate, the support and participation of parents is vital to their success in school. We host several activities throughout the year for parents to attend. They are as follows:

District-Wide Involvement

- Back to School Pep Rally
- Bullying Night
- Health Resource Night
- BMSS Field Day

Campus-wide Involvement

- Meet the Teacher night in August
- Open House in September
- Thanksgiving Luncheon in November
- Veteran's Day Program
- STAAR Parent Night in February
- 3rd, 4th & 5th grade Musicals
- Classroom Christmas Parties
- Title I Parent Meeting in September
- Family Valentine Dance in February
- Family Friday in March (celebrating Public School Week)
- Science Night
- Everyone Reads Day in May
- End of the Year Parties
- Awards Program
- Field Day
- Monthly PTO meetings
- Power Breakfasts in Fall/Spring

Community Involvement

Growing and developing the students of Caldwell ISD into contributing members of society is important to the district. This is accomplished through the encouragement of community involvement. The students of Caldwell Intermediate participate in community activities throughout the school year. Those activities include:

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Relay for Life
Spring Clean
Fair Parade
Christmas on the Square
National Veteran's Day event at the Civic Center
Christmas Caroling at the Nursing Homes
Fair Field Trips

School Context and Organization

School Context and Organization Strengths

Campus Committees

There are several committees on campus. Each staff member is required to served on at least 2 committees. Those committees are:

Sunshine
Safety/Bullying
Campus Culture
Special Events
SBDM
Fundraiser
AR

Scheduling

The grade level are designed in Pods. In the 3rd and 4th grade, there are pods made of 2 teachers. One teacher is responsible for teaching math/science/social studies and the other teaches reading/language arts/social studies. In 5th grade they are set up in a pod of 3. One teachers math, one teaches ELA and the other teaches science/social studies.

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

Each grade level is designed to have a minimum of 90 minutes of instruction on math and reading. Social studies and science have an instructional time of 30-45 minutes depending on the grade level.

Technology

Technology Strengths

All classrooms are equipped with a teacher computer, tablet, Mobi and Elmo's. Our staff has become proficient in Google Docs so that collaboration maybe used between teachers.

The campus is equipped with 2 computers labs, two Chrome book and an Ipad cart.

The staff at Caldwell Intermediate has access to several programs that support classroom instruction. These programs are: Study Island, MobiMac, Measuring Up Live, Coach, Discovery Ed, Brain Pop Jr., English in a Flash, Reading from A to Z and United Streaming.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data
Discipline Referrals
District Policies
Parental Involvement Policy
PEIMS Reports
Report Card Grades
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Survey and Interviews of Students/Staff/Parents

