

Farmersville Independent School District

Farmersville Intermediate

2017-2018 Campus Improvement Plan



Mission Statement

Farmersville Intermediate is committed to creating an engaging, high quality learning environment where students, teachers, and administrators are motivated to strive for excellence in all aspects of the curriculum.

Vision

Our vision for our campus is to educate every student to set purposeful goals that challenge them to grow as lifelong learners and equip them with 21st Century skills that will ensure their ability to be productive citizens in our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Farmersville Intermediate School includes 35 teachers, 6 paraprofessionals, 3 professional support members, and 2 administrators. The student population is 55.6% White, 1% African American, 39.8% Hispanic, .4% Asian, 2.8% Two or more races, and .4% American Indian/ Alaskan. Additionally, the campus serves 57.6% economically disadvantaged students, 11.4% special education students, and 15.8% Limited English Proficient students. Attendance rates include 98.1% African American, 97.8% Hispanic, 96.9% White, and 97% Economically Disadvantaged students. The most current data indicate the campus has a 11.0% Mobility rate.

Demographics Strengths

- 100% Highly Qualified Teachers
- Mobility rate is over 3% lower than the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Intermediate students meeting approaches standard on first administration of STAAR Reading for the Student Success Initiative (69%) fall below the state average (72%). **Root Cause:** Common assessments do not reflect the rigor of STAAR.

Problem Statement 2: 48% of students in second grade are reading below grade level according to diagnostic testing. **Root Cause:** Enrollment data indicates that the ELL population is growing annually.

Problem Statement 3: 86% of Teachers on campus are ESL certified. **Root Cause:** Teachers have not taken ESL certification tests, or have not passed their prior attempt.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year, Farmersville Intermediate School met these targets: Index 1 - Student Achievement. FIS Score: 80(state target score = 60) Index 2 - Student Progress. FIS Score: 45(state target score = 32) Index 3 - Closing Performance Gaps. FIS Score: 44(state target score = 28) Index 4 - Post-Secondary Readiness. FIS Score 49(state target score = 12) These scores result in FIS receiving a 2017 Texas Accountability Met Standard rating.

Although we are proud of our scores, we know we can continue to move our students forward. On the 2017 STAAR, the following scores for all grades show the percentage at Approaches Standard or Above:

Reading

3rd Grade: Overall: 84%, SES: 78%, HISP: 78%

4th Grade: Overall: 73%, SES: 69%. HISP: 77%

5th Grade: Overall: 80%, SES: 76%, HISP: 77%.

Math

3rd Grade: Overall: 91%, SES: 85%, HISP: 90%

4th Grade: Overall: 73%, SES: 63%. HISP: 65%

5th Grade: Overall: 92%, SES: 89%, HISP: 88%

Writing

4th Grade: Overall: 71%, SES: 67%. HISP: 61%

Science

5th Grade: Overall: 78%, SES: 72%. HISP: 75%

Analysis of the above scores by grade level and by each student group shows that almost all student groups have shown positive growth when comparing the 2016 and 2017 STAAR data in grades 3 and 5. There is some regression in scores for 4th grade, particularly within the Hispanic sub-population. Intervention strategies have been implemented to accelerate learning and close this gap. Individual students will be targeted for intervention and acceleration based upon formative and summative data. Teachers also understand the purpose of targeted instruction and intervention is to close the performance gaps of all student groups with a special emphasis on the Hispanic and Special Education student groups.

Student Academic Achievement Strengths

Farmersville Intermediate has a population of hard working, high achieving student. Farmersville Intermediate received distinctions in Science and Post-Secondary Readiness in the 2016-2017 school year. The campus performs above standard state standard in most subjects in overall, socio-economic, and Hispanic population groups.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2017 STAAR data shows that 4th grade math falls below state standards in overall, socio-economic, and Hispanic populations. **Root Cause:** Daily tutorial time was not embedded into the schedule to allow for remediation.

Problem Statement 2: The number of students passing initial administration of SSI tests in 5th grade Reading falls below 80%. **Root Cause:** Title I Reading was a part-time position, and did not allow for constant pull-out for remediation.

Problem Statement 3: Reading scores in 4th and 5th grade fell at the campus level from 2016-2017. **Root Cause:** Campus wide reading program did not address individualized reading levels of students.

School Processes & Programs

School Processes & Programs Summary

The Curriculum and Instructional focus at Farmersville Intermediate School is guided by the TEKS, content area scope and sequences, along with the results of campus based assessments. The TEKS promote 21st century skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills. Each grading period, the teacher, along with an administrator analyze formative and summative assessments to map out specific skills and interventions needed for the upcoming grading period. During this time, teachers map out their plan for reaching all of their students to show growth through the disaggregation of data, and question-stem vocabulary.

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FIS has hired seven new teachers for the 2017-18 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district.

It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for eleven staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development.

Overall the campus organization is positive. Teachers feel that they have input in decision making, and feel that administration is supportive and willing to do whatever it takes to help them accomplish their goals. Tutoring time is a focus and subjects are given priority throughout the week.

School Processes & Programs Strengths

Subject and grade level meetings amongst teachers in each grade level

RTI process and RTI meetings

The ability to interpret and use summative and formative assessments to drive instructional decisions

Technology utilized in the classroom to give real time results and speed up the intervention process

100% of teachers are highly qualified

Frequent assessments to monitor student progress in the classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle with intervention strategies to aid in reaching English Language Learners. **Root Cause:** Lack of training in specific strategies that are helpful to the English Language Learner population.

Perceptions

Perceptions Summary

Parents voiced the concern of wanting more opportunities to volunteer on campus during the school day. There was also a concern with parents that do not have appropriate identification not being allowed on campus. There is a need for English education for our non-English speaking families in order for them to be more involved. Students expressed concern about the lack of respect shown by each other. They also expressed that extra-curricular activities are not important. Teachers also noted that while discipline is going well, it is unclear how to effectively report it to administration. They are also felt that the RTI process needs to be clarified and streamlined. Finally, many teachers are concerned that "non-tested" subject deficits are not a priority.

Perceptions Strengths

Collaborative environment between staff and parents

Parents comfortable contacting school staff

Students receive additional attention when needed

School is clean, orderly and rules are consistent for all classrooms

Teachers have confidence in students and care

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not aware of opportunities to volunteer on campus. **Root Cause:** Low percentage of parents joining campus PTO.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals















Goal 1: Successful student performance on the state STAAR tests (Reading, Writing, Mathematics, Science) to achieve an overall designation of Met Standard including all four Indices.

Performance Objective 1: 80% of students (in all student groups) will show progress on the STAAR assessment.

Evaluation Data Source(s) 1: 2018 TEA Accountability Summary

Summative Evaluation 1: Some progress made toward meeting Performance Objective

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Hire additional Title 1 staff to provide small-group accelerated instruction. | 9 | Superintendent; Campus Administrators | 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports and STAAR scores | | | | |
| 2) Implement formative assessment plan to be analyzed at the central level as well as the campus level. A combination of tools will be used. Eduphoria, All In Learning | 1, 2, 8, 9 | Curriculum Director; Campus Administrators; Teachers | 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores | | | | |
| 3) Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. | 2, 4 | Technology Director; Instructional Technology Facilitator; Campus Administrators | 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage 2. IMPACT - Increased use of technology in instruction | | | | |
| 4) Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. Staff on each campus will utilize the Linda Mood Bell program (or other identified program) to incorporate instruction on: ~ Phonological Awareness ~ Sound-symbol Association ~ Syllabication ~ Orthography ~ Morphology ~ Syntax | 9 | Campus Administrators; Dyslexia Staff | 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students | | | | |

| | | | | | | | |
|---|---------------|------------------------------------|--|---|---|--|--|
| 5) Differentiation of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" | 2, 3, 4, 9 | Campus Administrators | 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success |  |  | | |
| 6) Provide in-school, before school, and after school tutorials for students who are failing, at-risk or failing, or not meeting expectations of formative assessments | 1, 3, 8, 9 | Campus administrators; Teachers | 1. IMPLEMENTATION - student data sheets, report cards, and daily formative assessments. 2. IMPACT - students will receive additional instruction in areas of weakness, leading to increased academic success. |  |  | | |
| 7) Use of Staar Testmaker, All in Learning, Education Galaxy, TPRI, MAP, and iStation as tools to evaluate and guide student achievement. | 1, 3, 8, 9 | Campus administrators; Teachers | 1. IMPLEMENTATION - progress and assessment reports 2. IMPACT - additional resources to address areas of low performance |  |  | | |
| 8) Utilize Lead4ward resources in conjunction with Eduphoria and All In Learning to analyze test data to make efficient decisions concerning curriculum needs | 1, 2, 4, 8, 9 | Campus administrators; Teachers | 1. IMPLEMENTATION - quintile sheets to analyze student growth and review of scope and sequence to guide instruction each six weeks 2. IMPACT - STAAR results |  |  | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: Successful student performance on the state STAAR tests (Reading, Writing, Mathematics, Science) to achieve an overall designation of Met Standard including all four Indices.

Performance Objective 2: Increase SpEd passing rate for STAAR 3-8 Mathematics, Reading, Writing, and Science to 60%.

Evaluation Data Source(s) 2: STAAR 3-8

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard Strategy</p> <p>1) Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency.</p> | 9 | Special Education Director; SpEd Case Managers; SpEd Staff; Campus administrators; Gen. Ed. Teachers | 1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students | | | | |
| 2) Campus and District level administrators will monitor formative assessments daily to ensure student success. | | District administrators; Campus administrators; SPED Teachers; Gen. Ed. Teachers | 1. IMPLEMENTATION - List of students pulled for targeted tutoring 2. IMPACT - Increased academic performance | | | | |
| 3) Create / administer a rigorous STAAR level test for each 6 weeks for grade 3-5 STAAR tested subjects. Students not meeting standards will be pulled for targeted tutorials. | | Campus administrators; SPED Teachers; Gen. Ed. Teachers | 1. IMPLEMENTATION - List of students pulled for targeted tutoring 2. IMPACT - Increased percentage passing on benchmark and STAAR 2017 | | | | |
| 4) Provide research based staff development on instructional strategies and teaching practices that enhance success of at-risk students and special populations. | 4, 10 | District administrators; Campus administrators; SPED Teachers; Gen. Ed. Teachers | 1. IMPLEMENTATION - planning of professional development activities, staff development attendance 2. IMPACT - increased passing percentages on six weeks assessments and STAAR 2017 | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 1: Successful student performance on the state STAAR tests (Reading, Writing, Mathematics, Science) to achieve an overall designation of Met Standard including all four Indices.

Performance Objective 3: Increase ESL passing rate for STAAR 3-8 Mathematics, Reading, Writing, and Science to 80%.

Evaluation Data Source(s) 3: STAAR 3-8

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|------------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Ensure each campus has Spanish-speaking personnel to work with students. | 9 | Superintendent; Campus Administrators | 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores | | | | |
| 2) Utilize EduGence system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the EduGence system. | 8, 9, 10 | ESL Coordinator; Campus administrators; Teachers | 1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers 2. IMPACT - Student accommodations allow for student success in classwork and assessments | | | | |
| 3) Newcomer students will have iPad issued to them, with Google Translate and beginning English apps. | 9 | Campus administrators; Campus ESL teacher | 1. IMPLEMENTATION - iPads checked out to students 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. | | | | |
| 4) Differentiation of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" | 2, 3, 4, 9 | Campus Administrators | 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success | | | | |
| 5) Staff development on accommodations to use in the regular classroom for LEP students in grades 2-5. | 1, 4, 9 | Campus administrators; Campus ESL teacher; Teachers | 1. IMPLEMENTATION - documentation of teacher training, lesson plans reflecting appropriate accommodations 2. IMPACT - students will receive appropriate accommodations to support them in the language acquisition | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% Highly Qualified core academic subject area teachers.

Performance Objective 1: Maintain that all core academic subject area classes are taught by highly qualified teachers.

Evaluation Data Source(s) 1: Personnel documentation
Teacher certificates

Summative Evaluation 1:











| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Teachers in need of additional certification will receive information about TExES administration dates and registration requirements. | 3 | Curriculum Director; Campus administrators | 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position | | | | |
| 2) District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers. | 3, 4, 5 | Curriculum Director | 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired | | | | |
| 3) Provide support to new teachers through mentors and grade level meetings | 1, 5, 7 | Campus administrators | 1. IMPLEMENTATION - meeting notes and sign-in sheets 2. IMPACT - number of new teachers retained in 2-5 grade | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% Highly Qualified core academic subject area teachers.

Performance Objective 2: Maintain a retention rate of at least 90%.

Evaluation Data Source(s) 2: Exit interviews
HR data

Summative Evaluation 2:









| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|---|---|---|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Create Technology Leadership Cadre (professional learning community) of teachers K-12, to facilitate self-selected professional goals and provide training and support to campus teachers. | 4 | Instructional Technology Facilitator | 1. IMPLEMENTATION - TLC meeting agendas, training notes 2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys |  |  | | |
| 2) Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. | 4 | Curriculum Director; Campus Administrators | 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers |  |  | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% Highly Qualified core academic subject area teachers.

Performance Objective 3: All core academic teachers will be ESL certified.

Evaluation Data Source(s) 3: Teacher certificates

Summative Evaluation 3:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--|--|---|---|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide ESL review for classroom teachers and funds to pay for registration and certification fees for teachers to take ESL endorsement exam. | 1, 2, 3, 4, 8 | Curriculum Director; District Finance Officer; Campus administrators | 1. IMPLEMENTATION - providing information of trainings and process for reimbursements 2. IMPACT - all teachers will be ESL certified. |  |  | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

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

Performance Objective 1: Practice of emergency procedures to ensure staff and student safety.

Evaluation Data Source(s) 1: Campus drill reports

Summative Evaluation 1:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|-------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Monitor security of doors with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through the "Positive Proof" management system. | | Front Office Staff; Police Chief | 1. IMPLEMENTATION - locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT - eliminate number of strangers in hallways | ✓ | ✓ | | |
| 2) All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention. | 3, 4 | Campus Administrators | 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis | ✓ | ✓ | | |
| 3) Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code Â,Â§89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. | 3, 4 | Campus Administrators | 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis | ✓ | ✓ | | |
|  | | | | | | | |

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

Performance Objective 2: Educating students on the harmful effects of drugs through character education programs.

Evaluation Data Source(s) 2: Student surveys

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252]. All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention. | 3, 4 | Campus Administrators; Counselors; Teachers | 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis | ✓ | ✓ | | |
| 2) All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention. | | Campus Administrators; Counselor | 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis | ✓ | ✓ | | |
| 3) Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. | | Campus Administrators; Counselor | 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents | ✓ | ✓ | | |
| 4) District-wide discipline management system will be utilized, where administrators will log all discipline into TxEIS system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to ISS/AEP to help them stop the problematic behavior without missing class time. | | Campus Administrators; Counselors | 1. IMPLEMENTATION - TxEIS discipline logs 2. IMPACT - reduced number of incidents on TxEIS | 🟡 | 🟡 | | |
|  | | | | | | | |

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

Performance Objective 3: Character education programs that teach conflict resolution, respect, and kindness.

Evaluation Data Source(s) 3: Discipline reports
Student surveys

Summative Evaluation 3:













| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|-------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Character programs such as NED and Project Wisdom will be implemented to teach conflict resolution, respect, and kindness. | 1, 2, 9 | Campus administrators; Counselor | 1. IMPLEMENTATION - special programs and daily messages during morning announcements. 2. IMPACT - decline in discipline referrals and student surveys that report a safe campus. | ✓ | ✓ | | |
| | | | | | | | |

Goal 4: The campus will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: Attendance rate will be increased from 97% to 98%

Evaluation Data Source(s) 1: TAPR 2018
PEIMS

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|---|---|---|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) District Truancy Plan (attached), will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed. | | Campus Administrators; Teachers | 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate |  |  | | |
| 2) Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed. | 10 | Curriculum Director; Campus Administrators; Counselors | 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation |  |  | | |
| 3) Provide certificates, incentives, and awards for perfect attendance. | 2, 9 | Campus administrators; Counselor; Teachers | 1. IMPLEMENTATION - attendance reports 2. IMPACT - increased attendance rates |  |  | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 5: The campus will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 1: 100% of families of LEP students will have communication provided in the home language.

Evaluation Data Source(s) 1: Documentation of home-school communication; website statistics

Summative Evaluation 1:











| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide translation services on website. | 6 | Instructional Technology Director | 1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students | ✓ | ✓ | | |
| 2) Spanish-speaking personnel on campus to communicate with parents. | 6 | Superintendent; Campus Administrators | 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students | ✓ | ✓ | | |
| 3) Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home. | 6 | ESL Coordinators | 1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students | ● | ● | | |
| | | | | | | | |

Goal 5: The campus will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 2: 100% of Title 1 students will have home-school contracts and family communication.

Evaluation Data Source(s) 2: Documentation of home-school communication; signed contracts

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|---|---|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5. | 2, 6 | Campus administrators; Title 1 Teachers | 1. IMPLEMENTATION - newsletters sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success |  |  | | |
| 2) Host Title 1 Parent Night meeting at K-5 campuses. | 2, 6 | Title 1 Coordinator; Campus administrators; Title 1 Teachers; | 1. - IMPLEMENTATION - sign-in sheets, agendas 2. - IMPACT - parents knowledgeable of Title 1 program and its purpose to accelerate learning |  |  | | |
|  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 5: The campus will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 3: Increase parent participation in informational meetings concerning academics and student progress.

Evaluation Data Source(s) 3: Sign-in sheets

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|------------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Ensure that Spanish-speaking staff members are in attendance at parent meetings to help provide translation. | 1, 6, 9 | Campus administrators | 1. IMPLEMENTATION - coordination of scheduling of meetings with Spanish speaking staff members. 2. IMPACT - attendance at meetings. | | | | |
| 2) Provide incentives to parents and students for participating in meetings. | 1, 6, 9 | Campus administrators; Teachers | 1. IMPLEMENTATION - coordination with community business to provide incentives for attendance. 2. IMPACT - increased parent participation. | | | | |
| = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 2 | 1 | Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency. |

Title I

Schoolwide Program Plan

Title I has a clear goal - enabling participating children to meet challenging state content and performance standards. To meet this goal, section 1115(c) requires that each targeted assistance program include certain components that research suggests are essential to any high functioning program. Corresponding components will be denoted by each item entry.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Use of Part A resources to help participating children meet the State's student performance standards expected for all children. Programs must be based on effective means for improving achievement of children. Programs must also ensure that planning for participating students is incorporated into existing school planning.

2: Schoolwide Reform Strategies

Use effective instructional strategies that:

- Give primary consideration to providing extended learning time such as an extended school year, before and after school, and summer programs and opportunities.
- Help provide an accelerated, high-quality curriculum.
- Minimize removing children from the regular classroom during regular school hours for Part A instruction.

Coordinate with and support the regular education program, which may include:

- Counseling, mentoring, and other pupil services.
- College and career awareness and preparation.
- Services to prepare students for the transition from school to work.
- Services to assist preschool children's transition to elementary school.

3: Instruction by highly qualified professional teachers

Provide instruction by highly qualified staff.

5: Strategies to attract highly qualified teachers

Retention and recruiting of highly qualified teachers.

6: Strategies to increase parental involvement

Provide strategies to increase parental involvement, such as family literacy services.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Collaboration and documentation between transition grades to ensure that students continue to receive the appropriate programs and placement for their academic success.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Use of formative assessments to guide instruction to meet the needs of individual students. Teachers will disaggregate the data to improve instruction.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Provide activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

10: Coordination and integration of federal, state and local services and programs

Coordination and integration of federal, state, and local services and programs.

Campus Improvement Plan Advisory Committee

| Committee Role | Name | Position |
|----------------------------|-------------------|---------------------|
| Administrator | Tad Myers | Principal |
| Administrator | Nicole Hicks | Assistant Principal |
| Non-classroom Professional | Saundra Hess | Counselor |
| Classroom Teacher | Michelle Anderson | Teacher |
| Parent | Lori Carr | Parent |
| Administrator | Lisa Morrison | ESL Coordinator |
| Classroom Teacher | Trista Williams | Title I Teacher |
| Classroom Teacher | Lacy Phillips | Teacher |
| Classroom Teacher | Sandy Hemby | Teacher |
| Classroom Teacher | Jennifer Salazar | Teacher |
| Classroom Teacher | Misty Hornbuckle | Teacher |
| Classroom Teacher | Cyndi Rudd | Teacher |

Addendums

TAIS Focus Campus 2017-2018 Targeted Improvement Plan Addendum

Schools identified as Focus Campuses have the following TEA mandated improvement planning requirements. The source of this information is a Texas Education Agency “To the Administrator Addressed” letter dated December 12, 2013.

1. Review ESEA turnaround principles and identify, implement and include in the 2017-2018 campus improvement plan, no less than one instructional intervention specifically targeted to address closing existing achievement gaps; and
2. Include reasons for identification and targeted instructional interventions in the school’s 2017-2018 *[original letter date]* campus improvement plan that will be fully implemented during the school year 2018-2019 *[original letter date]*.

The following example addendum may be used to complete the TAIS Focus Campus Requirements. Please complete this form (or your own alternate form) and upload it into the Plan4Learning Software by going to Manage Plan > Plan Addendums. Be sure to save this form to PDF to ensure it is printed with your plan.

TAIS Focus Campus 2017-2018 Targeted Improvement Plan Addendum

Intervention Activities:

Please check the appropriate box confirming the completion of each Intervention Activity.

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Complete <input type="checkbox"/> Not Complete ✓ Complete <input type="checkbox"/> Not Complete ✓ Complete <input type="checkbox"/> Not Complete ✓ Complete <input type="checkbox"/> Not Complete ✓ Complete <input type="checkbox"/> Not Complete | <ol style="list-style-type: none"> 1. Intervention team, including District Contact, selected and appropriate training provided. 2. Data analysis and review of student level data conducted by the intervention team. 3. Needs assessment in Plan4Learning updated and prioritized to reflect analysis of data. <i>(Recommendation: Highlight needs assessment revisions in yellow.)</i> 4. Causal Factor(s) of low performance identified and listed below. 5. Targeted Plan Developed: Targeted strategy selected and developed; Strategy linked to goal and performance objective. |
|---|---|

District Contact: Garry Jameson

| | |
|--------------------------|--|
| Causal Factor(s): | 1. Students within the Special Education population demonstrate a lack of proficiency based on STAAR results. |
| | 2. Students within Hispanic and Low-Socioeconomic subpopulations demonstrate a lack of proficiency based on STAAR results. |

| |
|--|
| Goal: Successful student performance on the state Reading STAAR tests to achieve an overall designation of Meets Standard. |
| Performance Objective: (1.2) Increase the SPED Meets Grade Level rate on Reading STAAR tests to 60%. (1.3) Increase Hispanic and Low-Socioeconomic Meets Grade Level rate on Reading STAAR test 60%. |

Strategy: Campus administrators, general education teachers, and special education teachers will monitor formative and summative assessment data. Students not meeting standards will be pulled for targeted tutorial and intervention.

Located in CIP on page #:

Related Critical Success Factor: CSF 1

| Turnaround Principle | Resources Needed | Evidence of Implementation | Evidence of Impact |
|---|---|---|--|
| Build growth in low performing subpopulations, and SPED populations on Reading STAAR tests through tutorials based on diagnostic, formative, and summative evaluation data. | <ul style="list-style-type: none"> ● Education Galaxy ● NWEA MAP Testing ● STAARmaker ● Embedded tutorial time during the day ● After school tutorial teachers | <ul style="list-style-type: none"> ● Formative Assessment Data in Aware ● Scheduled, dedicated tutorial times for reading intervention ● 1 year growth in Reading levels from students | <ul style="list-style-type: none"> ● Improved proficiency numbers on 4th and 5th Grade Reading STAAR tests. |

TAIS Focus Campus
2017-2018 Targeted Improvement Plan Addendum

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none">• Full time Title 1 Reading Interventionist | being pulled out for Reading intervention. | |
|--|---|--|--|