

Sam Rayburn Elementary

Campus Improvement Plan



2017-2018

Legal References

Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Mission Statement

The Mission of Sam Rayburn Elementary through its commitment to “Achieving Excellence” is to promote individual student success within a cooperative, supportive and safe environment. It is our belief that all students can and will learn at high levels of academic performance fostering our commitment to “Achieving Excellence...Together!”

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee.

Participants in Attendance
<i>Jim Shaw, Principal</i>
<i>Stephanie Cline, Counselor</i>
<i>Kendra McCraw, Kindergarten</i>
<i>Holly Windham, 6th Reading Teacher</i>
<i>Kimberly Hopkins, Librarian</i>
<i>Stephanie Avery, Technology</i>
<i>Gail Young, Parent Representative</i>
<i>Billie Gail Mussett, 3th Grade</i>
<i>Lavonda Hilliard, 1st Grade</i>
<i>Shannon Minnick, Special Education</i>

Comprehensive Needs Assessment

Demographics

Demographics Summary

Sam Rayburn Elementary is a rural elementary school located in North Texas. Among the 317 students enrolled in the 2017 – 2018 school year, 52% are classified as economically disadvantaged and 29 % are classified as at-risk students. SRE received a Met Standard, each year this rating has been awarded. However, SRE has received only one Distinction since 2015 (it was in 2016 for Top 25% Student Progress). The average student to teacher ratio is 17:1. The average years of teaching experience is 13.2. The attendance rate is 97%.

Demographic Strengths

- *Student to teacher ratio of 17:1
- *Campus specialized support staff includes Dyslexia/Interventionist and Reading Specialist
- *Low teacher turnover rate
- *58% of SRE staff live in the Sam Rayburn School District

Demographic Needs

- *High Special Education and 504 student population
- *High economically disadvantaged population and at-risk population with few opportunities for educational support at home (Goal 6, Pgs 32-34)
- *High quality Pre-Kindergarten program including parent involvement, Kindergarten readiness assessments, highly effective teachers and highly qualified paraprofessionals in full day Pre-Kindergarten classrooms

Comprehensive Needs Assessment

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year, Sam Rayburn Elementary met these targets:

STAAR Performance Index Report

Index 1 2016-2017 Student Achievement			Index 2 2016-2017 Student Progress			Index 3 2016-2017 Closing Performance Gaps			Index 4 2016-2017 Postsecondary Readiness			System Safeguard 2016-2017	
SRE	Target		SRE	Target		SRE	Target		SRE	Target		Performance Rates	9/10=90%
80	60	(+20)	35	32	(+3)	41	28	(+13)	36	12	(+24)	Participation Rates	6/6=100%

These scores resulted in SRE receiving a 2017 Texas Accountability *Met Standard* rating.

On the 2017 STAAR Test, the following scores by grade levels show the percentage at Phase-In Satisfactory Standard and above:

STAAR Scores
All Students Grades 3 - 6

STAAR	Math 2016-2017 % Met Standard			Reading/ELA 2016-2017 % Met Standard			Writing 2016-2017 % Met Standard			Science 2016-2017 % Met Standard		
	App.	Meets	Mst.	App.	Meets	Mst.	App.	Meets	Mst.	App.	Meets	Mst.
3rd Grade	85%	66%	37%	78%	44%	32%	NA	NA	NA	NA	NA	NA
4th Grade	69%	38%	18%	54%	28%	18%	59%	26%	5%	NA	NA	NA
5th Grade	100%	36%	13%	87%	35%	15%	NA	NA	NA	79%	34%	11%
6th Grade	96%	63%	24%	73%	37%	16%	NA	NA	NA	NA	NA	NA

Student Achievement Strengths

SRE staff work hard to ensure students are successful. Our campus is proud of many different student achievement strengths, including:

- *Exceeding the state targets on all four performance indexes
- *Processes are in place that encourage frequent and productive collaboration to determine needs and strategies to support student achievement, particularly 504, RTI, and Special Education students.
- *Interventionist work daily with struggling students on targeted process and readiness TEKS
- *Highly qualified teachers work with small groups that target ALL learners from advanced student to struggling learners.
- *Multiple intervention programs are used to track student progress in both Math and Reading

Student Achievement Needs

After considerable analysis of data concerning Sam Rayburn Elementary, it was determined that there exists a need for improvement in the following areas:

- *Reading scores across all grade levels and Writing scores in grade 4, Students in grade 4 were low, as well as Index 3 Closing Achievement Gaps in grades 3 – 5.
- *Applying Critical Thinking Skills across all grade levels, content areas and student populations is a low performing area.
- *Special population group scores on State Accountability Tests

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

Primary Reading Inventory (iSIP), or other alternate early reading assessment 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

At-Risk population, including performance, discipline, attendance and mobility

Section 504 data
Gifted and talented data
Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

Attendance data
Mobility rate, including longitudinal data
Discipline records
Class size averages by grade and subject

Employee Data

Professional Learning Communities (PLC) data
Staff surveys and/or other feedback
Highly effective staff data
Teacher/Student Ratio
Campus leadership data
Campus department and/or faculty meeting discussions and data
Professional development needs assessment data
T-TESS

Parent/Community Data

Parent surveys and/or other feedback
Parent Involvement Rate

Support Systems and Other Data

Processes and procedures for teaching and learning, including program implementation
Communications data
Budgets/entitlements and expenditures data
Study of best practices

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

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

Title 1 School-Wide Components

1. Comprehensive needs assessment.
2. School-wide reform strategies that are based on scientifically based research.
3. Instruction by highly qualified staff.
4. High-quality and on-going professional development.
5. Strategies to attract high-quality highly qualified teachers to high-needs schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
10. Coordination and integration of federal, state and local services and programs.

Goal 1: Sam Rayburn Elementary will work to maintain a Met Standard, with Academic Distinctions in Science, Math, Reading/ELA and Student Progress by improving overall student scores for 2017-2018.

Objective 1: By May 2018, a 5 -15% increase will occur in the academic performance and scores on all STAAR Tests among all students and performance groups.

Summative Evaluation: 5-15% increase of all students passing all portions of the state tests, meet ARD expectations, and the Campus will meet AYP.

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Address relevancy of information taught and insure both vertically and horizontally aligned curriculum emphasizing Critical Thinking Skills Applications using vertical alignment meetings, and data disaggregation to evaluate effective instructional strategies.	1, 2, 3, 9	Campus Site Based Decision Making Team, Principal, Instructional Coaches	Fall, 2017- Spring, 2018	Local & State funds, (\$2,000)	Improved six weeks grades and improved STAAR scores
Provide intervention for at-risk students with RTI to ensure academic success through extended learning opportunities such as tutoring, individualized /small group learning sessions and appropriate modifications/accommodations for daily 504/SpEd curriculum activities	1, 2, 9	Reading and Math Instructional Coaches, Teachers, Principal, and SpEd Teacher	Fall, 2017- Spring, 2018	Local, State, and Title I Part A funds, (\$67,345)	Improved six weeks grades, improved STAAR scores, reduced Sp. Ed. Referrals and progress Monitoring data on campus assessments

Provide teachers the opportunity to create campus assessments, teacher observations, performance assessments and benchmarks to monitor student progress on TEKS/STAAR objectives targeting Core subjects	1, 2, 8	Classroom teachers, Principal	Fall, 2017- Spring, 2018	State & Local funds	Improved six weeks grades, improved STAAR and Primary Reading Inventory scores and Star Math and Star Reading
Provide opportunities for participation in teacher trainings and workshops in both on site and off site settings targeting core subjects, data analysis and assessment tools	1, 3, 4, 10	Classroom teachers, Principal, Curriculum Director	June, 2017 through June, 2018	Local & State funds, Region 10 ESC, Title II Part A (\$6,500)	Improved instructional strategies and student success
Provide appropriate dyslexic instruction thorough the Scottish Rite "Take Flight" program	1, 9	Dyslexia teacher and Principal	Fall, 2017- Spring, 2018	Local & State funds,	Improved six weeks grades, improved STAAR scores, and Primary Reading Inventory scores,
Provide enrichment activities for students identified as gifted and talented and accomplished that provide real world connections and enrichment activities	1, 9, 10	GT teacher, Classroom teachers and , Principal	Fall, 2017- Spring, 2018	Local & State funds	Improved STAAR scores, increased "Accomplished" performance on STAAR, increased Tier 1 performance on Primary Reading Inventories
Provide campus assessments for grades PK – 2 to determine reading and math readiness and growth (TPRI, Star Math and Reading, Moby Max, and CLI Engage)	1, 7, 8, 9	Classroom teachers and Principal	Fall, 2017- Spring, 2018	Local & State funds, SCE	Improved middle of the year and end of the year reading and math readiness and growth scores

Provide inclusion techniques to help Special Education students achieve at grade level with the use of interactive classroom technologies and effective teaching techniques	1, 2, 9, 10	SpEd. and Classroom teachers, and Principal	Fall, 2017- Spring, 2018	Local & State Funds and SpEd. Funds	Improved six weeks grades and improved STAAR scores
Insure 97% student attendance rate by all student groups, targeting at-risk and economically disadvantaged groups in all grade levels, through teacher/administrator attendance tracking methods, school/parent communication, and special student recognitions/celebrations	1, 2, 9, 10	Classroom Teachers, Parents, School Secretary, and Principal	Each Six Weeks Period	Local & State funds (\$800)	Improved six weeks grades, improved STAAR scores, and Primary Readiness scores, and improved attendance rate
Students will increase Level 2 and 3 scores on STAAR in Reading, Math, Writing & Science by 5 to 15%, through a rich curriculum that includes real world connections and enrichment activities and assessments through Targeted Instructional Planning (TIP), TEKS Resource System, Unit Tests/ Assessments/Campus Assessments	1, 2, 8, 9	Classroom Teachers, Instructional Coaches, SpEd Teacher, and Principal	October December March May	Local & State funds, Region 10 ESC	Observations, Walk-throughs, Student feedback, Unit Assessments, Data analysis, STAAR scores

Goal 2: At Sam Rayburn Elementary 100% of core academic classes will be taught by state certified teachers and 100% highly effective staff will be maintained.

Objective 1: 100% of core academic classes will be taught by state certified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: 100% of core academic classes will be taught by state certified teachers and 100% highly effective staff will be maintained.

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

Activity/Strategy	Title 1 Schoolwide Components	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Monitor the effectiveness of teachers with regular classroom observations, frequent walk-throughs, and provide teachers with instructional feedback	2, 3, 5	Principal	Fall, 2017-Spring, 2018	Local & State funds	Eduphoria T-TESS data that indicates high-level of hyper monitoring and data, fostering student success.
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals based on the needs of Title I school-wide programs both on site and off site	3, 4, 5	Principal,	Fall, 2017-Spring, 2018	Local & State funds, Region 10 ESC, Title II Part A	Increased student performance on campus assessments, and state assessments, along with effective staff development with teacher input based on survey responses
Actively recruit state certified teachers, professionals and highly qualified paraprofessionals	5	Principal	Fall, 2017-Spring, 2018	Local & State funds, Region 10 ECS	100% core academic classes taught by state certified teachers and 100% highly qualified Paraprofessionals meeting ESSA requirements

Develop and implement highly effective strategies/activities to maintain highly effective staff, including mentoring teachers, grade level planning sessions, vertical alignment planning sessions	3, 5, 8	Principal, Teachers, and Instructional Coaches	Fall, 2017-Spring, 2018	Local & State Funds, Region 10 ESC	100% core academic classes taught by state certified teachers, along with 100% highly qualified paraprofessionals meet ESSA requirements
Promote a climate and working environment that maintains high employee morale.	3, 5	Entire Staff	Fall, 2017-Spring, 2018	Local Funds, Activity account	Low mobility rate among staff, Faculty survey

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

Objective 1: By May 2018 the number of incidents involving student bullying will be reduced to less than 5% of all discipline referrals.

Summative Evaluation: There is a reduction in bullying incidents by the amount stated.

Data 2015-2016	All Students
Bullying Incidents	<5%

Activity/Strategy	Title 1 Schoolwide Components	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for all staff members	4,	Principal and School Counselor	August, 2018	Region 10 ESC	Reduction in the number of bullying incidents and office referrals,
Provide announcement to promote positive character and citizenship	1	Principal and School Counselor	Weekly	Local and State funding	Reduction in PEIMS discipline referrals,
Maintain a coordinated school health program	1	SHAC	Fall, 2017-Spring, 2018	Local and State funding	Healthy students and high student achievement on Fitnessgram Assessment and
Strive to teach our students healthy behaviors for a lifetime and recognize that health and learning go hand in hand.	1	SHAC	Fall, 2017-Spring, 2018	Local and State funding	Healthy students and high student achievement on Fitnessgram Assessment

Provide Crisis Prevention Intervention (CPI) training, Texas Behavior Support Initiative (TBSI), CPR, First Aid, First Responder, Blood Born Pathogens, Community flu shot clinic, child abuse recognition and reporting for all teachers and paraprofessional	1	Principal, P.E. Teacher, School Nurse, and Classroom Teachers	Fall, 2017- Spring, 2018	Local and State funding	Improved health and safety monitoring abilities,
Maintain a safe and orderly parking lot student drop-off and pick-up procedure, as well as safe bus riding guidelines	1	Principal, Entire school staff, Transportation Coordinator	Fall, 2017- Spring, 2018	Local and State Funding	Safe parking lots, Fewer bus rider discipline referrals
Provide educational needs for qualifying migrant, LEP, and homeless students including transportation, school supplies, field trips	1, 9, 10	Principal, Classroom Teachers, and Transportation Coordinator	Fall, 2017- Spring, 2018	Title I and Title III funds (\$500), PTO, Area Churches	Student achievement results

Goal 4: Parents and Community will be partners in the education of students at Sam Rayburn Elementary.

Objective 1: By May 2018, at least 90% of all students' parents and/or family members will be provided with opportunities for two-way communication in an effort to promote involvement and awareness of school programs and activities.

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

Activity/Strategy	Title 1 Schoolwide Components	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Local and State funding	Parents receive reports of assessment results
Provide teacher training in the area social media technology in an effort to maximize school to home communications.	6, 4	Principal, Campus Technology Coordinator		Title II Part A funds, state and local funds, web based resources, and community agencies	Documentation of usage logs
Newsletters will be published and sent home to parents	6	Principal, Teachers,	Each Six Weeks	Local and State funds,	Parents receive newsletters
Parent Teacher Organization formed and utilized to promote parent/community involvement in school/community activities	6	Principal, Staff, PTO	Fall, 2017- Spring, 2018	PTO	Documentation of parent/community participation

Encourage parent/community involvement in Title I campus activities through Parent Compact, Parental Involvement Policy, Parent information meetings, and Parent involvement opportunities throughout the school year	6, 7	Principal, Staff, and PTO	Fall, 2017-Spring, 2018	PTO	Documentation of parent/community participation
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Goal 5: Sam Rayburn Elementary strives to prepare students for the 21st century through integrated technology.

Objective: By May, 2018, Sam Rayburn Elementary will increase campus technology utilization in order to raise student achievement.

Summative Evaluation: TAPR, AYP, & PBMAS reports will indicate an increase in student achievement.

Activity/Strategy	Title 1 Schoolwide Components	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide active learning environment and rich curriculum, including computer assisted learning/technology hardware and software to enhance learning for all school populations	1, 2, 9, 10	Classroom Teachers, Principal, Instructional Coaches, and Technology Director	Fall, 2017-Spring, 2018	Local and State funds, along with a portion of Title I Part A funds	Improved performance on local benchmark tests, improved six weeks grades, improved STAAR scores
Provide professional development for staff members to enhance instructional delivery methods for all hardware and software utilized in classrooms	1, 3, 4	Principal, Instructional Coaches, and Technology Director	Fall, 2017-Spring, 2018	Local and State funds, Title II Part A	Improved student instruction that reflect in higher state scores

Goal 6: Sam Rayburn Elementary provides educational services aimed at improving the quality of pre-kindergarten education to qualifying students.

Objective: By May, 2018, Tom Bean Elementary will provide educational services aimed at improving prekindergarten education to 100% of qualifying students

Summative Evaluation: TAPR, AYP, PBMAS, CIRCLE-Kindergarten Readiness Assessment reports will indicate an increase in student achievement.

Activity/Strategy	Title 1 Schoolwide Components	Person(s) Responsible	Timeline	Resources	Formative Evaluation
SRE uses Frog Street Pre-K Fundamentals (FSPK) and the Big Day for PK curriculum that address all PK guidelines/domains	1, 8, 9	Principal, PK Teachers, Paraprofessionals, Technology Staff	Fall, 2017-Spring, 2018	Local and State funds, Title I Part A, Region 10 ESC	Mastery of concepts in Pre K student groups.
SRE will measure the preparation of each participating PK student for kindergarten using the CIRCLE Kindergarten readiness assessment instrument for reading.	1, 7, 8	Principal, PK Teachers, Paraprofessionals	Fall, 2017-Spring, 2018	Local and State funds, Region 10 ESC	EOY assessment results for all PK student groups,

SRE will ensure each teacher and paraprofessional of the High-Quality full day Pre-Kindergarten program/classroom is appropriately state certified and receives appropriate and continuing professional development	1, 3, 4, 5,6, 7, 9, 10	Principal, PK Teachers, Paraprofessionals	Fall, 2017-Spring, 2018	Local and State funds, Region 10 ESC (\$500), Title I Part A	Teacher and Paraprofessional certifications, documented and CPE hours
SRE will develop and implement a family engagement plan that is posted on the SRE web page to assist in achieving and maintaining high levels of family involvement and positive family attitudes towards education	1, 6, 7	Principal, PK Teachers, Paraprofessionals	Fall, 2017-Spring, 2018	Local and State funds, High-Quality Region 10 ESC	Parent correspondence, Student achievement results