



Campus Improvement Plan 2016-2017

MISSION

At Sloan Creek Intermediate, we are a community of diverse, independent learners becoming positive leaders in a safe environment through:

- Confidently embracing challenge and change
- Persevering through difficulty with grace and dignity
- Collaborating and communicating effectively within our community and the world around us
- Engaging in relevant problem solving using critical and creative thinking

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Lovejoy Independent School District Board Goals

- Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels.
- Priority #2: Lovejoy ISD will continue to build a comprehensive plan for communication to build capacity in the community's understanding of critical district practices aligned to student experiences and student outcomes which are fundamental to continuous improvement.
- Priority #3: Lovejoy ISD will continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, and parents, and colleagues.
- Priority #4: Lovejoy ISD will become a lighthouse for Science, Technology, Engineering, and Math (STEM) education that serves to prepare students for the future of their choosing within these ever-expanding fields.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2016-2017

Data Sources Reviewed: <ul style="list-style-type: none"> ● State Accountability Index Data ● 2015-2016 STAAR Data ● 2015-2016 District Benchmarks ● Staff Discussion & Input 			
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Most students from high SES homes, coming with a wealth of background knowledge and parents are willing to help. We are 3.0% low SES, .06% ELL, and a mobility rate of 3.4%	Some families not dedicated to regular school attendance due to normal high performance of students	Continue to focus and provide incentives for attendance with individual; continue to inform parents of importance of attendance through a weekly data dashboard published weekly in the SCIS parent message. The campus will create awareness with students and parents regarding the attendance. We missed all distinctions for attendance in 15-16. The cut point was 97.3, SCIS attendance was 97%. We are adding an online tool called “Red Critter” in an effort to gamify attendance.
Student Achievement	A high percentage of our students meets the minimum expectation level in all subject areas tested. We received distinctions from the state in the following categories: Academic Achievement in ELAR, Math, Top	1. We will focus on our 5th grade science Level III scores as this is the only subject that we did not receive a distinction by being in the top 25% in our comparison group.	Closely monitor progress for all students and intervene when necessary using small and individual groups, tutoring, academic interventionist, and data from various sources including science benchmarks, IStation and Think Through Math assessments. Utilize data

	<p>25% in Closing Performance Gaps, Top 25% in closing performance gaps, and Postsecondary Readiness</p>	<p>2. Our percentage of students who meet or exceed the Progress Measure in 5th and 6th grade in reading and math must continue to increase. For index 2, 75% of our students met the Progress Measure (up from 68% from 15-16) 25% Exceeded progress. Our Level III performance needs to be increased in all subject levels.</p>	<p>meetings, reflect and learn data meetings, and professional development through staff meetings to make instruction more efficient and effective.</p>
<p>School Culture and Climate</p>	<p>SCIS is a positive, happy place to be and people like to come to work.</p> <p>We have: open communication and high levels of parental involvement and support and a strong PTA. We are in year two of our Dad’s club intended to integrate our father figures into the culture of the campus.</p> <p>We are family oriented and have many outside opportunities for students (student lighthouse, Legacy Leaders, UIL, chess, choir, art club, yearbook club).</p> <p>We are building our culture by utilizing the seven habits from <i>The Leader in Me</i>. Each Friday students have a leadership exercise during lunch that reinforces our leadership</p>	<p>Positive attitudes for all</p> <p>Continue to build community.</p> <p>Help parents understand the importance of talking to the teacher first if there is a concern.</p> <p>Have both grade levels have same high expectations for student behavior and manners.</p> <p>Build the seven habits into everyday life and it not be something on the side.</p> <p>Build more opportunities to recognize kids for good behavior.</p> <p>Send positives home to parents.</p>	<p>SCIS continues to work to flatten the leadership structures where teachers are driven by ensuring student mastery, working for a common purpose, and given a large amount of autonomy to create excellence for students. We have an operations committee, PST advisory committee, Student and Staff Lighthouse committee, Instructional Leadership Team committee, health and wellness committee, and A Team, all of which help steer the culture and climate of the campus. At SCIS we work to accomplish goals, building desired culture & building relationships across teams. This helps everyone fit in, especially teachers without a team. Using our 16-17 theme, “Be more, Do more, Become more, Challenge accepted”, we build relationships across teams with vertical teams and committees. Students see administrators and teachers modeling the</p>

	theme of an “Attitude of Gratitude”;		attitude of gratitude by design.
Staff Quality/ Professional Development	<p>SCIS has an amazing, talented staff, dedicated to student success and to their own growth as professionals. We are engaged in a book study this summer for the book “Made to Stick” and we continue to pull threads to our daily work from these concepts. We have a granular goal for the year of “Is the formative assessment aligned to the learning target” We have a yearlong professional development calendar that is created from our bright spot presenters. Our one page HRO goal sheet created this summer drives our focus the expectations for students and staff during instruction.</p>	<p>Need for vertical teaming, increasing the use of technology in a meaningful manner within into our curriculum to leverage our Google, Doodle, Doodle common instructional vocabulary.</p> <p>We must continue to pull a thread from our PD regarding learning targets and using strong and weak work to leverage high quality formative assessments.</p>	<p>Use our faculty meeting times for professional development and planning;</p> <p>Grow our committees and vertical teams to give each staff member a prominent voice and build capacity in staff leadership while improving planning, assessment and instruction.</p>
Curriculum, Instruction, Assessment	<p>Curriculum coordinators for ELAR/SS, math, and science are working closely with our staff to assist with vertical teaming, planning, and assessment. Teachers are dedicated to monitoring student progress.</p>	<p>Be consistent and intentional with monitoring with our data meetings, develop reliable common assessments, and be consistent about beginning with the end in mind when planning. Continue to get better at evaluating lessons and determining the level of thinking. Identify what the engineering process looks like in our core classes.</p>	<p>Use the I station and think through math tools we have to work on student gaps, even those students doing well overall, to avoid future breakdowns in performance. Use vertical teams and committees to work on goals for curriculum, assessment, and instruction.</p> <p>Continue focus on increasing cognitive demand in the classroom, continue to build knowledge of The Cube. Look at connections between our STEM class and the core subject areas.</p>

Family and Community Involvement	We have a highly involved parent population who assist us by volunteering their time and resources to support their children’s education.	Since this is our fourth year, continue to build our culture and accept feedback from parents and community about ways to better serve our students.	Continue our 40404 feed for the school and for each grade level team to work to communicate smaller more timely bits of information directly to parents’ cell phones as a text message. We have a very active Twitter feed and Facebook presence.
Technology	Staff and students embrace technology.	Continue to assist staff in technology integration and continue to communicate this plan to parents. By the fall 2017, it is a campus expectation that each class will be using google classroom as the foundational learning management system. SCIS has been given a full year to implement this expectation.	Work with our DLC to develop a more cohesive, vertically aligned plan. DLC facilitated professional development for us during a “think tanks” each Wednesday, build capacity in google classroom. Report our technical problems. Build a stronger infrastructure and increase our technology tools.

Title I, Part A

Schoolwide Components:

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

Board Priority #1—Campus Goal:

- Sloan Creek Intermediate will support the Lovejoy ISD Board Goal of continuing to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the intermediate level.

Objective(s): All students will meet or exceed the Progress Measure for grade reading, math, and science as determined by the STAAR Progress Measure.

Level III Performance Goals						
	2014-15		2015-16		2016-17	
5 th Grade Reading	14-15 Goal: 55%	14-15 Actual: 52% +4%	15-16 Goal: 62%	15-16 Actual: 52% (0%)	16-17 Goal: 141/282= 55% 4th Cohort 106/237= 45%	16-17 Actual:
5 th Grade Math	14-15 Goal: 70%	14-15 Actual: 57% -7%	15-16 Goal: 57% (No GT-40%)	15-16 Actual: 49% -8% (no GT)	16-17 Goal 54% 4th Cohort 89/183 49%	16-17 Actual:
5 th Grade Science	14-15 Goal: 40%	14-15 Actual: 28% -4%	15-16 Goal: 38%	15-16 Actual: 24% -4%	16-17 Goal: 38% 4th Grade Benchmark data 16% Level III	16-17 Actual:
6 th Grade Reading	14-15 Goal: 50%	14-15 Actual: 47% +3%	15-16 Goal: 57%	15-16 Actual: 51% +3%	16-17 Goal: 57% 5th Cohort 164/316 52%	16-17 Actual:
6 th Grade Math	14-15 Goal: 61%	14-15 Actual: 48% -8%	15-16 Goal: 58%	15-16 Actual: 55% +7%	16-17 Goal: 59% 5 th Combined Cohort 186/345 54%	16-17 Actual:

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Utilize team planning and PD meetings to teach teachers about “growth” and how it is measured on STAAR.	Ray Winkler Lara Underwood	Staff Information from TEA	October – December 2016	Sign in sheets, handouts, data meeting notes	Student Performance	Teacher monitoring notes, benchmark data, STAAR data	
Focus on Formative Assessment via co-creating standards and the use of strong and weak work so students can self-assess and teacher lead formative assessment to inform the next day’s instruction. Highlight teachers and strategies that are working, share tangible examples at team meetings, PD meetings, and staff highlight videos.	Ray Winkler, Lara Underwood Donna Lusby Cindy Bronson Rhonda Bernard Debbie Rohlmeier All Teaching staff	Curriculum directors, Professional Books, Region X information, Articles	October 2016 – May 2017	Sign in sheets, handouts, lesson plans – teachers will try 1 formative assessment strategies per lesson	Student performance	Weekly vocabulary quizzes in benchmark data, STAAR data, iStation data	
Utilize vertical teams & grade level teams to Increase the level of rigor during instruction to align to level III STAAR assessment. <ul style="list-style-type: none"> - using learning from L@L evaluate questions in teacher created lesson plans - Giving staff consistent feedback on our campus goal “Is the formative assessment used in each 	Ray Winkler Lara Underwood All Staff	<i>Robyn Jackson 4 stages of Rigor. Google, Noodle, Doodle, C and I Early Release days, Aligned PD each 2nd Wednesday of the month.</i>	September 2016 – May 2017	Lesson Plans, sign in sheets, weekly principal message, video highlights of this evidence.	Student performance	Unit tests, benchmark data, and STAAR data	

class aligned to the daily learning target?							

Board Priority #2- Campus Goal

Sloan Creek Intermediate will support the Lovejoy ISD Board Goal of continuing to build a comprehensive plan for communication to build capacity in the community’s understanding of critical district practices aligned to student experiences and student outcomes which are fundamental to continuous improvement.

Objective(s):

- Teachers, students, and parents will use the calendar in Google to help with student planning and parent communication.
- Teachers, students, and parents will learn the basics of Google Apps for Education.
- Students will be able to determine the best technology tool that is appropriate for their task and then complete the task with efficiency while practicing digital citizenship.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
SCIS will host two parent training that will teach the basics of Google for Education.	Ray Winkler Donna Lusby	Google Apps for Education Google Classroom	September 2016 and-May 2017	Recording of events, handouts	Community understanding	Questions during presentation	
Teachers will participate in professional learning month to further personal technology skills & implementation.	Ray Winkler Lara Underwood Donna Lusby All Staff	Google Apps for Education Google Classroom	September 2016 – May 2017	Handouts, lesson plans	Student products	Teacher Survey	

<p>Teachers will post homework, quizzes, and tests to google calendar and/or google classroom with links to needed information for completion and create a weekly team message to parents via 40404 feed.</p> <ul style="list-style-type: none"> - Students will learn how to read calendar and access information - Create a one single point of contact for all parents when accessing teacher websites 	<p>Donna Lusby All Staff</p>	<p>Google Calendar, Twitter,</p>	<p>October 2016 – May 2017</p>	<p>Student Calendars through Google Apps for Education</p>	<p>Community Awareness</p>	<p>Feedback from parents and students</p>	
<p>SCIS will communicate with parents through Twitter, 40404, Constant Contact, Facebook, Periscope, and other developing social media.</p> <ul style="list-style-type: none"> - Provide highlights from school events. - Reminders about school events. - Provide Technology and other educational information. 	<p>All A-Team All Staff</p>	<p>Social Media tools</p>	<p>October 2016 – 2017</p>	<p>Posts</p>	<p>Community Awareness</p>	<p>Feedback from community</p>	

Board Priority #3 - Campus Goal

- Sloan Creek Intermediate will support the Lovejoy ISD Board Goal to continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, and parents, and colleagues.

Objective(s):

- Continue to promote employee satisfaction by focusing on teacher and student growth through collaboration and professional development.
- Promote common high expectations for student behavior and building grit by utilizing the seven habits.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Complete book study over “Made to Stick”	All Staff	Book	May-August 2016	Book Club Reflections	Work products in the building that create long term impact on learning and teacher engagement survey.	Staff presentations	
Each week Identifying and recognizing bright spots in our building in these critical categories – Tackle the Challenge, Cognitive Demand, Formative Assessment, Leadership	Naomi Emory A Team	Bright Spot plaques The Leopard (staff newsletter)	October 2016 – May 2017	Plaques in building	Teacher satisfaction	Teacher Feedback	

<p>Involving students to be involved in leading all aspects of the campus culture</p> <ul style="list-style-type: none"> - Student Lighthouse program (116/631 students) - Monthly TLIM theme. - Friday Leadership Challenge - Leadership Awards - 6th Rock Climbing Wall 	<p>All Staff, All Students</p>	<p>8 staff and 1 parent leading student lighthouse. TLIM lanyards for all staff.</p>	<p>Oct 2016-May 2017</p>	<p>Students and staff are recognized for leadership aligned to The Leader In Me.</p>	<p>Students involved in leading all aspects of the campus culture</p>	<p>Student lead pep rallies, spirit days, service learning. Students leading Numana, SCIS gives back, Service learning, SCIS socials and field trips.</p>	
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Board Priority #4 - Campus Goal

Sloan Creek Intermediate will support the Lovejoy ISD Board Goal of becoming a lighthouse for Science, Technology, Engineering, and Math (STEM) education that serves to prepare students for the future of their choosing within these ever-expanding fields.

Objective(s):

- We will continue to support 5th and 6th grade STEM classes and activities to prepare students for the future.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Support 5 th and 6 th grade STEM for each child	Ray Winkler, Eva Logan, Carolina Garcia	199 budget and specific money for robots and makers clubs	October 2016 to May 2017	Student work products displayed in building and online	Students are able to identify how they are impacted by STEM daily	Seeing STEM classes weekly and supporting their planning and implementation	
Create a maker's club	Eva Logan, Caroline Garcia, Naomi Emory	199 budget items for maker club	October 2016 to May 2017	Student work products displayed in building and online	Makers club robots and work products are on display in school and online.	Seeing STEM classes weekly and supporting their planning and implementation	
Support the Hour of Code	Ray Winkler, Eva Logan, Carolina Garcia, Donna Lusby	199 budget and specific money for robots and makers clubs	October 2016 to May 2017	Student work products displayed in building and	Students scratch code project are displayed for	Seeing STEM classes weekly and supporting their planning and	

	Naomi Emory			online	parents to see	implementation	
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