

SHALLOWATER INTERMEDIATE CAMPUS IMPROVEMENT PLAN



2018-2019

Shallowater Intermediate School, Campus Improvement Plan

Biography

Introduction:

The Campus Site Base Committee met to develop the needs assessment data for the 2018-2019 school year in April 2018. The committee review included Campus Needs Assessment information from parents and staff as well as the TAPR (Texas Academic Performance Report) data prepared by The Texas Education Agency and other relevant information relating to student success. As available.

Demographics:

Shallowater Intermediate School is located in the northeast corner of the Shallowater City limits. The campus a diverse community with:

White -64%
Hispanic/Latino - 33%
Black/African American – 1%
Two or more races - 2%
Economically disadvantaged – 44%
Limited English Proficient (LEP) – 4%
Special Education – 6%
At Risk – 40%
Total Enrollment –373

Student Success is measured by these data collections:

Tier 1 instruction work production modeled, guided and then released for independent success
STAAR-annually with one attempt; For the school year 2018-2019 the campus rating was MET STANDARD for the STAAR test.
Accelerated Reader STAR Readiness Assessment -6 weeks
Istation-monthly
Lexia Progress-daily interventions
Reading Proficiency Test for ELL's (RPTE)
EasyCBM-math 3x annually, reading progress monitoring for all dyslexia biweekly and all students 3x annually
STMath-daily work and interventions

Parental Involvement:

PTO-Music Programs
Reading Night
Parent School
Parent Help for Kids at Home
Boston Basics Workshops for Students

Community Involvement:

The Shallowater Education Foundation
SPEC
Target
Lions Club
Bahama Bucks

Vision:

Each Child Will Reach Their Potential

Mission:

At Shallowater Intermediate School, we believe that our kids need to know how to reach their desired destinations. Therefore, we begin with the end in mind. Growing our kid's minds, bodies, and hearts sets them on a path to achieve their lifelong learning goals.

Priority #1: Shallowater Intermediate School will recruit, support, and retain teachers or principals

(ESSA)

Smart Goal: Retain 80% of Teachers annually

Baseline Data: Resignations – 3 out of 46 resigned after 17-18. Retention 97% for 18-19 for all staff.

Goal: 80% Met with 97% of Staff Retained

Data Source: Human Resources

LEA Priority: ___ Yes X No

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide professional development which accurately addresses staff and student needs 4, 8	Principal	Ongoing	ESC-17 staff, Title 1, Part A Title II, Part A Title III, Part A local funds	Record of professional development activities, sign-in sheets/agendas	Certified Standard documents on file and reported to the state by the Title 1 Coordinator
All Staff in place will meet certified standard 5	Principal	Ongoing	ESC-17 staff, Title 1, Part A Title II, Part A Title III, Part A local funds	List of Certifications with documentation in files	Submitted lists to Central Office annually

Priority #2: Shallowater Intermediate School will build a foundation of reading and math.

(ESSA)

Smart Goal: Annual growth of one year for 60% of students

Baseline Data: 40% of students show growth by 4th grade annually

Goal: Students grow to performing on or above grade level; or at least one year annually

Data Source: Istation, Running Records, AR STAR, EasyCBM, STMath, STAAR (TAPR >60%, Federal >87%), Grades

LEA Priority: Yes No

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide quality tiered instruction 3, 8, 9 Annual growth on data sources 2,3,4 Identify and provide ELPS instruction 10 Identify and provide Dyslexia instruction 2,9,10 Identify and provide Gifted and Talented instruction 10 Identify and provide At Risk support 2,9 Identify and provide Sped support 2,3,4 Identify and provide Homeless support 2,3	Principal, Teachers	Ongoing	ESC-17 staff, consultants, Tek Resource, Istation, Lexia, AR, EasyCBM, STMath ESC-17 staff, Title 1, Part A Title II, Part A Title III, Part A Title IV, Part A local funds state funding Writing Academy Reading Academy Math ongoing	All data sources review	STAAR, TELPAS, Grades, EOY benchmarks

Priority Goal #3: Shallowater Intermediate School will connect high school to career and college.

(ESSA)

Smart Goal: Engage 95% of students in character development and career research annually.

Baseline Data: Student discipline totals, parent engagement sign in sheets, all students involved in character and career development.

Goal: Students are supported by their parents and teachers in character building for their future career development.

Data Source: Character Slips earned, School Wide Discipline report annually, Parent Sign In Sheets, Career research and presentation by each student

LEA Priority: ___ Yes X No

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Development of Character. 2 School Wide Tiered Discipline 2,9 Parent Engagement Activities 6 Career Research and Presentation 1 Extracurricular encouragement 7	All Staff	August-May	Title I, SCE, TEA website Office of Attorney General, Child Welfare.gov, HB 1386; ESC 17, Update 93 FFI Local, Mustang U	Character Slips, discipline plan evaluation, parent sign in sheets for activities, career event, share activity invites and UIL qualification	Participation Logs

Long-Range Goal #4: Shallowater Intermediate School will improve low-performing schools.

(ESSA)

Smart Goal: Annual growth of one year for 60% of students

Baseline Data: 60% of students show growth by 4th grade annually

Goal: Students grow to performing on or above grade level; or at least one year annually

Data Source: Istation, Running Records, AR STAR, EasyCBM, STMath, STAAR (TAPR >60%, Federal >87%), Grades

LEA Priority: ___ Yes __X__ No

Annual Performance Objective #4.1: To ensure that all stakeholders of SISD are involved, well informed, and have opportunities to provide input.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide quality tiered instruction 3, 9 Growth on data sources 2,3,4, 8 Identify and provide ELPS instruction 8, 10 Identify and provide Dyslexia instruction 2,8, 9,10 Identify and provide Gifted and Talented instruction 8, 10 Identify and provide At Risk support 2, 9 Identify and provide Sped support 2,3,4,8 Teachers Certified (GT and ESL) 5 T-Tess feedback and growth 4 Professional Development 4,8	Principal, Teachers	Ongoing	ESC-17 staff, consultants, Tek Resource, Istation, Lexia, AR, EasyCBM, STMath ESC-17 staff, Title 1, Part A Title II, Part A Title III, Part A local funds state funding	All data sources review	STAAR, TELPAS, Grades, EOY benchmarks

- TAPR Campus Rating for 17-18: **Met Standard**
 - **Distinctions for Math**
- Student Information: all percentages below are spring 2018 STAAR Scores.

	Reading	Math	Writing	All Tests
All students	85%	85%	61%	80%
Level III: Advanced	29%	34%	7%	26%
Hispanic	72%	77%	61%	69%
White	92%	89%	65%	87%
SPED	56%	67%	33%	59%
Eco Disadv.	73%	89%	80%	67%
LEP/ELL	79%	100%	100%	83%
GT	100%	100%	100%	100%
At Risk	68%	71%	24%	60%

Goals to meet are: TAPR and Federal System Safeguards of state performance rate target of 60%; federal performance rate of 87%.

Scoring Summary

- TELPAS (RPTE and TOPS) –Data indicates that 16 ESL students tested scored:
Overall Composite Score which includes Reading, Speaking, Listening and Writing: 2 Intermediate, 7 Advanced and 6 Advanced High

Certified Standards teacher status at this campus: 100% of teachers in core academic areas meet State Requirements for Certification in 2018-2019

- Certified Standards Teacher status in 18-19 is 100%.
- Highly Qualified Paraprofessional status in 18-19 is 100%.

Surveys from parents and staff would like:

Staff Development:

Writing Training – Completed in August 2018 with the Writing Academy
Reading Training – September with the Reading Academy partnering with Legacy Elementary.
Reading Interventionist sent to reading training in Houston in September

Parents would like:

Communication to continue and grow
Know their child's status/progression

Facilities are within OCR compliance. Some needs or wants included:

Tablet Cart for 2nd grade
5 ipads in each homeroom – completed September 12, 2018

Needs Assessment, Priorities and Program Outcomes Planning Document

<p>Problem Statement:</p> <p>1. Skill development of numeracy, phonetics and comprehension.</p>	<p>Root Cause: Students entering school with little pre-school knowledge base of letters and numbers.</p>																										
<p>SMART Goal: Grow student skill development with support from Paras, interventionist and vertical alignment between grades including pre and post campuses with 4th grade students who meet or master grade level reading increasing from 57% (5-2017) to 59% (5-2018) on STAAR Summary 4th grade report. AND, 4th grade students will grow from 66% (5-2017) to 67% (5-2018) on STAAR Summary 4th grade report for 2019.</p> <p>Baseline Data: STAAR Reading Summary Report for 4th grade students Meet/Masters 59% in 2017 and 53% in 2018. STAAR Math Summary Report for 4th grade students Meet/Masters 67% in 2017 and 59% in 2018.</p> <p>Goal: Have students on grade level with Istation (reading components), AR level, Running Records at the beginning of 2nd grade to ensure 4th grade reading summary meet/master score of 59% and 4th grade math summary meet/master score of 67% for 2019.</p> <p>Data Source(s): STAAR</p>	<table border="1"> <thead> <tr> <th data-bbox="699 386 909 467">Program/Activity</th> <th data-bbox="909 386 1104 467">Estimated Cost</th> <th data-bbox="1104 386 1304 467">Funding Source</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 467 909 581">RTI, Tier 1 instruction</td> <td data-bbox="909 467 1104 581">\$91,000</td> <td data-bbox="1104 467 1304 581">Title I, Part A, Title II, Part A</td> </tr> <tr> <td data-bbox="699 581 909 686">Writing Academy</td> <td data-bbox="909 581 1104 686">\$5,000</td> <td data-bbox="1104 581 1304 686">Activity fund, pto</td> </tr> <tr> <td data-bbox="699 686 909 800">Reading Academy</td> <td data-bbox="909 686 1104 800">\$1,200</td> <td data-bbox="1104 686 1304 800">Staff Development Lines</td> </tr> <tr> <td data-bbox="699 800 909 881"></td> <td data-bbox="909 800 1104 881"></td> <td data-bbox="1104 800 1304 881"></td> </tr> <tr> <td data-bbox="699 881 909 963"></td> <td data-bbox="909 881 1104 963"></td> <td data-bbox="1104 881 1304 963"></td> </tr> <tr> <td data-bbox="699 963 909 1044"></td> <td data-bbox="909 963 1104 1044"></td> <td data-bbox="1104 963 1304 1044"></td> </tr> <tr> <td data-bbox="699 1044 909 1125"></td> <td data-bbox="909 1044 1104 1125"></td> <td data-bbox="1104 1044 1304 1125"></td> </tr> </tbody> </table>			Program/Activity	Estimated Cost	Funding Source	RTI, Tier 1 instruction	\$91,000	Title I, Part A, Title II, Part A	Writing Academy	\$5,000	Activity fund, pto	Reading Academy	\$1,200	Staff Development Lines												
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Does the need/ goal mentioned above fit into one of the following? Circle which one.

<p>Commissioner Priority 1: Recruit, support, and retain teachers and principals</p>	<p>Commissioner Priority 2: Build a foundation of reading and math</p>	<p>Commissioner Priority 3: Connect high school to career and college</p>	<p>Commissioner Priority 4: Improve low-performing schools</p>	<p>LEA Priority</p>
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****Funding Source Options Include: Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A**

Problem Statement:
 Students not reading on grade level when entering 2nd grade thereby affecting growth on Meets for the STAAR 4th grade tests.

Root Cause: The root cause is a lack of phonetic knowledge and independent reading. Incoming 2nd grade students struggle with sounds and writing the alphabet in order. Incoming 2nd grade students for 2018 found 43 or 37% of the 115 students reading below grade level. This is a reduced number from last year. Hopefully, the summer program has increased summer reading and helped students retain and maintain reading abilities.

SMART Goal: Intermediate Priority Goal – Building a Foundation in Reading and Math
 4th grade reading meets was 57.8 in 2017, 49.04 in 2016. 2018 reading meets on STAAR declined to 53%. Meets on STAAR reading tests will improve with students reading on grade level prior to a tested grade level. In 2016, 85% or 100 students were below grade level in September of 2nd grade. 40% or 47 students read on kindergarten level, 45% or 53 students read on 1st grade level, 9% or 10 students read on 2nd grade level, 3% or 4 students read on 3rd grade level, 3% or 3 students read on 5th grade level.

SMART Goal: Students will be given books to take home in the summer of 2018 in grades 1, (2 and 3). Students will also all have a summer activity guide to online and community based programs for core academics to promote reading through the summer including phonetic instruction in Istation and Lexia programs. (Accomplished and items sent home in May 2018 with follow-up email to parents and Facebook posts.)

Baseline Data:
 In 2016, 85% or 100 students were below grade level in September of 2nd grade. 40% or 47 students read on kindergarten level, 45% or 53 students read on 1st grade level, 9% or 10 students read on 2nd grade level, 3% or 4 students read on 3rd grade level, 3% or 3 students read on 5th grade level. In 2017 69% or 81/117 of incoming second graders read below grade level. 2nd grade teachers increased their reading to on grade level by 63 students or with only 18 or 14.9% reading below grade level in May 2018.

Program/Activity	Estimated Cost	Funding Source
RTI, Tier 1 instruction	\$91,000	Title I, Part A Title II, Part A

Goal: Have 88% of students on grade level with Istation (reading components), AR level, Running Records at the beginning of 2nd grade to and carry that percentage or reduce it forward with each grade level of the current 2nd graders as they grow.

Data Source(s): STAAR, Running Records, AR Star

Does the need/ goal mentioned above fit into one of the following? Circle which one.

Commissioner Priority 1: Recruit, support, and retain teachers or principals	Commissioner Priority 2: Build a foundation of reading and math	Commissioner Priority 3: Connect high school to career and college	Commissioner Priority 4: Improve low- performing schools	LEA Priority
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