

SHALLOWATER ELEMENTARY CAMPUS IMPROVEMENT PLAN



2017-2018

Shallowater Elementary School, Campus Improvement Plan

Biography

Introduction: Shallowater Elementary staff met in February to develop a comprehensive needs assessment for the 2017-2018 school year. The campus site based committee reviewed the needs assessment and improvement plan. The committee gave additional input and approved the improvement plan in April 2017.

Demographics:

Enrollment by Race/Ethnicity

African American 0.6%

Hispanic 34.6%

White 62.5%

American Indian 0.6%

Asian 0.0%

Pacific Islander 0.0%

Two or More Races 1.6%

Enrollment by Student Group

Economically Disadvantaged 51.9%

English Language Learners 4.2%

Special Education 7.7%

Total Enrolment at snapshot date: 312

Student Success is measured by these data collections:

Tier 1 instruction work production modeled, guided and then released for independent success

TPRI 3 times per year

Istation-monthly

EasyCBM-math 3 times per year

Daily math and reading intervention

Special education services

Pre-Flight dyslexia services

ESL services and assessment

Family and Community Engagement:

- Communities in Schools liaison is used to reach out and communicate with parents at home.
- Communities in Schools liaison is used to reach out and communicate with parents in Spanish.
- School Messenger to keep parents informed about vital school announcements.
- Campus and District Improvement Committees.
- SISD Homepage.
- Calendar of events.
- Title I Parent Meeting.
- Open House.
- Parent compact and parental involvement conferences.
- Signups available to all parents to volunteer in the school.
- Parent information distributed through grade level newsletters.
- Shallowater Elementary School News Facebook page.
- Shallowater Elementary School News Twitter page.
- Shallowater Elementary Parents weebly webpage.
- Classroom Remind app used for parent communication.

- PTO.
- Boy Scouts/Girls Scouts presentations.
- Boys and Girls Club after-school care on site.

Shallowater Elementary is committed to Building THE Foundation....One Child at a Time!

Students, staff, parents, and community working together to develop the experts of tomorrow in mind, body, and spirit through unconditional love and respect.

Comprehensive Needs Assessment

Recruit, Support, and Retain Teachers/Principals #2

Recruit, Support, and Retain Teachers/Principals Summary

General data reflects that Shallowater Elementary retains high quality teachers based on moderate to high performing students, an atmosphere of mutual respect among students and staff, and a mindset of continuous reflection and professional development.

Recruit, Support, and Retain Teachers/Principals Strengths:

- 100% certified staff.
- Feedback for Administrators from walkthroughs and TTESS data.
- High quality staff development activities based on individual needs and campus survey feedback.
- Weekly collaboration and team meetings.
- New teacher mentoring.
- Targeted professional development based on observations, teacher reflection, and Administrator recommendation.
- All staff are G/T certified.
- Minimum of 3 staff per grade level are ESL certified.
- On campus Reading Specialist and Reading and Math Interventionists to serve students and teachers with expertise.
- PreK students supported by additional paraprofessional in each classroom.

Recruit, Support, and Retain Teachers/Principals Goals:

- Maintain expectation of hiring certified staff.
- Provide new teacher training, coaching, and mentoring.
- Being on the cutting edge of Technology, Legislative changes, and curricular development.
- Provide learning opportunities and continuous professional development.

Build Foundation in Reading and Math #1

Build Foundation in Reading and Math Summary

Shallowater Elementary uses a variety of data points to develop a plan to close the gap between Anglo and Hispanic students who require additional support and intervention strategies; support low socioeconomic students who lack oral language, vocabulary and schema; facilitate advanced learners; target early reading deficiencies; and increase TPRI Reading and Easy CBM Math scores. Data is the evidence that Shallowater Elementary is constantly monitoring, evaluating, and targeting instruction the meet the needs of all learners.

Build Foundation in Reading and Math Strengths:

- Certified teachers.
- High quality Tier I systematic targeted instruction.
- Disaggregated data assessment results are used to monitor student progress and needs.
- Response to Intervention programs for Reading and Math.
- On the Spot Intervention strategies for Reading and Math.
- Remediation strategies.
- Inclusion for intervention and Special Education students.
- Pre-flight dyslexia program.
- TPRI Assessment, IStation program, Easy CBM Math Assessment, Progress Monitoring Tools.
- Small group, data driven, targeted instruction.
- Data collection, evaluation, and implementation.
- Targeted professional development.
- Literacy Academy

Build Foundation in Reading and Math Goals:

- Provide interventions and resources for targeted instruction for students lacking school readiness skills beginning in Pre K.
- Provide interventions and resources to target At-Risk population student achievement.
- Prepare staff through instructional strategies coaching and increased learning time to meet the expectations of the TEKS.

Connect High School to Career and College

Connect High School to Career and College Summary

Although we are not a High School, Shallowater Elementary School is preparing all students for college and career through Social Studies lessons, the SEF Grant for the PreK Career Learning Lab, and guest speakers spotlighting their career.

Connect High School to Career and College Strengths:

- Parent and community involvement.
- PreK Career Learning Lab.

Improving Low Performing Schools

Improving Low Performing Schools Summary

With high quality staff, explicit instruction, prescriptive interventions, and data analysis Shallowater Elementary has maintained a moderate status of achievement.

Improving Low Performing Schools Strengths:

- 100% certified staff.
- Feedback for Administrators from walkthroughs and TTESS.
- High quality staff development activities based on individual needs and campus survey feedback.
- Weekly collaboration and team meetings.
- New teacher mentoring.
- Targeted professional development.
- All staff are G/T certified.
- Minimum of 3 staff per grade level are ESL certified.

Improving Low Performing Schools Goals:

- Maintain high quality staff.
- Maintain sense of urgency for the success of students, families, and staff.

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

(ESSA)

Smart Goal: The percentage of Distinguished will increase by 2% by May 2018.

Baseline Data: 14% Distinguished ratings on Summative Evaluation 2017.

Goal: 20% Distinguished rating on Summative Evaluation by May 2020.

Data Source: TTESS Goals, Walkthroughs, Observations, and Summative Evaluations

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 new teacher training, coaching, and mentoring. 3,4,5	Principal, Mentor teachers	On-going	Local, Title I, Title II, Title III	Observation, conferencing, feedback	Survey, Observation, Feedback
Provide learning opportunities and continuous professional development 4	Principal	On-going	Local, Title I, Title II, Title III	Observation, TTESS data, PD implementation	TTESS data, PD implementation

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

(ESSA)

Smart Goal: The percentage of students performing as developed in all areas at the End of Year TPRI Assessment will increase by 5% by May 2018.

Baseline Data: First Grade – 59% Developed All Areas EOY; Kindergarten – 88% Developed All Areas EOY

Goal: First Grade – 80% Developed All Areas EOY in 2020; Kindergarten – 95% Developed All Areas EOY in 2020

Data Source: TPRI Progress Monitoring, TPRI Benchmark Assessments

LEA Priority: Yes No

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Provide interventions and resources for targeted instruction for students lacking school readiness skills beginning in Pre K. 2,6,8,9	Principal, Interventionists, Teachers	On-going	Local, Title I, Title II, Title III	Progress monitoring and assessments, observation, data meetings	Benchmark Assessments
Provide interventions and resources to target At-Risk and homeless population student achievement. 6,9	Principal, Interventionists, Teachers	On-going	Local, Title I, Title II, Title III	Progress monitoring and assessments, observation, data meetings	Benchmark Assessments
Prepare staff through instructional strategies coaching and increased learning time to meet the expectations of the TEKS and Guidelines. 1,3,4,5	Principal, Interventionists	On-going	Local, Title I, Title II, Title III	Common planning, observation, walkthroughs, data meetings	Common planning outcomes, observation, TTESS data

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

(ESSA)

Smart Goal:

Baseline Data:

Goal: Prepare all students for college and career through Social Studies lessons, the SEF Grant for the PreK Career Learning Lab, and guest speakers spotlighting their career.

Data Source:

LEA Priority: ___ Yes No

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Social Studies Lessons 2,10	Teachers	On-going	Local, Title I, Title II, Title III	Lesson plans, student work, observation, TEKS	Lesson plans, student work, observation, TEKS
Pre K Career Learning Lab 7	Pre K Teachers	On-going	Shallowater Education Foundation Grant	Observation	Grant Evaluation

- TAPR Campus Rating for 16-17: **Met Standard**
 - **Distinctions for Math**
- Student Information: all percentages below are spring 2017 STAAR Scores.

	Reading	Math	Writing	All Tests
All students	83%	91%	72%	84%
Level III: Advanced	22%	29%	6%	26%
Hispanic	71%	91%	61%	77%
White	87%	91%	76%	87%
SPED	63%	83%	31%	64%
Eco Disadv.	77%	88%	61%	78%
LEP/ELL	88%	100%	100%	95%
GT	96%	96%	92%	95%
At Risk	62%	79%	44%	62%

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

State System Safeguards Measures and Targets

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Eco. Disadv.	ELL	Special Ed.
Performance Rates – State*											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Participation Rates*											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates (includes improvement targets)											
4-year	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%
5-year	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%
District Limits on Use of Alternative Assessment Results <i>Not Applicable for 2015</i>											
Reading – Alternate	n/a	<i>Not Applicable</i>									
Mathematics – Alternate	n/a	<i>Not Applicable</i>									

*STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

Certified Standards teacher status at this campus: 100% of teachers in core academic areas meet State Requirements for Certification in 2016-2017

- Certified Standards Teacher status in 17-18: 100% completed.
- Highly Qualified Paraprofessional status in 17-18: 100% completed.

Surveys from parents and staff would like:

Staff Development:

Continue professional development opportunities

Parents would like:

Communication to continue

Facilities are within OCR compliance.

Elementary

<p>Problem Statement: Problem Statement: Rate of Performance on EOY TPRI.</p> <p>Kindergarten students are performing at 81% developed in all areas at the End of Year TPRI Assessment in 2017.</p> <p>First Grade students are performing at 59% developed in all areas at the End of Year TPRI Assessment in 2017.</p>	<p>Root Cause:</p> <p>Kindergarten classes housed 19-22 students limiting individualized teacher instruction for struggling students in 16-17.</p> <p>First Grade students lack application of individual reading skills to develop automaticity and fluency. They know they pieces, they just are not putting them together.</p>															
<p>SMART Goal: Developed Performance on EOY TPRI. The percentage of kindergarten students performing as developed in all areas at the End of Year TPRI Assessment will increase from 81% to 85% in 2018. Baseline Data: 81% Developed in all areas EOY 2016 21% Developed in all areas MOY 2017 Goal: 92% Developed in all areas EOY 2020</p> <p>The percentage of first grade students performing as developed in all areas at the End of Year TPRI will increase from 59 to 65% in 2018. Baseline Data: 59% developed in all areas EOY 2017. 21% developed in all areas MOY 2017.</p> <p>Goal: 80% Developed in all areas MOY 2020</p> <p>Data Source(s): TPRI MOY and EOY Assessments TPRI progress monitoring</p>	<table border="1"> <thead> <tr> <th>Program/ Activity</th> <th>Estimated Cost</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>Title I Part A Reading Intervention</td> <td>\$38,000</td> <td>Title I Part A</td> </tr> <tr> <td>Classroom reduction teacher</td> <td>\$33,000</td> <td>Title I Part A</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Program/ Activity	Estimated Cost	Funding Source	Title I Part A Reading Intervention	\$38,000	Title I Part A	Classroom reduction teacher	\$33,000	Title I Part A						
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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 or 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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<p>Problem Statement:</p> <p>Teachers remain at Proficient status without progressing toward Distinguished or Accomplished status.</p>	<p>Root Cause:</p> <p>Teacher goals and professional development are not linked to the TTESS Rubric and standards.</p>																										
<p>SMART Goal:</p> <p>The percentage of Distinguished ratings will increase from 14% to 16% by May 2018.</p> <p>Baseline Data:</p> <p>14% Distinguished ratings on Summative Evaluation 2017.</p> <p>Goal:</p> <p>20% Distinguished ratings on Summative Evaluation by May 2020.</p> <p>Data Source(s):</p> <p>TTESS Goals, Walkthroughs, Observations, and Summative Evaluations</p>	<table border="1"> <thead> <tr> <th data-bbox="709 418 911 500">Program/ Activity</th> <th data-bbox="911 418 1104 500">Estimated Cost</th> <th data-bbox="1104 418 1308 500">Funding Source</th> </tr> </thead> <tbody> <tr> <td data-bbox="709 500 911 646">Title I Part A Teacher mentoring and coaching</td> <td data-bbox="911 500 1104 646"></td> <td data-bbox="1104 500 1308 646">Local Title I Part A Title II</td> </tr> <tr> <td data-bbox="709 646 911 751">Teacher and leadership training</td> <td data-bbox="911 646 1104 751"></td> <td data-bbox="1104 646 1308 751"></td> </tr> <tr> <td data-bbox="709 751 911 833"></td> <td data-bbox="911 751 1104 833"></td> <td data-bbox="1104 751 1308 833"></td> </tr> <tr> <td data-bbox="709 833 911 914"></td> <td data-bbox="911 833 1104 914"></td> <td data-bbox="1104 833 1308 914"></td> </tr> <tr> <td data-bbox="709 914 911 995"></td> <td data-bbox="911 914 1104 995"></td> <td data-bbox="1104 914 1308 995"></td> </tr> <tr> <td data-bbox="709 995 911 1076"></td> <td data-bbox="911 995 1104 1076"></td> <td data-bbox="1104 995 1308 1076"></td> </tr> <tr> <td data-bbox="709 1076 911 1156"></td> <td data-bbox="911 1076 1104 1156"></td> <td data-bbox="1104 1076 1308 1156"></td> </tr> </tbody> </table>			Program/ Activity	Estimated Cost	Funding Source	Title I Part A Teacher mentoring and coaching		Local Title I Part A Title II	Teacher and leadership training																	
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