

Seminole Independent School District
Seminole Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Mission Statement

To provide a safe, caring, and nurturing environment where students can grow emotionally, physically, and socially that will help foster students to create memories and leave legacies!

Vision

All students will be educated and prepared to excel in an information-based and technologically-advanced society. This is accomplished through a positive learning environment of collaboration, use of technology, strong discipline, and community support that welcomes the exploration and enhancement of student confidence.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment is steadily increasing (444).

46.6% of student population is Anglo. 50.9% of student population is Hispanic. .7% African American .7% Asian

SPED 4.7%

51.4% of student population is At-Risk

7% of students are G/T

Student : Teacher ratio is 14.2:1

Demographics Strengths

- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Use of Inclusion and Reading Intervention pullout to close learning gaps
- Serving LEP population through ESL or Bilingual certified instructors.

Demographics Needs

- Improve Student Attendance Rates to meet Q1 Distinction Designation.
- Improve Student Performance Rates to meet Q1 Distinction Designation.
- Continued focus and attention on At-Risk population.
- Continue to prepare LEP population to take STAAR Writing to meet System Safeguards.
- Improve LEP performance on all STAAR Tests.

- Continue to improve Hispanic subgroup in STAAR Science to meet System Safeguards.
- Monitor Bilingual, SPED, and Regular Ed. students in Inclusion classes for effectiveness.

Student Achievement

Student Achievement Summary

Seminole Elementary will strive to close achievement gaps between our Anglo and Hispanic subgroups. We will address improving the passing rate for ESL students in math, reading, science, and writing. We will address reducing the rate of LEP students scoring at the beginning level on the TELPAS reading assessment. We will focus on improving the Special Education passing rate in math and reading. We will be thorough in our identification process of special education students and their placement in the most appropriate setting. Additionally, we will use a Student Intervention Team to identify specific student needs and ensure appropriate accommodations are implemented through RTI Tiers 1, 2, and 3 for each struggling student.

Student Achievement Strengths

- White students exceeded the state average in nearly all subjects in 4th and 5th grade
- 4th Grade Reading - Economically disadvantaged improved from 2013-2014
- 5th Grade Reading - Matched the state average in advanced scores
- 5th Grade Reading and Science - were at the state average
- 5th Grade Eco Disad. students were at state average in reading and science
- 5th Grade ELL nearly met state average in reading and science
- The campus exceeded progress measures for all subjects compared to the state.
- Bilingual reading scores met state average in reading
- Bilingual students exceeded state progress in all subjects
- 100% participation in STAAR
- High attendance rate

Student Achievement Needs

- Target Hispanic subgroup in all content areas
- Target At-Risk population and improve At-Risk scores in Math/Reading/Writing/Science
- Passing rate for ESL students in math, reading, science, and writing
- Passing rate for all student subgroups in 4th grade math, reading, and writing
- Improve hispanic, white, and LEP in 5th grade reading

- Improve hispanic and LEP scores in 5th grade math
- Improve hispanic scores in 5th grade science
- Improved performance in Level III Commended Rates Across all assessment subjects
- LEP students scoring at the beginning level on the TELPAS reading assessment

School Culture and Climate

School Culture and Climate Summary

School culture and climate was addressed in the form of staff, student, and parent surveys.

The data obtained from these surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided Seminole Elementary with the tools to assess and evaluate differing perspectives of the campus system and process.

School Culture and Climate Strengths

- Administration and administrative support
- Vertically/Horizontally-aligned instruction
- Increased teaching time
- Providing more hands-on activity
- Well-maintained facilities
- Access to technology
- Access to resources
- Teacher collaboration
- Specialized learning environment
- PLC Meetings
- Sunshine committee
- Teacher mentoring program
- Character education program
- Increased group guidance counseling sessions
- Provide meaningful parental involvement opportunities through WATCH DOGS and Super MOMS

School Culture and Climate Needs

- Increase access to technology for 1:1
- Decrease work stress among employees
- Efforts to improve teamwork and collaboration
- Increase the efficiency and relevance of department meetings

- Increase communication efforts
- Make efforts to ensure employees feel valued and appreciated
- Increase consistent feedback about job performance throughout the year
- Ensure consistency with policy administration
- Embrace the varied cultures and diversity of our students
- Create bridges from the school to the community
- Continue to address topic of Bullying, Relational Aggression, and Respect

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Seminole Elementary will continue to recruit and maintain high quality staff. Struggling staff will be identified and efforts will be made to improve their performance and job satisfaction. All staff will be supported through collaboration and teamwork. Mentoring, new teacher training, and staff planning are vital to the development of quality staff. Staff development must continue to be meaningful and purposeful.

Staff Quality, Recruitment, and Retention Strengths

- Immediate feedback from Administrators from walkthroughs and PDAS
- High Staff Attendance Rate
- New Teacher Training and Mentoring
- High Quality Staff Development activities
- PLC time to promote collaboration
- SHARS program promoting higher level education

Staff Quality, Recruitment, and Retention Needs

- Maintaining High Quality Staff
- Maintaining High Morale by focusing on collaboration, teamwork, and communication
- Maintaining Mentoring Programs
- Being on the cutting edge of Technology, Legislative changes, and Curricular Development
- All teachers need to be ESL certified
- Continue to increase the number of bilingual staff
- Campus Concern Committee
- Morale Committee

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

SES will maintain a high quality curriculum with sufficient depth and rigor to prepare students for STAAR and their future. SES continues in developing and maintaining a valid testing schedule to provide data for remediation and intervention, continuing to provide high quality staff development, and maintaining curricular alignment. Implementations of advisory class to address RTI.

PLCs will help continue integration of vertical alignment among grade-levels.

Curriculum, Instruction, and Assessment Strengths

- Vertically and horizontally aligned curriculum
- Pro-active use of Eduphoria (Aware) for benchmark and Unit assessment data
- Integration of technology
- Differentiation of Instruction
- RTI model
- Grade level and departmental collaboration and continue PLC development
- Continue use of advisory for intervention and enrichment

Curriculum, Instruction, and Assessment Needs

- Ensuring curriculum has sufficient depth and rigor
- Maintaining strong remediation/enrichment and RTI practices
- Maintaining curricular alignment
- Continuing to provide meaningful high quality staff development
- Increase teacher use of Eduphoria (Aware) for classroom monitoring

Family and Community Involvement

Family and Community Involvement Summary

The campus will seek to provide opportunities for parents to become involved in their child's education by holding parent trainings, and making accommodations to meet with parents as needed. We will continue to make use of technology to communicate and educate community about accessibility of information.

Family and Community Involvement Strengths

- Parent access to grades, assignment info through Powerschool
- School Messenger to keep parents informed about vital school announcements
- Campus and District Improvement Committees
- School Health Advisory Council
- Channel 16 school news and activities
- SISD homepage
- Tandem calendar of events
- Home visits on an as-needed basis
- On-Line Registration
- School Liaison
- Facebook posting of campus activities and teacher information
- Watch DOGS and Super MOMS
- Campus Newsletter
- Practical Parent Education
- Drug Proof lessons with Police Department
- Open House/Meet the teacher

Family and Community Involvement Needs

- Continue to provide opportunity for parental input and involvement
- Continue to offer Parent Education opportunities

School Context and Organization

Technology

Technology Summary

We have implemented a 1:1 iPad to student initiative. We have classrooms with promethean boards and mobile labs. Our technology allows staff to enrich curriculum in content areas. Students will use computers, as well as iPads, I-Pods, GPS, and other hand held devices in the instructional setting as appropriate. Technology will be used to support assessment, integration and implementation.

Technology Strengths

Technological Support

Mobile device in the hands of every student

Relevant programs for intervention are accessible by mobile devices

Effective Staff Development

Continuing Technology Training for students and staff

Wireless access in every classroom.

Robust infrastructure

Technology Needs

District and Campus Vision

Software subscriptions to continue addressing campus needs regarding curriculum

Parent training on Digital Citizenship through newsletter

Community Involvement

Community Involvement Summary

We provide an After-School Program for students who have working parents.

We provide a Parental Involvement Program for fathers/mothers to be involved in the lives of students.

Community Involvement Strengths

Watch DOGS/Super MOMS program was implemented to help with the involvement of male and female role models in the Elementary program.

Implemented field trips to Walk On and Carlsbad caverns. A multicultural event will be held at SES. Parents are able to participate in both field trips and multicultural events.

Community Involvement Needs

More Program initiatives to involve the community to be a part of Seminole Elementary.

Operations

Operations Summary

The Elementary is a safe, clean and functional plant. The Elementary is comprised of 12 fourth and 12 fifth grade classrooms, appropriate space for special education classrooms, and STAAR Intervention/ Enrichment classrooms. It also has 2 gyms, 1 music/art room, 1 speech room, 6 science labs, and 1 Dyslexia room. It has a library, office area, workrooms, two computer labs, a cafeteria, and a multipurpose room for meetings.

Operations Strengths

It is an extremely functional plant.

Accessible for all students.

Computer lab with state of art technology.

Wireless internet for staff and student use.

Special educational complex with laundry and kitchen area.

Playground equipment is accessible for all students

Installed an elctro-magnetic door for increased saftey.

Push button with camera for visitor to enter building.

Panic push buttons installed in every classroom.

Operations Needs

Restructor daily schedule to create a more functional day where students can be successful.

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
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Seminole Elementary will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 1: Seminole Elementary will strive to meet or exceed the state standard for Index 1: Student Achievement

Evaluation Data Source(s) 1: Index 1 on TEA Accountability Summary

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Extended Day program for Writing and Science.	9, 10	Administration, Teachers	Increased passing rate in Writing and Science.				
2) Advisory Period for remediation of Math and Reading.	9, 10	Administration, Teachers	Increased passing rate in Math and Reading.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Elementary will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 2: Seminole Elementary will strive to meet or exceed the state standard for Index 2: Student Progress

Evaluation Data Source(s) 2: Index 2 on TEA Accountability Summary

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Seminole Elem. will monitor the Reading Progress of all subgroups with 25 or more enrollment on State Standardized Test		Principal, Counselor, Teachers	Benchmarks, Unit Assessments, Gradebook, IStation, AIMSWEB				
2) Seminole Elem. will monitor the Math Progress of all subgroups with 25 or more enrollment on State Standardized Test		Principal, Counselor, Teachers	Benchmarks, Unit Assessments, Gradebook, AIMSWEB, Dreambox, Think Through Math, ESTAR/MSTAR				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Seminole Elementary will meet or exceed state performance standards at the Regional and State levels.

Performance Objective 3: Seminole Elementary will strive to meet or exceed the state requirement for Index 3: Closing Performance Gap.

Evaluation Data Source(s) 3: Index 3 on TEA Accountability Summary

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Seminole Elem. will monitor the Performance Gaps of Economically Disadvantage and Hispanics on the STAAR tested areas.	1, 2, 8	Principal, Counselor, Teacher, Intervention Specialist	AWARE, AIMSWEB, Istation, Benchmarks, Unit tests.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Instruction will be provided by highly qualified professional staff.

Performance Objective 1: Seminole Elementary teachers will be ESL or Bilingual certified.

Evaluation Data Source(s) 1: SBEC/TEAL

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Administration will verify teacher certifications.	3	Principal, Assistant Principal, Counselor	Teacher certifications				
2) Offer ESL/Bilingual Certification training for those who are not already certified.	4	Administration	Eduphoria, SBEC, Teachers pass the test				
3) SHARS Scholarship offered for continuous education.	5	Administrator, Teacher	Service Record				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Instruction will be provided by highly qualified professional staff.

Performance Objective 2: Seminole Elementary will provide more intensive specialization in core subjects.

Evaluation Data Source(s) 2: Number of course preps each teacher has

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Scheduling of departmentalization.	1, 2	Administrator, Campus Committee	Master Schedule				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Technology will be integrated into instructional, administrative, and community programs.

Performance Objective 1: Technology integration will continue to be an annual focus for both the district and campus improvement committees.

Evaluation Data Source(s) 1: Technology Plan

Summative Evaluation 1:

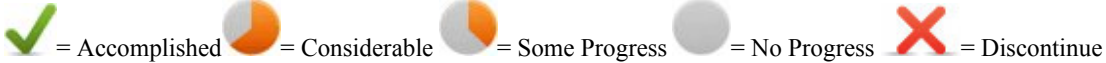
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Computer Assisted Instruction will be used with all 4th and 5th grade students with special emphasis given to those students who did not pass any portion of the STAAR test	2, 8, 9	Principal, Classroom Teachers, Enrichment Lab Manager, Technology Integration Specialist	Greater number of students passing STAAR	✓	✓	✓	✓
2) The staff will be involved in technology workshops to enhance their ability to utilize technology.	4	Director of Technology, Campus Technology Coordinator, Principal	All staff members will become proficient in the use of e-class gradebook, quickmail, Apple works, and the internet	✓	✓	✓	✓
3) Campus technology coordinator and selected staff will go to the Texas Computer Education Association State Conference	4	Principal, Campus Technology Coordinator, Staff	Campus coordinator will become knowledgeable of new programs, hardware, etc. available to schools	✗	✗	✗	✗
							

Goal 3: Technology will be integrated into instructional, administrative, and community programs.

Performance Objective 2: To create a 1:1 environment in each of our classrooms using iPads.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Phase 1- Inclusion and Bilingual classrooms will first have the one to one ration	1	Principal, Technology Integrator, Staff		✓	✓	✓	✓
2) Phase 2- Each team will have an iPad cart to reach a 2:1 ratio	1	Principal, Technology Integrator, Staff		✗	✗	✗	✗
3) Phase 3- Each classroom will have a cart with classroom sets of iPads	1	Principal, Technology Integrator, Staff		✗	✗	✗	✗
							

Goal 4: Seminole Elementary will ensure a safe environment conducive to student learning.

Performance Objective 1: Seminole Elementary will install safety devices to better protect and bring the campus up to date.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Guardian will install automatic locked doors at the front entrance.	1	Office, Administration	Camera, push buttons, card readers installed				
2) Panic buttons assigned for every teacher.	1	Teachers, Administration	Each teacher assigned panic remotes.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Seminole Elementary will collaborate efforts with parents/guardians to increase student learning and success.

Performance Objective 1: Seminole Elementary will continue the Watch DOG program to increase parental involvement.

Evaluation Data Source(s) 1: Through attendance meeting at launch party

Summative Evaluation 1:










Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) Record number in attendance at launch party	6	Administration, Top DOG team	continuation of the program throughout the year				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Seminole Elementary will collaborate efforts with parents/guardians to increase student learning and success.

Performance Objective 2: Teachers will contact each parent within the first 6 weeks to establish rapport.

Evaluation Data Source(s) 2: Phone logs, home visits

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Teachers will turn in log of phone call or home visit by the end of 1st 6 weeks	6	Administration	100% of parents contacted				
2) See FJ Young Plan for early childhood transition. Elementary campus serves 4-5th grade.	7	FJ Young	N/A				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Seminole Elementary will collaborate efforts with parents/guardians to increase student learning and success.

Performance Objective 3: Seminole Elementary will establish Super Moms program to increase parental involvement.

Evaluation Data Source(s) 3: Attendance at launch party and number of volunteers

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Record number in attendance at launch party	6	Teachers, Administration	Continuous participation in program throughout the year.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State Compensatory

Personnel for Seminole Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Banman, Helena	Aide	Bilingual	1.00
Farmer, Pamela	PEIMS Clerk		1.00
Kraft, Bertha	Inclusion Aide		1.00
Ortega, Ashlea	Inclusion Aide		1.00
Randolph, Amanda	Administrative Assistant		1.00
Saavedra, Rebecca	Library Aide		1.00
Stevenson, Amber	Aide	Special Education	1.00
Thomas, Whitney	Computer Lab Aide		1.00
Wiebe, Sarah	Counselor Administrative Assistant		1.00

Title I

1: Comprehensive Needs Assessment

Goal 1, Performance 3, Strategy 1

Goal 2, Performance 2, Strategy 1

Goal 3, Performance 2, Strategy 1

Goal 3, Performance 2, Strategy 2

Goal 3, Performance 2, Strategy 3

Goal 4, Performance 1, Strategy 1

Goal 4, Performance 1, Strategy 2

2: Schoolwide Reform Strategies

Goal 1, Performance 3, Strategy 1

Goal 2, Performance 2, Strategy 1

Goal 3, Performance 1, Strategy 1

3: Instruction by highly qualified professional teachers

Goal 2, Performance 1, Strategy 1

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goal 2, Performance 1, Strategy 2

Goal 3, Performance 1, Strategy 2

Goal 3, Performance 1, Strategy 3

5: Strategies to attract highly qualified teachers

Goal 2, Performance 1, Strategy 3

6: Strategies to increase parental involvement

Goal 5, Performance 1, Strategy 1

Goal 5, Performance 2, Strategy 1

Goal 5, Performance 3, Strategy 1

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

Goal 5, Objective 2, Strategy 2

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

Goal 1, Performance 3, Strategy 1

Goal 3, Performance 1, Strategy 1

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

Goal 1, Performance 1, Strategy 1

Goal 1, Performance 1, Strategy 2

Goal 3, Performance 1, Strategy 1

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

Goal 1, Performance 1, Strategy 1

Goal 1, Performance 1, Strategy 2

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Peters, Rebecca	Technology Integrator		1.0