

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

Accountability Rating: Met Standard



Mission Statement

Seminole Independent School District, in cooperation with parents and community, will develop well educated citizens, who are assets to society, by maintaining a high quality staff utilizing the latest technology and resources.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment declined to (443).

51.0% of student population is Anglo (226).

45.8% of student population is Hispanic (203).

3.2% of student population is Other (14).

8.1% of student population is SPED (36).

52.7% of Non-Hispanic SPED population (19).

50.0% of Hispanic SPED population (18).

34.9% of student population is At-Risk (155).

44.5% of At Risk is Non-Hispanic population (69).

55.5% of At Risk is Hispanic population (86).

Student : Teacher ratio is 17:1

Demographics Strengths

- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Use of Inclusion to close learning gaps
- Serving LEP population
- LEP students who are on Monitor Status are successful
- LEP students who have Exited from LEP Program are successful

Demographics Needs

- Student Performance Rates on Level II.
- Student Performance Rates on Level III.
- Over-representation of Hispanic population in SPED
- Under-representation of Hispanic population in G/T

Student Achievement

Student Achievement Summary

SISD will strive to close the gaps between our Anglo and Hispanic subgroups as well as increase STAAR math and reading scores. Teachers will share lesson plans via Forethought as planned in PLCs in order to prepare for STAAR rigor.

Student Achievement Strengths

- High quality teachers
- Disaggregated data assessment results are used to monitor student progress and needs
- RTI programs
- Remediation strategies
- Inclusion

Student Achievement Needs

- Target economically disadvantaged and Hispanic subgroups in all content areas
- Target At-Risk population
- Prepare staff through instructional strategies and increased learning time to meet the rigor of STAAR

School Culture and Climate

School Culture and Climate Summary

School culture and climate was addressed in the form of staff and parent surveys. The data obtained from these surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided SISD with the tools to assess and evaluate differing perspectives of the school system and process.

School Culture and Climate Strengths

- High quality instruction
- Facilities
- Resources
- Atmosphere
- Safe Learning environment
- Proactive environment
- Team Planning
- Cultural Awareness Days

School Culture and Climate Needs

- Increase teaching time
- Embrace the varied cultures and diversity of our clients

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In order to retain and recruit staff, morale must remain high. Staff development as well as mentoring and new teacher training will be meaningful and purposeful.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified staff
- Feedback for Administrators from walkthroughs and PDAS
- High need students are hand scheduled
- New Teacher Training and Mentoring
- High Quality Staff Development activities
- Collaboration time provided and team meetings planned weekly
- Shared lesson plans on Forethought

Staff Quality, Recruitment, and Retention Needs

- Maintaining High Quality Staff
- Maintaining High Morale
- Training for Mentors
- Being on the cutting edge of Technology, Legislative changes, and Curricular Development

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

High quality curriculum with sufficient depth and rigor to prepare students for STAAR and their future is used. Assessment data is used to provide data for needed remediation. Curriculum will be aligned.

Curriculum, Instruction, and Assessment Strengths

- Alignment of written, taught, and tested curriculum
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology
- Differentiation of Instruction
- RTI model
- Grade level collaboration

Curriculum, Instruction, and Assessment Needs

- Ensuring curriculum has sufficient depth and rigor
- Develop fluid RTI program

Family and Community Involvement

Family and Community Involvement Summary

Seminole Primary will provide pertinent information for parents in a variety of methods , provide opportunities for parents to volunteer and be involved in the decision making of our school, and offer parenting classes in 3 languages per district.

Family and Community Involvement Strengths

- Parent Involvement Liaison is used to reach out and communicate with parents at home
- Staff (Spanish and German speaking) is available to assist any parent or community member who is unable to read, write or speak English
- Parent access to grades, assignment info, and testing schedules
- 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
- Calendar of events
- Calendar of Events sent home monthly
- Calendar of Events sent home on weekly refrigerator reminders
- Parent Meeting Night and Open House Night
- Sign-ups available to all parents to volunteer in the school (parties, field trips, reading, book fair, crafts, classroom needs, various committee members)
- Adult Education Learning Center
- After-school childcare is provided daily for our working and single parents
- Parenting classes offered

Family and Community Involvement Needs

- Greater opportunity for parental input and involvement
- More effective means of 2-way communication between home and school
- Parent Education opportunities
- Increase attendance in the Summer Free Lunch Program

School Context and Organization

School Context and Organization Summary

Seminole Primary will provide open communication between teachers and administrators. Meeting times are allowed to allow improved communication between grade levels and departments.

School Context and Organization Strengths

- Administrative Leadership
- Resources
- Learning Environment
- Computerized lesson plans on Forethought to share and create together
- Weekly collaboration meetings per grade levels
- Weekly staff meetings with administration

School Context and Organization Needs

- Increase teacher collaboration through meetings and technology
- Increase teacher/administration collaboration through weekly meetings.

Technology

Technology Summary

Each classroom and teacher is equipped with current technology and software. Students are given daily opportunities to use computers, iPads, and computer software in the various labs, work spaces, and classrooms throughout our building. Computers, computer software and the student data collected are used to improve, strengthen and promote positive student learning.

Technology Strengths

- Each teacher has various technology equipment in the classroom, such as, laptop, promethean board, pens, and document camera.
- One laptop cart (20 per cart) servicing students through a check-out system
- 21 iPods used primarily for our ELL students
- 3 Intervention computer labs
- Each classroom contains at least 20 student ipads
- Various paid software programs (Istation Reading, Accelerated Reading, Think Through Math, Dream Box Math, Education Galaxy, Reasoning Minds, Target Reading/Math, Vocabulary City, Imagine Learning, Brain Pop, Safari Montage) are used to enhance student learning
- Most of the software programs used on our campus, collect and organize student data that is used continuously for student growth and improvement
- Teachers are provided software and training to gather, interpret, and compare student testing data
- All teachers utilize Forethought Planning online

Technology Needs

- Provide teachers and students with current cutting edge technology and software that will enhance their learning
- Incorporate technology in the aligned curriculum

Operations

Operations Summary

Seminole Primary is a facility that was built in 2013. This building consists of thirteen 2nd grade and thirteen 3rd grade classrooms. There are three computer labs as well as three intervention rooms. There is a MPR that is used district wide ,and there are two gyms.

Operations Strengths

- Intervention labs
- New Building
- Physical plant with new safety features i.e. entry which opens into the office area Physical plant with adequate and working plumbing
- Physical plant with adequate electricity
- Physical plant with adequate cafeteria space
- Physical plant with a gymnasium, playground and counseling office in closer proximity to classrooms
- controlled and timely drop-off and pick-up area

Operations Needs

- Increase bandwidth to operate technology

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 of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student 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
- Homeless data
- Gifted and talented 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
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: 90% of all subgroups of students will pass all portions of the STAAR and meet AYP.

Evaluation Data Source(s) 1: STAAR, TELPAS

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Objectives will be reintroduced as quickly as possible using a different teaching modality to students who have not mastered these objectives such as IStation, Foundations, and Scottish Rite Dyslexia reading programs.	2, 9	Reading and Math Interventionists, Special Education Teachers, Dyslexia Therapist, and Classroom Teachers	STAAR Reading & Math scores, Six weeks reports, Benchmarks, Unit Assessments				
2) Vertical and horizontal alignment to the TEKS will continue in all subject areas.	8	Classroom Teachers	STAAR reading scores, Benchmarks, IStation ISIP Assessments, Unit Assessments				
3) Special attention will be given to Hispanic students in vocabulary	9	Classroom Teachers, Teacher Aides, Interventionists, Dyslexia Therapist, and Special Education Teachers	Benchmark scores, STAAR scores, Unit Assessments				
4) The primary goal of second and third grade physical education classes will be to increase the current physical activity levels of our students to ensure in the percentage of students meeting the Healthy Fitness Zone on the Fitnessgram	3, 10	P. E. Teachers	Fitnessgram				
5) Two different intervention classes will be offered for all students to reteach reading and math skills each day.	2, 8, 9	Principal, Assistant Principal, Intervention Teachers, and Classroom Teachers	STAAR scores, iStation Progress, unit assessments				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 2: One hundred percent of ELL students will be provided adequate services to meet their special needs.

Evaluation Data Source(s) 2: TELPAS Scores,
STAAR Scores

Summative Evaluation 2:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Identify and provide all LEP students an ESL/Bilingual program that develops proficiency in the comprehension, speaking, grading, and composition of the English language	9	ESL Certified /Bilingual Teachers	Home Language Survey, List of ESL students and their program				
2) Provide staff development for professional and paraprofessional staff that is research based (with input from staff)		Principals	On-line Registration for workshops				
State System Safeguard Strategy 3) Provide opportunities for parents of all students to participate in school sponsored activities	6	Principals, Counselor, Teachers, LPAC Committee Members, SBDM Committee	School calendar of parent involvement activities, parent teach day				
4) STAAR Intensification Teacher will target ESL/Hispanic students prior to STAAR testing	1	Principals, Intervention Teachers, Special Education Teachers, and Classroom Teachers	Failure list, Benchmarks, Unit Assessments				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 3: Increase Level II rate on Hispanic Reading scores on STAAR

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
<p>State System Safeguard Strategy</p> <p>1) Students are remediated in objectives identified by assessment data using computer programs in TEKS labs and small group instruction with interventionists and teachers.</p>	1, 2, 8, 9	Classroom Teachers and Interventionists	STAAR scores, Benchmarks				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Continuing professional education opportunities will be provided annually for all staff.

Evaluation Data Source(s) 1: List of staff attending

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	May	July
1) Teachers will receive staff development in areas of identified need.	4, 5	Campus SBDM Committees and Principals	Registration for workshops				
2) All teachers will be highly qualified.	3	Administration, Teachers	Current list teacher certifications and endorsements.				
3) SHARS Scholarship offered for continuous education.	5	Administration, Teachers	List of current participants.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 1: Sign In Sheets, Staff Development certificates

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Campus technology coordinators will attend technology conferences such as TCEA (State Conference)	4	Principals and Technology Specialist	Current registration calendar				
2) Keyboarding and writing skills will be enhanced by the use of laptops, computer lab, and curriculum.		Principals and Technology Specialist	Lesson plans, Class list				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: The district will implement programs to improve responsible behavior, decision-making skills, and self-esteem.

Evaluation Data Source(s) 1: Counseling Log

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) The school counselor will schedule group and individual sessions with students		Counselor	Teacher Recommendations, SIT Recommendations				
2) A Character Education program will be used to help students develop responsible behavior, decision making skills, and enhance self-esteem. Social skills will also be addressed to help in the prevention and intervention of violence and bullying.		Counselor, LSSP, and Teachers	Grade level character education lessons each six weeks				
3) Bullying will be addressed through Big and Small group counseling sessions		Counselor and Principals	Lesson Plans, Counseling schedule				
4) Bullying will be addressed in faculty inservice and in Safe Schools Training Modules.		Counselor and Principals	Reports, Agenda, Attendance Roster				
5) Reporting of bullying will be documented through Review 360, Stay Alert, and Eduphoria.		Counselor and Principals	Reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2:

All campuses will annually review and implement the district's Student Code of Conduct.

Evaluation Data Source(s) 2: Board Approval

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) The Student Code of Conduct will be distributed to the parents or guardians of each student		Principals and Teachers	Code distributed at registration. Parent signature page collected.				
2) The Student Code of Conduct will be posted		Counselor and Principals	High visibility placement				
3) The local advisory council on drug use and violence prevention will meet periodically to assess current needs.		Counselor and Community Representatives	Local community calendar, Meeting with local leaders				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: The district will collaborate efforts with parents/guardians to increase student learning and success.

Evaluation Data Source(s) 1: Contact report

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	May	July
1) Parent/teacher conferences will be held with parents of any student who has not met the state standards		Regular Classroom Teachers	Agenda of conferences kept by teachers				
2) The local radio station and newspaper will be used to communicate news and student achievements along with the district television channel, our campus Facebook Page, and our district website.		Principals, Counselor, Technology Specialist, and Teachers	Email, Fax machine, Telephone calls will be used to communicate achievements				
3) A compact for students, teachers and parents will be included in each student registration packet		Counselor and Administrative Assistant	Student compact included in the online registration packet for parents to sign electronically				
4) Parental Involvement Meetings		Principals	Meetings posted on channel 16, in local newspaper, and announced on local radio				
5) Power School Student Information System		Administrative Assistant, PEIMS Clerk, and Technology Specialist	Powerschool grade book				
6) The Parent Involvement Liaison will be used to go to homes for communication of school information (at-risk, ESL)		Parent Involvement Liaison	Documentation of scheduled home visits				
7) Transition from early childhood programs such as Head Start, Even Start, Pre-K, to local Elem schools is NA for this campus as it serves 2nd and 3rd grade.	7						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	3	Provide opportunities for parents of all students to participate in school sponsored activities
1	3	1	Students are remediated in objectives identified by assessment data using computer programs in TEKS labs and small group instruction with interventionists and teachers.

State Compensatory

Budget for Seminole Primary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611200102030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
19912611200102030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
19923611200102030000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,500.00
19912612900102030000	6129 Salaries or Wages for Support Personnel	\$53,390.00
19923612900102030000	6129 Salaries or Wages for Support Personnel	\$41,420.00
19911612900102030000	6129 Salaries or Wages for Support Personnel	\$110,099.00
19911614100102030000	6141 Social Security/Medicare	\$1,506.00
19912614100102030000	6141 Social Security/Medicare	\$759.00
19923614100102030000	6141 Social Security/Medicare	\$586.00
19911614200102030000	6142 Group Health and Life Insurance	\$28,512.00
19912614200102030000	6142 Group Health and Life Insurance	\$9,504.00
19923614200102030000	6142 Group Health and Life Insurance	\$9,504.00
19911614300102030000	6143 Workers' Compensation	\$1,558.00
19912614300102030000	6143 Workers' Compensation	\$785.00
19923614300102030000	6143 Workers' Compensation	\$606.00
19911614500102030000	6145 Unemployment Compensation	\$52.00
19912614500102030000	6145 Unemployment Compensation	\$27.00
19923614500102030000	6145 Unemployment Compensation	\$20.00
19911614600102030000	6146 Teacher Retirement/TRS Care	\$638.00
19912614600102030000	6146 Teacher Retirement/TRS Care	\$2,285.00
19923614600102030000	6146 Teacher Retirement/TRS Care	\$1,554.00

	6100 Subtotal:	\$271,305.00
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Personnel for Seminole Primary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gonzales, Cristyn	Reading Lab		1.0
Loeppky, Katharina	Counselor Administrative Assistant		1.00
Pointer, Rochelle	PEIMS Clerk		1.00
Rojas, Luisa	Administrative Assistant		1.00

Title I

1: Comprehensive Needs Assessment

Goal 1, Objective 2, Strategy 4

Goal 1, Objective 3, Strategy 1

2: Schoolwide Reform Strategies

Goal 1, Objective 1, Strategy 1

Goal 1, Objective 3, Strategy 1

3: Instruction by highly qualified professional teachers

Goal 1, Objective 1, Strategy 4

Goal 2, Objective 1, Strategy 2

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

Goal 2, Objective 1, Strategy 1

Goal 3, Objective 1, Strategy 1

5: Strategies to attract highly qualified teachers

Goal 2, Objective 1, Strategy 1

Goal 2, Objective 1, Strategy 3

6: Strategies to increase parental involvement

Goal 1, Objective 2, Strategy 3

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

Goal 5, Objective 1, Strategy 7

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, Objective 1, Strategy 2

Goal 1, Objective 3, 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, Objective 1, Strategy 1

Goal 1, Objective 1, Strategy 3

Goal 1, Objective 2, Strategy 1

Goal 1, Objective 3, Strategy 1

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

Goal 1, Objective 1, Strategy 4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Youngblood, Shauna	Technology Integrator		1.0