

Seminole Independent School District
Seminole Primary
2017-2018 Campus Improvement Plan



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

Needs Assessment Overview

Baseline ELL Data: 3rd grade Reading [41% compared to 64% (Campus) and 72% (State)] 3rd grade Math [52% compared to 72% (Campus) and 74% (State)] (Federal Report Card Data) TAPR & PBMAS have matching trends.

Baseline SPED Data: in 3rd grade Reading [35% compared to 64% (Campus) and 72% (State)] in 3rd grade Math [29% compared to 72% (Campus) and 74% (State)] (Federal Report Card Data) TAPR & PBMAS have matching trends. Data Source(s): 2015-2016 Federal Report Card for TX Public Schools, 2016 PBMAS, 2015-2016 TAPR

Baseline ECODIS Data: ELAR grades 3-8 (61% campus, 69% district, 74% state – according to TAPR; PBMAS data shows similar trends) Campus AWARE data shows struggles in 2nd grade reading and 3rd grade econ. Dis. Reading 49%(Federal Report Card).

Data Sources: 2015-2016 Federal Report Card for TX Public Schools, 2016 PBMAS, 2015-2016 TAPR

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Goals

Goal 1: Our English Language Learners will increase from 41% to 43% on the 2016-2017 STAAR Reading and from 52% to 54% on the 2016-2017 STAAR Math.

Performance Objective 1: Our English Language Learners will increase from 41% to 43% on the 2016-2017 STAAR Reading and from 52% to 54% on the 2016-2017 STAAR Math.

Evaluation Data Source(s) 1: Administration will conduct weekly walk-throughs (informal evaluations) and evaluate teachers (written evaluations) once every six weeks using the TTESS rubric to see if Sheltered Instruction strategies are taking place. STRIVE data will be used to evaluate the effectiveness of walk-throughs.

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
PBMAS 1) Sheltered Instruction Training (SIOP) June 6 & 7, 2017	Administrators	All students will benefit from the strategies learned in this training. However, we will focus on specific supports for our ELLs as teachers add rigor to their lessons.				
PBMAS 2) Imagine Learning will be utilized	Administrators	Increased language skills, evidenced by Imagine Learning data.				
PBMAS 3) Small group intervention groups using based on iStation Reading and Math	Administrators	Monthly iStation reports of our ELLs will be evaluated to determine growth and utilized in grouping students based on their needs within Guided Reading Groups and within Math Intervention Groups.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						











Goal 2: Our students with disabilities will increase from 35% to 37% on the 2016-2017 STAAR Reading and from 29% to 31% on the 2016-2017 STAAR Math.

Performance Objective 1: Our students with disabilities will increase from 35% to 37% on the 2016-2017 STAAR Reading and from 29% to 31% on the 2016-2017 STAAR Math.

Evaluation Data Source(s) 1: Administration will conduct weekly walk-throughs (informal evaluations) and evaluate teachers (written evaluations) once every six weeks using the TTESS rubric.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative		Summative	
			Dec	Feb	Apr	June
1) Guided Reading Training (including observations at Plainview ISD and training from the Assistant Superintendent of Instruction)	Administration will conduct weekly walk-throughs (informal evaluations) and evaluate teachers (written evaluations) once every six weeks using the TTESS rubric to see if Guided Reading strategies and individualization of curriculum is taking place. STRIVE data will be used to evaluate the effectiveness of walk-throughs.					
2) Instructional Coach utilized and shared between Elementary campuses to support teachers with Guided Reading and basic teaching strategies.	Administrators	The Instructional Coach will provide support by coming into classrooms, per teacher request, to observe and/or demonstrate Guided Reading techniques and to support staff in the individualization of curriculum for our SPED students. The Instructional Coach will report to the principal about needs she observes while in classrooms. Meetings with the Instructional Coach will be documented with an agenda or minutes about the meeting.				













3) iStation Reading and Math utilized for data by teachers for intervention purposes.	Administrators	Monthly iStation reports of our SPED students will be evaluated to determine growth and utilized in grouping students based on their needs within Guided Reading Groups and Math Intervention Groups. (iStation Math is new this year. Our goal is to have the program running and start running reports in January.)				
4) Diagnostician on Campus 2 days per week, in classrooms and as a resource for effective instructional strategies for our SPED students.	Administrators	The principal will meet with the Diagnostician, on an as needed basis, to review what is being observed in the classroom and to discuss campus needs of our SPED students. Meetings with the Diagnostician will be documented with an agenda or minutes about the meeting.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Our economically disadvantaged students will increase the Grade 3 STAAR Reading score from 49% to 51%.

Performance Objective 1: Our economically disadvantaged students will increase the Grade 3 STAAR Reading score from 49% to 51%.

Evaluation Data Source(s) 1: Administration will conduct weekly walk-throughs (informal evaluations) and evaluate teachers (written evaluations) once every six weeks using the TTESS rubric to see if Guided Reading strategies are taking place. STRIVE data will be used to evaluate the effectiveness of walk-throughs.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Guided Reading Training (including observations at Plainview ISD and training from the Assistant Superintendent of Instruction)	Administrators	Administration will conduct weekly walk-throughs (informal evaluations) and evaluate teachers (written evaluations) once every six weeks using the TTESS rubric to see if Guided Reading strategies are taking place. STRIVE data will be used to evaluate the effectiveness of walk-throughs.				
2) Instructional Coach utilized and shared between Elementary campuses to support teachers with Guided Reading and basic teaching strategies.	Administrators	The Instructional Coach will provide support by coming into classrooms, per teacher request, to observe and/or demonstrate Guided Reading techniques. The principal will meet with the Instructional Coach, on an as needed basis, to review observation data and campus needs of our Economically Disadvantaged Students. Meetings with the Instructional Coach will be documented with an agenda or minutes about the meeting.				
3) iStation will be used to increase our Reading levels.	Administrators	Monthly iStation reports of our Economically Disadvantaged Students will be evaluated to determine growth and utilized in grouping students based on their needs within Guided Reading Groups.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						