

Seminole Independent School District
Seminole Elementary
2018-2019 Campus Improvement Plan



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

T.R.1.B.E.

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographic Information 2018/2019

SPED 5% (21/449)

Econ Dis 36% (163/449)

LEP 16% (70/449)

Student Achievement Summary

56% of Seminole 4th grade students approached grade level (or above) on the 2017 Math STAAR test while the region scored 71% and the state scored 78%.

48% of Seminole 4th grade students approached grade level (or above) on the 2017 Writing STAAR test while the region scored 58% and the state scored 65%.

64% of Seminole 4th grade students approached grade level (or above) on the 2017 Reading STAAR test while the region scored 65% and the state scored 70%.

75% of Seminole 5th grade students approached grade level (or above) on the 2017 Math STAAR test while the region scored 87% and the state scored 87%.

60% of Seminole 5th grade students approached grade level (or above) on the 2017 Reading STAAR test while the region scored 79% and the state scored 82%.

(Data taken from 2016-2017 Texas Academic Performance Report)

Spring 2018 STAAR Results

All Students: Grade 4 Reading - 40% Did Not Meet; 60% Approaches; 38% Meets; 20% Masters

Grade 4 Math - 39% Did Not Meet; 61% Approaches; 30% Meets; 15% Masters

Grade 4 Writing - 55% Did Not Meet; 45% Approaches; 23% Meets; 5% Masters

Limited English Proficient: Grade 4 Reading - 65% Did Not Meet; 35% Approaches; 17% Meets; 9% Masters

Grade 4 Math - 48% Did Not Meet; 52% Approaches; 9% Meets; 0% Masters

Grade 4 Writing - 68% Did Not Meet; 32% Approaches; 9% Meets; 0% Masters

Economically Disadvantaged: Grade 4 Reading - 41% Did Not Meet; 59% Approaches; 37% Meets; 25% Masters

Grade 4 Math - 35% Did Not Meet; 65% Approaches; 33% Meets; 20% Masters

Grade 4 Writing - 61% Did Not Meet; 39% Approaches; 20% Meets; 4% Masters

All Students: Grade 5 Reading - 34% Did Not Meet; 66% Approaches; 40% Meets; 16% Masters

Grade 5 Math - 29% Did Not Meet; 71% Approaches; 42% Meets; 23% Masters

Limited English Proficient: Grade 5 Reading - 57% Did Not Meet; 43% Approaches; 18% Meets; 5% Masters

Grade 5 Math - 41% Did Not Meet; 59% Approaches; 29% Meets; 15% Masters

Economically Disadvantaged: Grade 5 Reading - 38% Did Not Meet; 62% Approaches; 35% Meets; 16% Masters

Grade 5 Math - 29% Did Not Meet; 71% Approaches; 42% Meets; 22% Masters

Student Achievement Strengths

Seminole 4th grade students increased four percentage points from 2017 to 2018 on Meets Grade Level or Above on the 2018 STAAR Reading test.

Seminole 4th grade students increased five percentage points from 2017 to 2018 on Meets Grade Level or Above on the 2018 STAAR Math test.

Seminole 4th grade students increased five percentage points from 2017 to 2018 on Meets Grade Level or Above on the 2018 STAAR Writing test.

Seminole 5th grade students increased four percentage points from 2017 to 2018 on Meets Grade Level or Above on the 2018 STAAR Reading test.

Seminole 5th grade students increased eight percentage points from 2017 to 2018 on Meets Grade Level or Above on the 2018 STAAR Math test.

Problem Statement Identifying Student Achievement Needs: Student achievement in Reading, math and writing are lower than the state average. We need to be more intentional in our teaching practices.

Demographics

Demographics Summary

Enrollment from the last 3 years

% enrollment growth over the last 3 years

Based off of 17-18 %white, black, hispanic, female, male

% population SPED

SPED % white, hispanic

At risk population

Decrease at risk population 16-17 to 17-18

AT risk population 17-18 increase, decrease or stable

Change eco dis

compare 16-17 to 17-18

white hispanic

EL 16-17 to 17-18

Bilingual

Overall teacher student ratio 17-18

Demographics Strengths

Student attendance rate

High quality teachers

Curriculum aligned

Data Analysis

RTI

Remediation that targets growth

Alignment of written taught and tested curriculum

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Goals



Revised/Approved: October 15, 2015

Goal 1: 4th Grade Reading STAAR scores will increase from 38% meets to 40% meets by the end of the year.

Performance Objective 1: 4th Grade Reading STAAR scores will increase from 38% meets to 40% meets by the end of the year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) In an effort to differentiate instruction for all students, teachers will use the i-Station data to plan and group students for guided reading. Data will be gathered on a weekly basis for pullback remediation, and the data will also be analyzed monthly to regroup students based on learning gains and additional remedial needs.</p>	2.4, 2.5, 2.6	Teacher	Students reading levels will increase as they move through the lessons				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Jan Richardson's Guided Reading program will be used to individualize instruction. It is used to differentiate instruction and provide services at the student's individual reading level.</p>	2.4, 2.5, 2.6	Principal	Student reading levels will increase in student performance				

<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>3) Implementing Capturing Kids Hearts strategies will better equip teachers with building relationships and connections with students.</p>	2.4, 2.5, 2.6	Principal	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) The Student Intervention Team (SIT) will review research based data from the teachers to develop and individualized plan of instruction to better meet the needs of each student.</p>	2.4, 2.6	Principal	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>5) During the Professional Learning Community time the teachers will collaborate using curriculum, data, and classroom experiences to plan for instruction</p>	2.4, 2.5, 2.6	Principal	Student performance will increase as teachers individualize teaching techniques based on data and the collaborative suggestions for teaching strategies of the grade level team.				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Imagine Learn is being implemented in the computer lab and the classroom for EL students and Sped students for a minimum of 20 minutes per day.</p>	2.4, 2.6	Teachers and Reading Interventionist	EL and Sped students will receive language and phonics instruction to help close gaps.				











= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 2: 4th Grade Math STAAR scores will increase from 30% meets to 32% meets by the end of the year.

Performance Objective 1: 4th Grade Math STAAR scores will increase from 30% meets to 32% meets by the end of the year.

Evaluation Data Source(s) 1: STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Students will be rewarded for completing 20 or more Think Through Math lessons by March 2019.</p>	2.4, 2.5, 2.6	Teacher	Student Math STAAR scores should increase				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Implementing Capturing Kids Hearts strategies will better equip teachers with building relationships and connections with students.</p>	2.4, 2.5, 2.6	Principal	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) The Student Intervention Team (SIT) will review research based data from the teachers to develop and individualized plan of instruction to better meet the needs of each student.</p>	2.4, 2.6	Principal	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) During the Professional Learning Community time the teachers will collaborate using curriculum, data, and classroom experiences to plan for instruction.</p>	2.4, 2.5, 2.6	Principal	Student performance will increase as teachers individualize teaching techniques based on data and the collaborative suggestions for teaching strategies of the grade level team.				

<p>PBMAS Critical Success Factors CSF 1</p> <p>5) EL and Sped students are placed in Education Galaxy which allows them differentiation of practice at a third through fifth grade level. Bilingual students have the option of having the questions in Spanish if they need that accommodation. Students are assigned to a specific level in Imagine math for EL and Sped students. Specific manipulatives, special anchor charts that have added mnemonic devices, and supplemental aids with targeted vocabulary.</p>	2.4, 2.6	Teacher and Math Interventionist	EL and Sped students will receive math support as needed to help close gaps.				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue




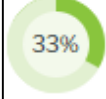





Goal 3: 4th Grade Writing STAAR scores will increase from 23% meets to 25% meets by the end of the year.

Performance Objective 1: 4th Grade Writing STAAR scores will increase from 23% meets to 25% meets by the end of the year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will complete 20 completed writing essays by March 2019 using the Writing Academy curriculum and strategies.</p>	2.4, 2.5, 2.6	Teacher	Student Writing STAAR scores should increase.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Implementing Capturing Kids Hearts strategies will better equip teachers with building relationships and connections with students.</p>	2.4, 2.5, 2.6	Principal	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) The Student Intervention Team (SIT) will review student behavior and academic data from teachers who are using research based strategies to improve student learning. The SIT will suggest strategies and make recommendations to meet the needs of students.</p>	2.4, 2.6	Principal	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) During the Professional Learning Community time the teachers will collaborate using curriculum, data, and classroom experiences to plan for instruction.</p>	2.4, 2.5, 2.6	Principal	Student performance will increase as teachers individualize teaching techniques based on data and the collaborative suggestions for teaching strategies of the grade level team.				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Students will use the Lone Star Target Writing supplemental curriculum that provides spiral curriculum allowing data to be collected.</p>	2.4, 2.5, 2.6	Teacher	Student Writing STAAR scores should increase.				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) EL and SPED students are provided with Quickwrite pictures and graphic organizers.</p> <p>Color coding of paragraphs is demonstrated in modeling, and students are able to use that strategy in authentic writing.</p> <p>The students are also given the opportunity to illustrate their written response prior to writing about it, so they might better include details in their writing.</p> <p>Spelling word lists are differentiated according to proficiency level.</p>	2.4, 2.5	Teacher	EL and Sped students will be able to organize their writing and include details about the topic.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							






Goal 4: 5th Grade Reading STAAR scores will increase from 40% meets to 42% meets by the end of the year.

Performance Objective 1: 5th Grade Reading STAAR scores will increase from 40% meets to 42% meets by the end of the year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) In an effort to differentiate instruction for all students, teachers will use the i-Station data to plan and group students for guided reading. Data will be gathered on a weekly basis for pullback remediation, and the data will also be analyzed monthly to regroup students based on learning gains and additional remedial needs.</p>	2.4, 2.5, 2.6	Teacher	Students reading levels will increase as they move through the lessons				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Implementing Capturing Kids Hearts strategies will better equip teachers with building relationships and connections with students.</p>	2.4, 2.5, 2.6	Principal	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) The Student Intervention Team (SIT) will review research based data from the teachers to develop and individualized plan of instruction to better meet the needs of each student.</p>	2.4, 2.6	Principal	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) During the Professional Learning Community time the teachers will collaborate using curriculum, data, and classroom experiences to plan for instruction.</p>	2.4, 2.5, 2.6	Principal	Student performance will increase as teachers individualize teaching techniques based on data and the collaborative suggestions for teaching strategies of the grade level team.				

<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Imagine Learn is being implemented in the computer lab and the classroom for EL students and Sped students for a minimum of 20 minutes per day. Reading A to Z is being used for fluency and is differentiated at the pullback tables for individualized instruction for EL and Sped students.</p>	2.4, 2.6	Teacher and Reading Interventionist	EL and Sped students will receive language and phonics instruction to help close gaps.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


Goal 5: 5th Grade Math STAAR scores will increase from 42% meets to 44% meets by the end of the year.

Performance Objective 1: 5th Grade Math STAAR scores will increase from 42% meets to 44% meets by the end of the year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Students will be rewarded for completing 20 or more Think Through Math lessons by March 2019.</p>	2.4, 2.5, 2.6	Teacher	Student Math STAAR scores should increase				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Implementing Capturing Kids Hearts strategies will better equip teachers with building relationships and connections with students.</p>	2.5, 2.6	Principal	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) The Student Intervention Team (SIT) will review research based data from the teachers to develop and individualized plan of instruction to better meet the needs of each student.</p>	2.4, 2.6	Principal	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) During the Professional Learning Community time the teachers will collaborate using curriculum, data, and classroom experiences to plan for instruction.</p>	2.4, 2.5, 2.6	Principal	Student performance will increase as teachers individualize teaching techniques based on data and the collaborative suggestions for teaching strategies of the grade level team.				

<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5)) EL and Sped students are placed in Education Galaxy which allows them differentiation of practice at a third through fifth grade level. Bilingual students have the option of having the questions in Spanish if they need that accommodation. Students are assigned to a specific level in Imagine math for EL and Sped students. Specific manipulatives, special anchor charts that have added mnemonic devices, and supplemental aids with targeted vocabulary.</p>	2.4, 2.6	Teacher and Math Interventionist	EL and Sped students will receive math support as needed to help close gaps.				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Aine Lopez	Principal
Administrator	Charla Karr	Assistant Principal
Non-classroom Professional	Shan Cavazos	School Counselor
Non-classroom Professional	Nancy Sherrill	Non-Teaching Professional - Campus
District-level Professional	Diane Jones	District Representative
Paraprofessional	Lena Bobbie Banman	Paraprofessional
Classroom Teacher	Jenny Hindaman	Classroom Teacher
Classroom Teacher	Kem Lanier	Classroom Teacher
Classroom Teacher	Valarie Villalva	Classroom Teacher
Classroom Teacher	Whitney Thomas	Classroom Teacher
Parent	Irma Giesbrecht	Parent
Parent	Capri Hill	Parent
Community Representative	Aaron Gregory	Community Representative
Community Representative	Christi Chappell	Community Representative
Business Representative	Herman Peters	Business Representative
Business Representative	Paige Freeman	Business Representative