

**Seminole Independent School District**  
**F.J. Young Elementary**  
**2018-2019 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.*

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*F.J. Young Elementary will offer a safe place for students, where learning and fun come together to develop well rounded students.*

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# Comprehensive Needs Assessment

## Needs Assessment Overview

According to iStation data, student growth from the beginning of the year to the end of the year shows growth, but not adequate growth.

- KG - 31% of the students were in Tier 1 at the beginning of the year with 67% of the students moving to Tier I by the end of the year.
- 1st Grade - 52% of the students were in Tier I at the beginning of the year with 67% of the students moving to Tier I by the end of the year.

# Demographics

## Demographics Summary

F. J. Young Elementary School is located in Seminole, Texas. There are approximately 540 students comprised of PreKindergarten, Kindergarten, and First Grade students.

### Student Breakdown:

- 44% Hispanics
- 56% White
- 54% Male
- 46% Female
- 20% LEP
- 62% Economic Disadvantaged

# Student Achievement

## Student Achievement Summary

F. J. Young Elementary is tied to Seminole Primary STAAR results since the STAAR test is not given until 3rd grade. According to the data from the state, this school received a score of 81 out of 100 for the 2017-2018 school year.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

In order to retain and recruit staff, morale must remain high. Staff development for all teachers, but especially the new teachers will be meaningful and purposeful.

## **Staff Quality, Recruitment, and Retention Strengths**

- Collaboration time provided and team meetings planned weekly
- High quality staff development activities
- New teacher training and mentoring
- Shared lesson plans on the server

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

High quality curriculum will be provided to prepare the students for the rigor of their future

## Curriculum, Instruction, and Assessment Strengths

- Alignment of the curriculum
- Integration of technology
- RTI Model
- Grade Level Collaboration
- Differentiation of Instruction



# Parent and Community Engagement

## Parent and Community Engagement Strengths

- Parent Involvement Liaison is used to communicate with parents
- Staff available to translate in German and Spanish when necessary.
- School Messenger to keep parents informed
- After-school childcare is provided for working parents

# 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
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals



Revised/Approved: October 15, 2015

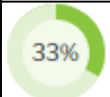




**Goal 1: PreKindergarten Tier I overall reading scores will increase from 33% to 35% by the end of the 2018-2019 school year.**

**Performance Objective 1:** Increase Pre-K iStation Overall Reading from 33% to 35%.

**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><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Consistent Language Arts plans throughout the grade level with all areas of Balanced Literacy addressed, such as Shared reading, Guided Reading, Phonics, Word Study, Grammar and Writing</p>	2.4, 2.5, 2.6	Administrators	Increased student performance in reading				
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 7</p> <p>2) Provide Guided Reading training and support for new teachers</p>	2.4	Administrators	Implementation of Guided Reading groups will result in effective small group instruction				



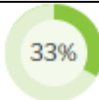

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) The Student Intervention Team (SIT) will review student behavior and academic data from research based strategies to improve student learning. The SIT will suggest strategies and make recommendations based on the needs of the students.</p>	2.4, 2.5, 2.6	Administrator	Student performance should increase as needs are being met and gaps are being filled.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

# Goal 2: Kindergarten Tier I overall reading scores will increase from 67% to 69% by the end of the 2018-2019 school year.

**Performance Objective 1:** Increase student iStation Overall Reading from 67% to 69% in Kindergarten.

**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><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Consistent Language Arts plans throughout the grade level with all areas of Balanced Literacy addressed, such as Shared reading, Guided Reading, Phonics, Word Study, Grammar and Writing</p>	2.4, 2.5, 2.6	Administrators	Increased student performance in reading				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide Guided Reading training and support for new teachers</p>	2.4	Administrators	Implementation of Guided Reading groups will result in effective small group instruction				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) The Student Intervention Team (SIT) will review student behavior and academic data from research based strategies to improve student learning. The SIT will suggest strategies and make recommendations based on the needs of the students.</p>	2.4, 2.5, 2.6	Administrator	Student performance should increase as needs are being met and gaps are being filled.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Teachers will administer a monthly assessment of guided reading sight words that can be identified and spelled correctly. Teachers will chart and share progress of known sight words with students each month.</p>	2.4	Administrator	Kindergarten students are expected to know sight words in guided reading levels A through D by the end of the year.				







# Goal 3: First Grade Tier I overall reading scores will increase from 69% to 71% by the end of the 2018-2019 school year.

**Performance Objective 1:** Increase student iStation Overall Reading from 69% to 71% in First Grade.

**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><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Consistent Language Arts plans throughout the grade level with all areas of Balanced Literacy addressed, such as Shared reading, Guided Reading, Phonics, Word Study, Grammar and Writing</p>	2.4, 2.5, 2.6	Administrators	Increased student performance in reading				
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide Guided Reading training and support for new teachers</p>	2.4	Administrators	Implementation of Guided Reading groups will result in effective small group instruction				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) The Student Intervention Team (SIT) will review student behavior and academic data from research based strategies to improve student learning. The SIT will suggest strategies and make recommendations based on the needs of the students.</p>	2.4, 2.5, 2.6	Administrator	Student performance should increase as needs are being met and gaps are being filled.				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Teachers will administer monthly an assessment of guided reading sight words that can be identified and spelled correctly. Teachers will chart and share progress of known sight words with students each month.</p>	2.4	Administrator	First grade students are expected to know sight words in guided reading levels E through J by the end of the year.				










# Goal 4: English Learners' Tier I overall reading scores will increase from 45% to 47% by the end of the 2018-2019 school year.

**Performance Objective 1:** Our English Language Learners will increase from 45% to 47% in Tier I on iStation Overall Reading.

**Evaluation Data Source(s) 1:** iStation Lectura Temprana Assessment

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) BL teachers will receive staff development through TABE Conference to learn and implement strategies for student academic growth.	2.4, 2.6	Administrators Classroom Teacher	Increased percentage of student success				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1  2) Imagine Learning will be utilized	2.4, 2.6	Administrators Intervention staff	Increased Language and Reading skills through the Imagine Learning Data				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1  3) Guided reading instruction in small group intervention at least 3 days a week.	2.4, 2.5, 2.6	Teachers	Running records and anecdotal notes taken as they monitor group progress to show growth through at least 4 reading levels for first grade and 2 reading levels for kindergarten.				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  4) Students will receive recommended iStation time during work stations and computer time.	2.4, 2.6	Teacher Administrator	Students in Tier II and Tier III are expected to move up a Tier by the end of the year, while students in Tier I are expected to show at least 5% growth by the end of the year.				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  5) Students will complete at least three lessons per week in Imagine Learning.	2.4, 2.6	Teacher Administrator	Increase in number of students reading on grade level.				

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue

# Goal 5: Special Education overall reading scores will increase from 50% to 52% by the end of the 2018-2019 school year.

**Performance Objective 1:** Special Education overall reading scores will increase from 50% to 52% by the end of the 2018-2019 school 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
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Assistants will be available to assist classroom teacher in the instruction of reading during guided reading lessons and work stations.	2.4, 2.6	Classroom Teacher SPED Teacher Administrator	Increase overall reading scores in iStation from the beginning of the year to the end of the year by 5%				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1  2) Inclusion will be implemented with the majority of our students with special needs.	2.4, 2.6	Administrator	Increase overall reading scores				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  3) Students will receive recommended iStation time during work stations and computer time.	2.4, 2.6	Teacher Administrator	Students in Tier II and Tier III are expected to move up a Tier by the end of the year, while students in Tier I are expected to show at least 5% growth by the end of the year.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 6: Guided Math implementation will increase from 25% to 100% in First Grade Classrooms.

**Performance Objective 1:** Guided Math implementation will increase from 25% to 100% in First Grade Classrooms.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<b>Critical Success Factors</b> CSF 1 1) Materials and support will be provided for teachers to implement successful math work stations.	2.4, 2.5	Administrators	Increased math and number sense skills as measured by iStation Math and Dreambox				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 2) Staff development will be focused on math concepts and work stations.	2.4, 2.6	Administrators Classroom Teachers	Increased level of student performance				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Consistent Language Arts plans throughout the grade level with all areas of Balanced Literacy addressed, such as Shared reading, Guided Reading, Phonics, Word Study, Grammar and Writing
1	1	2	Provide Guided Reading training and support for new teachers
3	1	1	Consistent Language Arts plans throughout the grade level with all areas of Balanced Literacy addressed, such as Shared reading, Guided Reading, Phonics, Word Study, Grammar and Writing
3	1	2	Provide Guided Reading training and support for new teachers

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Donna Ward	
Business Representative	Elizabeth Brown	
Administrator	Sherrie Warren	Principal
Classroom Teacher	Kim Johnson	First Grade Teacher
Classroom Teacher	Kayley Froese	First Grade Teacher
Classroom Teacher	Kendra Anderson	PreK Teacher
Classroom Teacher	Amanda Danley	PreK Teacher
Classroom Teacher	Tracy Peddy	Kindergarten Teacher
Classroom Teacher	Deborah Darby	Kindergarten Teacher
Community Representative	Shirley Kidd	
Community Representative	Beth Hamilton	
Parent	Katie Ray	
Parent	Tarin Bedell	
Non-classroom Professional	Michelle Mull	Intervention
District-level Professional	Stacy Layton	District Auditory Impairment
Paraprofessional	Martha Dufour	Secretary