

Seminole Independent School District
Seminole Primary
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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Comprehensive Needs Assessment

Needs Assessment Overview

Demographic Information 2018/2019

SPED 9% (37/432)

Econ Dis 41% (179/432)

LEP 16% (67/432)

Student Achievement Summary

iStation ISIP Early Reading Overall Reading Tiers 2nd Grade

All Students

September 2017: Tier 1 58%, Tier 2 25%, Tier 3 17%

May 2018: Tier 1 72%, Tier 2 17%, Tier 3 10%

Limited English Proficient:

September 2017: Tier 1 26%, Tier 2 34%, Tier 3 39%

May 2018: Tier 1 54%, Tier 2 24%, Tier 3 22%

Economically Disadvantaged:

September 2017: Tier 1 50%, Tier 2 26%, Tier 3 24%

May 2018: Tier 1 69%, Tier 2 18%, Tier 3 24%

Special Education:

September 2017: Tier 1 38%, Tier 2 14%, Tier 3 48%

May 2018: Tier 1 36%, Tier 2 23%, Tier 3 41%

iStation ISIP Overall Math 2nd Grade

All Students:

October 2017: Tier 1 81%, Tier 2 14%, Tier 3 6%

May 2018: Tier 1 84%, Tier 2 13%, Tier 3 4%

Limited English Proficient:

October 2017: Tier 1 64%, Tier 2 26%, Tier 3 10%

May 2018: Tier 1 76%, Tier 2 20%, Tier 3 5%

Economically Disadvantaged:

October 2017: Tier 1 79%, Tier 2 14%, Tier 3 7%

May 2018: Tier 1 82%, Tier 2 15%, Tier 3 3%

Special Education:

October 2017: Tier 1 45%, Tier 2 18%, Tier 3 36%

May 2018: Tier 1 50%, Tier 2 27%, Tier 3 22%

Spring 2017 STAAR Results

69% of Seminole 3rd grade students approached grade level (or above) on the 2017 Math STAAR test while the region scored 74% and the state scored 78%.

70% of Seminole 3rd grade students approached grade level (or above) on the 2017 Reading STAAR test while the region scored 69% and the state scored 73%.

2017 3rd Grade Math Approaches Grade Level or Above:

State-78%; Region-74%; SISD-69%

2017 3rd Grade Reading Approaches Grade Level or Above:

State-73%; Region-69%; SISD-70%

2017 3rd Grade Math Approaches Grade Level or Above:

SPED: State-52%; Region-79%; SISD-50%

EcoDis: State-71%; Region-46%; SISD-61%

LEP: State-75%; Region-64%; SISD-61%

2017 3rd Grade Reading Approaches Grade Level or Above:

SPED: State-46%; Region-40%; SISD-67%

EcoDis: State-65%; Region-60%; SISD-67%

LEP: State-65%; Region-56%; SISD-71%

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

Spring 2018 STAAR Results

All Students: Grade 3 Reading - 27% Did Not Meet; 73% Approaches; 39% Meets; 22% Masters

Grade 3 Math - 21% Did Not Meet; 79% Approaches; 54% Meets; 28% Masters

Limited English Proficient: Grade 3 Reading - 48% Did Not Meet; 52% Approaches; 19% Meets; 2% Masters

Grade 3 Math - 21% Did Not Meet; 79% Approaches; 36% Meets; 14% Masters

Economically Disadvantaged: Grade 3 Reading - 38% Did Not Meet; 62% Approaches; 28% Meets; 15% Masters

Grade 3 Math - 29% Did Not Meet; 71% Approaches; 41% Meets; 20% Masters

Spring 2018 TELPAS Results

Grade 2 Seminole:

Grade 2 Statewide:

Beginning 0%

Beginning 4%

Intermediate 42%

Intermediate 45%

Advanced 51%

Advanced 42%

Advanced High 7%

Advanced High 9%

Grade 3 Seminole:

Grade 3 Statewide:

Beginning 4%

Beginning 2%

Intermediate 22%

Intermediate 30%

Advanced 38%

Advanced 48%

Advanced High 34%

Advanced High 20%

Student Achievement Strengths

Seminole 3rd grade students scored one percentage point above the region on Approaching Grade Level or Above on the 2017 STAAR Reading test.

Seminole 3rd grade students increased three percentage points from 2016 to 2017 on Approaching Grade Level or Above on the 2017 STAAR Reading test.

Seminole 3rd grade SPED, Economically Disadvantaged, and LEP students scored higher than the region and state on the 2017 STAAR Reading test.

3rd Grade Reading Approaches Grade Level or Above is 70% while the Region is 69%.

3rd Grade Reading Approaches Grade Level or Above increased from 67% in 2016 to 70% in 2017.

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

3rd Grade Advanced High students scored 14% above the statewide average for Advanced High. (Spring TELPAS 2018)

Problem Statement Identifying Student Achievement Needs

Students approaching grade level or above on the 2017 STAAR tests in 3rd Grade Reading and Math are lower than the state average.

Our 2nd Grade LEP (22%), Economically Disadvantaged (24%), and Special Education (41%) students are at significant risk of not meeting grade level expectations in Reading when they exit 2nd grade. *(iStation 2017/2018 results)*

Our 2nd Grade LEP (5%), Economically Disadvantaged (3%), and Special Education (22%) students are at significant risk of not meeting grade level expectations in Math when they exit 3rd grade. *(iStation 2017/2018 results)*

Our 2nd Grade LEP students scored 2% less than the statewide results for Advanced High. *(Spring TELPAS 2018)*

Campus Instructional Needs

A campus based reading coach and math coach will improve student achievement by building teacher capacity, aiding teacher understanding of instructional practices, and helping make data driven decisions.

Upgrading our interactive whiteboards will allow more instructional time on task instead of wasted instruction time spent of restarting/recalibrating/problem solving with aging interactive boards.

Instructional stipends for Bilingual Teachers will aide in recruiting highly qualified teachers in a high needs area.

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Goals




Revised/Approved: October 15, 2015





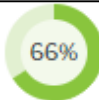

Goal 1: Second grade reading students, who are at or above grade level, will increase from 67% (Tier 1 iStation) to 69% (Tier 1 iStation) by the end of the 2018/2019 school year.






Performance Objective 1: The early reading inventory data percent change will be 2% from October to May.

Evaluation Data Source(s) 1: iStation, Guided Reading Levels

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 CSF 7</p> <p>1) Jan Richardson's Guided Reading program will be used to individualize instruction and group students according to guided reading levels for effective interventions.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Department	Student reading levels will increase which will result in an increase in student performance.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Our campus will be a Professional Learning Community as teachers meet for collaborative meetings on a regular basis. Teachers will make data driven decisions based on grade level data and classroom data.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Department	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 2 CSF 3 CSF 4 CSF 7</p> <p>3) An Instructional Reading Coach will be utilized to support teachers, as well as students, with lesson ideas, modeling of research based strategies, and data desegregation.</p>	2.4, 2.5, 2.6	Instructional Department	Student reading levels will increase and teacher effectiveness will increase.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Students will complete iStation lessons in the lab on a weekly basis and complete a monthly iStation assessment. This data will be used to group students for guided reading groups.</p>	2.4, 2.5, 2.6	Principal Interventionists Lab Instructors	Student reading levels will increase as they move through the lessons.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) 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 Counselor Teachers	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>6) Capturing Kids Hearts strategies will be implemented in order to build relationships with students. Teachers will be expected to greet students at the door, have a "good things" time, and do a "launch" on a regular basis.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>7) The counselor will guide first grade students on a campus tour and familiarize them with a new building and staff.</p>	2.4, 2.5, 2.6	Principal Counselor	Students will be comfortable with our campus from the beginning of the year which will allow their reading performance to increase.				
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 7</p> <p>8) BL teachers will receive staff development through TABE Conference to learn and implement strategies for student academic growth.</p>	2.4, 2.5, 2.6	Campus Instructors & Administrators	Increased percentage of student success				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Imagine Learning will be utilized</p>	2.4, 2.6	Administration and Intervention Staff	Increased Language and Reading skills through the Imagine Learning Data				

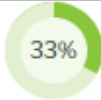

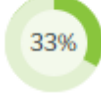

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>10) DIP (Dyslexia Intervention Program) or Unique will be implemented with our students with special needs.</p>	2.4, 2.5, 2.6	Administration	Increase SPED student reading scores.				
<div style="display: flex; justify-content: space-around; 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: Second grade math students, who are at or above grade level, will increase from 77% (Tier 1 iStation) to 79% (Tier 1 iStation) by the end of the 2018/2019 school year.

Performance Objective 1: 2nd Grade ISIP Overall Math percentage change will be a 2% change from October 2018 to May 2019.

Evaluation Data Source(s) 1: ISIP Math

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 CSF 7</p> <p>1) Guided Math will be used to individualize instruction and group students according to iStation data for effective interventions.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Department	Student math levels will increase as they move through intervention groups.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Our campus will be a Professional Learning Community as teachers meet for collaborative meetings on a regular basis. Teachers will make data driven decisions based on grade level data and classroom data.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Department	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 2 CSF 3 CSF 4 CSF 7</p> <p>3) An Instructional Math Coach will be utilized to support teachers, as well as students, with lesson ideas, modeling of research based strategies, and data desegregation.</p>	2.4, 2.5, 2.6	Instructional Department	Student math levels will increase and teacher effectiveness will increase.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will interact with Dreambox during intervention time in the lab. This prescriptive program will be monitored by the math lab aide in order to ensure effectiveness. Teachers may use Dreambox during math station rotations.</p>	2.4, 2.5, 2.6	Principal Computer Lab Aide Math Interventionist	Student ISIP Overall Math scores will increase.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) 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 Counselor Teachers	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>6) Capturing Kids Hearts strategies will be implemented in order to build relationships with students. Teachers will be expected to greet students at the door, have a "good things" time, and do a "launch" on a regular basis.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>7) The counselor will guide first grade students on a campus tour and familiarize them with a new building and staff.</p>	2.4, 2.5, 2.6	Principal Counselor	Students will be comfortable with our campus from the beginning of the year which will allow their math performance to increase.				
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>8) DIP (Dyslexia Intervention Program) or Unique will be implemented with our students with special needs.</p>	2.4, 2.5, 2.6	Administrator	Increase SPED student Math scores.				
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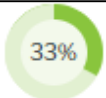
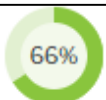

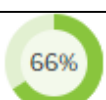


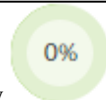

Goal 3: 3rd Grade Reading STAAR scores will increase from 39% meets to 41% meets by the end of the year.

Performance Objective 1: 3rd Grade Reading STAAR scores will increase from 39% meets to 41% 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 CSF 7</p> <p>1) Jan Richardson's Guided Reading program will be used to individualize instruction and group students according to guided reading levels for effective interventions.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Department	Student reading levels will increase which will result in an increase in student performance.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Our campus will be a Professional Learning Community as teachers meet for collaborative meetings on a regular basis. Teachers will make data driven decisions based on grade level data and classroom data.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Department	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 2 CSF 3 CSF 4 CSF 7</p> <p>3) An Instructional Reading Coach will be utilized to support teachers, as well as students, with lesson ideas, modeling of research based strategies, and data desegregation.</p>	2.4, 2.5, 2.6	Instructional Department	Student reading levels will increase and teacher effectiveness will increase.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Students will complete iStation lessons in the lab on a weekly basis and complete a monthly iStation assessment. This data will be used to group students for guided reading groups.</p>	2.4, 2.5, 2.6	Principal Interventionists Lab Instructors	Student reading levels will increase as they move through the lessons.				





<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) 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 Counselor Teachers	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>6) Capturing Kids Hearts strategies will be implemented in order to build relationships with students. Teachers will be expected to greet students at the door, have a "good things" time, and do a "launch" on a regular basis.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>PBMAS</p> <p>7) BL teachers will receive staff development through TABE Conference to learn and implement strategies for student academic growth.</p>	2.4, 2.5, 2.6	Campus Instructors & Administrators	Increased percentage of student success				
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Imagine Learning will be utilized</p>	2.4, 2.6	Administration and Intervention Staff	Increased Language and Reading skills through the Imagine Learning Data				
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>9) DIP (Dyslexia Intervention Program) or Unique will be implemented with our students with special needs.</p>	2.4, 2.5, 2.6	Administrator	Increase SPED student Reading scores.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							








Goal 4: 3rd Grade Math STAAR scores will increase from 54% meets to 56% meets by the end of the year.

Performance Objective 1: 3rd Grade Math STAAR scores will increase from 54% meets to 56% meets by the end of the year.

Evaluation Data Source(s) 1: STAAR Math 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 CSF 7</p> <p>1) Guided Math will be used to individualize instruction and group students according to iStation data for effective interventions.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Department	Student math levels will increase as they move through intervention groups.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Our campus will be a Professional Learning Community as teachers meet for collaborative meetings on a regular basis. Teachers will make data driven decisions based on grade level data and classroom data.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Department	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 2 CSF 3 CSF 4 CSF 7</p> <p>3) An Instructional Math Coach will be utilized to support teachers, as well as students, with lesson ideas, modeling of research based strategies, and data desegregation.</p>	2.4, 2.5, 2.6	Instructional Department	Student math levels will increase and teacher effectiveness will increase.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will complete 20 or more lessons of Imagine Math (Think Through Math) by the end of March 2019. Teachers will reward students for lesson completion.</p>	2.4, 2.5, 2.6	Principal Teachers	Students Math STAAR scores should increase.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) 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 Counselor Teachers	Student performance will increase as students needs are met based on individualized data and research based strategies.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>6) Capturing Kids Hearts strategies will be implemented in order to build relationships with students. Teachers will be expected to greet students at the door, have a "good things" time, and do a "launch" on a regular basis.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Students will build positive relationships with staff members which will increase learning and reduce behavior issues.				
<p>PBMAS Critical Success Factors CSF 1 CSF 3</p> <p>7) DIP (Dyslexia Intervention Program) or Unique will be implemented with our students with special needs.</p>	2.4, 2.5, 2.6	Administrator	Increase SPED students Math scores.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Rebecca Lashaway	Assistant Principal
Administrator	Kathy Moore	Principal
Parent	Stacia Lovelady	Parent
Parent	Veronica Bernal	Parent
Business Representative	Christie Chappell	Business Representative
Community Representative	LeeAnn Phillips	Community Representative
Classroom Teacher	Elena Lerma	Bilingual Classroom Teacher
Classroom Teacher	Treva Tuttle	Classroom Teacher
Classroom Teacher	Teresa Bullock	Classroom Teacher
Classroom Teacher	Amber Decker	Classroom Teacher
Non-classroom Professional	Shalea Addison	School Counselor
District-level Professional	Shea Brattain	District Representative
Business Representative	Nikki Russell	Business Representative
Community Representative	David Bergen	Community Representative