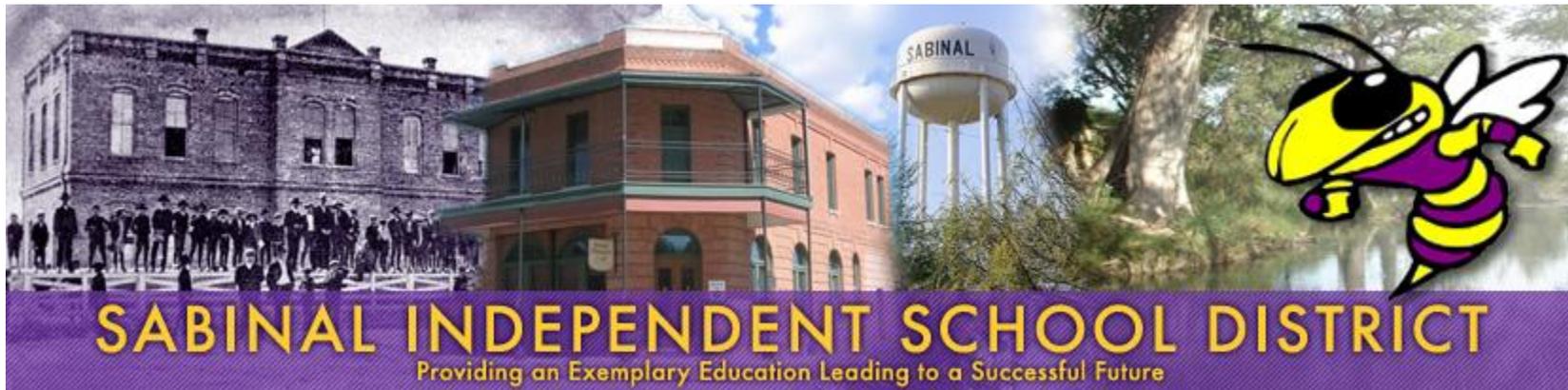


Sabinal Elementary School Campus Improvement Plan 2018-2019



Sabinal Elementary School Campus Leadership Team

2018-2019

The following persons served on the site-based decision-making committee during the preparation of the campus improvement plan for school year 2018-2019. They were committed to carrying out the school’s mission statement and to developing and implementing a well-rounded instructional program that will prepare students for middle and high school and to become productive citizens in a democratic society.

Council Positions	Council Members	Curriculum Areas
Campus Leadership Team	Becky Olivares Adriana Beza Lindsey Sandoval	Pre-Kindergarten 3 rd Grade 5 th Grade
Non-teaching Member	Annette Horton Patrick Peabody Cecilia Reyes	Counselor Principal Nurse
Parent Member	Cissy Trevino	Parent
Business Member	Sean Johnston	Business
Community Member	Monte Benson	Community
District Member	Michael Neuman	Assistant Superintendent

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THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION

GOALS

Goal #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Sabinal ISD Board Goals 2018-2019

1. Maintain high quality instructional practices across the district that results in improved academic success.
2. Empower students to respond appropriately to academic and social challenges as they are faced in our schools and in our community.
3. To ensure that each student successfully completes graduation requirements and receives guidance and support in the post graduate/technical school process.
4. Cultivate opportunities for student participation that extend beyond the classroom.

Correlates of Effective Schools

1. SAFE AND ORDERLY ENVIRONMENT

In the effective school, there is an orderly, purposeful businesslike atmosphere, which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

2. CLIMATE OF HIGH EXPECTATIONS FOR SUCCESS

In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills and that they, the staff, have the capability to help all students do so.

3. INSTRUCTIONAL LEADERSHIP

In the effective school, the principal acts as instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in management of the instructional program.

4. CLEAR AND FOCUSED MISSION

In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of a commitment to the instructional goals.

5. OPPORTUNITY TO LEARN AND STUDENT TIME ON TASK

In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time students are engaged in whole class or large group learning activities that are planned and teacher directed.

6. FREQUENT MONITORING OF STUDENT PROGRESS

In the effective school, student academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessments are used to improve individual student performance and also to improve the instructional program.

7. HOME/SCHOOL RELATIONS

Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

Every Student Succeeds Act

Every Student Succeeds Act of 2015 (ESSA), which amends the Elementary and Secondary Education Act of 1965 (ESEA), recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- Provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- Have highly qualified teachers and principals;
- Provide a learning environment that is safe and drug free, and conducive to learning; and
- Are accountable to the public for results.

Performance Goal 1: By 2017-2018, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: All students will be taught by highly qualified teachers.

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

Title 1 Parental Involvement 2018-2019

I. Sabinal ISD administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent Involvement Policy and School-Parent-Student Compact. The policy will set expectations and establish a framework for quality parental involvement participation. This will be achieved as part of the district's improvement plan process.

The district values the role parent's play as their children's first teacher and the influences of their continued support toward enabling their children to meet the state's student performance standards.

The following policy is in compliance with the legal requirements of the **Every Student Succeeds Act of 2015 (ESSA (PL114-95))**. This policy will be available to all parents on the SISD website and at the Central Office.

II. The Title I Parental Involvement Policy and School-Parent-Student Compact will be reviewed and distributed to parents in the campus Parent/Student handbook during the first week of school or when new students register.

III. An Annual Title I public meeting will be held in the Fall to inform parents of the district's participation in Title I, Part A and its requirements. The parents will also be informed of their right to be involved.

IV. The district will offer a flexible number of meetings, special called and/or campus-level to ensure opportunity to parents in the planning, reviewing and evaluation of Title I, Part A programs, including the Parental Involvement policy and School-Parent-Student Compact. Parent's suggestions and recommendations will be addressed as practicably as possible. In addition, the School-Parent-Student Compact will outline the means by which parents, school and students will share responsibility for improved student academic achievement and mastery of the state's high standards. An annual review and revision, if necessary will be part of the district and campus-level improvement plan process. Although signatures are not required, parents are urged to sign and discuss the compact with their children and teachers.

V. The school district will make every effort to communicate with parent's information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress, and proficiency levels students are expected to meet. All information oral or written related to school parent programs will be provided in the format and language that parents can understand.

VI. The district's capacity to build a strong partnership with parents will be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. In addition, the district will assist parents in understanding the state's academic content and achievement standards, state and local assessments and how to monitor their children's progress. These opportunities will be addressed at special-called meetings, committees and trainings. In addition, parenting skills workshops and opportunities to volunteer will be provided for parents.

Information on the "value and utility of parent's contributions," and on how to reach out and communicate with parents as equal partners in the education of their children will be scheduled and provided to staff during campus faculty meetings or other campus-level initiatives.

VII. The district to the extent feasible and appropriate will coordinate and integrate parent involvement programs and activities with Headstart and community agencies and private schools when applicable.

VIII. The district will ensure full opportunities for the participation of parents with limited English proficiency, disabilities and parents of migratory children by assuring that notices, information and reports are in a format and to the extent practicable, in the language that the parents understand.

IX. Parents will participate in the annual evaluation of the content and effect of the district Parental Involvement Policy and practices. They will also consider:

- Increasing parent involvement
- Identifying barriers that limit parent participation
- Identifying ways to overcome barriers which may limit participation by parents
- Review and revision of parental involvement policy
- Review and revision of School-Parent-Student Compact
- Academic quality of Title I, Part A schools

The annual evaluation findings will be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus levels.

A Comprehensive Needs Assessment For School Year 2018-2019

Introduction

The campus leadership team (CLT) reviewed and developed a comprehensive needs assessment. During campus meetings the team considered campus and district strengths and needs. These areas included student demographics and student achievement, school culture and climate, staff quality and retention, curriculum and instruction, family and community involvement, school organization, and technology. The team reviewed the accountability data for 2017-2018 as prepared by the Texas Education Agency, as well as other relevant information and STAAR data from the 2017-2018 school year.

Demographics

Sabinal ISD is an ethnically diverse school district with approximately 80.3% Hispanic, 18.76% White, 1.98% African American, 4.85% Native American, 0% Asian, and .88% Multi-Racial. 66.4% of the students on the campus are eligible for free or reduced price lunches under the National School Lunch program and 5.07% are limited English proficient (LEP). The number and percent of students from ethnic minorities, low-income families, and who are limited English proficient has remained relatively stable over the last several years. 70.7% of the student body is considered economically disadvantaged and 13% are identified as at-risk.

The Sabinal Independent School District serves a community of 1,774 as a public education institution. As with many small communities, Sabinal ISD is the largest employer in the community. The district is composed of three campuses that include an elementary school with an enrollment of 200 students, a middle school with an enrollment of 100 students, and a high school with an enrollment of 161 students. The alternative education program for disciplinary purposes provides services for students throughout the year. The regular school day operates from 7:45 AM to 3:40 PM daily, with an annual total of 79,968 minutes of regular instruction.

Student findings

The primary instrument for determining student achievement is the State of Texas Assessments of Academic Readiness (STAAR). Students who receive special education services are tested through the STAAR, STAAR Spanish, and STAAR Alternate 2. Students who qualify for assistance under English as a Secondary Language (ESL) are assessed yearly by the TELPAS instrument. Teacher created TEKS Based Assessments and one released STAAR test are used as a diagnostic tool throughout the year. The TPRI assessment is used for grades K-3 and C-PALS assessment for PreK. Reading and Math progress is tracked through AR Reading, Math, and Early Literacy software.

Student Strengths

Students in Sabinal Elementary are respectful and are generally happy to be on campus. Students are involved in student council, UIL, and other school sponsored activities. Attendance for 2017-2018 was 95.41% for the fall semester, 92.74% in the spring, with an overall attendance rate of 93.99%.

Student Needs

While elementary students' STAAR progress measures continued to improve from previous years, with the exception of 4th grade. 3rd grade passing rates rose from 42% to 69% in Math and 42% to 59% in Reading. 5th Grade Math maintained at 91%, 5th grade Reading rose from 70% to 78%, and 5th grade Science rose from 39% passing to 74% passing. Students are still working on getting a better foundation in phonics which was not available on the campus for many years, this had led to compounding issues with reading. Lack of reading skills is also hindering student mastery of math assessments, as the majority rely on word problems. Lower reading skills, text familiarity, also hinders student abilities to write, as well as revise and edit text.

Staff findings

At the elementary campus, 39% of the staff ethnicity is White and 61% are Hispanic. 94% of the staff hold bachelor's degrees and 6% master's degrees.

Staff Strengths

The entire faculty is ESL certified except for a few of the new 2018-2019 hires. All teachers have been through Gifted and Talented Training, except for some of the new hires. There are a few strong leaders who have taken the lead on various campus initiatives and work closely with the principal to drive change on the campus. The campus has a great group of new hires that are very dedicated and energetic.

Staff needs

Staff is working on implementing new processes and systems across campus. Staff was given training in the TEKS Resource System and Eduphoria software beginning in the Spring of 2018 after multiple years of no available training, leading to staff struggling with their use. This training has continued through the beginning of the 18-19 school year, and plans are in place for ongoing support throughout the school year. Teachers are becoming more comfortable with the systems. Teachers are also receiving support on using the Instructional Focus Documents for lesson planning.

Parental Involvement

There is fluctuating parental involvement on campus. More parents attend functions like Grandparent's Luncheon, Family Picnics, Christmas Concert and festivals. There is moderate family attendance for awards ceremonies, open houses, and meet the teacher nights. There is low turnout for family meetings and PTO meetings. There has been more open communication between parents and teachers since the campus began using ClassDojo.

Parental involvement strengths

A small core of involved parents are heavily involved in participating in school events. Parents have the opportunity to serve on a variety of committees and to attend different informational events. The current officers and members of PTO are pushing to support the school, expand their membership, and look for ways to give back. Parents are well represented during fun activities or recognition events.

Parent involvement needs

More parent participation is needed in PTO and informative/discussion meetings. Needs include campus and teacher efforts to educate and inform parents of attendance, tardies, grading procedures, and what parents can do at home to support their children's education. The campus has a consistent group of students that continues to be tardy the majority of the days.

Community Involvement

As a central piece of the town, community involvement and support is needed. More community members are needed to support the growth and needs of students.

Community involvement strengths

Local churches donate time and materials to assist teachers, as well as providing afterschool activities. The community provides opportunities for elementary students to participate in sports, boy scouts, and girl scouts. Good community feedback from events. Many locals donate their time to come give presentations on various days such as Career days.

Community needs

More volunteers are needed for things like mentoring and guest readers. More community participation in campus festivals and health related activities would help support the students.

Facilities

The elementary campus is made up of a main building built in 1971. There was a new library edition built in 2000. There is one portable building which houses the SPED Cluster and an attached multipurpose room that serves as a gym or auditorium for school events. There is a playground with many physical activity centers and a covered basketball court built in 2006 and 2008. In 2010, the district facility improvement initiative renovated all classrooms including new floors, casework, marker boards and instructional technology hardware. In 2010 new windows were installed in the 1950's building along with new HVAC units, as well as cosmetic and structural renovations to the building.

Facilities strengths

The main building has been renovated, updated. Wifi is accessible in all school buildings, each classroom has four student use computers, and Promethean boards are installed in each classroom. The building is clean and well maintained. The extensive playground facilities are also exceptional and utilized by the community. The computer lab has been repurposed as a Makerspace to allow students to explore various STEAM (Science, Technology, Engineering, Arts, and Math) themes. Extra rooms have been utilized as functioning spaces from resource rooms to a music room. An electronic remote access door lock is installed on the main entrance to secure entry into the building.

Facilities needs

Areas of need for facilities are continued grounds and facility maintenance. Playground resurfacing has begun, but more filler is needed. More shade, provided by trees or awnings, is needed in the rear of the school to prevent playground surfaces from becoming too hot.

Academic Goal: By Spring of 2019, the passing rate of all students in all tested areas will increase by 10%.

Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity
TEKS Resource System Reboot Training	8/15/2018	ESC-20 Trainer/ training costs, training materials, district administrator to cover on campus duties	DCSI	By the first day of school, 85% teachers and all campus administrators will be calibrated on the TRS.
TEKS Resource System Training by subject area.	10/26/2018	ESC-20 Trainer/ training costs, training materials, district administrator to cover on campus duties, substitutes	Principal with support of DCSI	By Oct 26, all of the teachers will understand how to connect TRS to lesson planning.
Clear expectations for lesson plans will be provided to all teachers	10/26/2018	Lesson plan template in Eduphoria, scheduling time for implementation	Principal with support of DCSI	Principal will conduct at least 3 walk-through observations each month and provide feedback within 2 school days 90% of the time.
Teachers will learn how to incorporate the TRS components in lesson planning	10/26/2018	Planning time, faculty meetings, scheduling time to implement	Principal with support of DCSI and CLT	By November 5, 2018, 90% of teachers will demonstrated mastery of utilizing the IFD Planning guide for lesson planning.

Euphoria support by grade level	Oct 2018-May 2019	ESC-20 Trainer/ training costs, training materials, district administrator to cover on campus duties, substitutes	Principal with support of DCSI, Teachers and CLT	By the end of the first six weeks of school, all campus administrators and teachers will be calibrated on Eduphoria.
Principal will conduct walkthroughs & feedback	Oct 2018-May 2019	Walk-through school schedule and feedback tool	Principal with support of DCSI	Teachers will demonstrate growth on the area of feedback on a second observation 80% of the time.
TRS follow up training	Oct 2018-May 2019	ESC-20 Trainer/ training costs, training materials, district administrator to cover on campus duties, substitutes	Principal with support of DCSI	All teachers and administrators will be calibrated on the TRS.
Teachers will incorporate all components of TRS into lesson planning and instructional strategies.	Oct 2018-May 2019	Lesson Plans & Walk Throughs	Teachers, CLT, Principal with support of DCSI	By February, 2019, 100% of teachers will demonstrated mastery of utilizing the IFD Planning guide for lesson planning.

Evaluate strategy implementation.	4/1/2019	Teacher Survey Data Review	Principal & DCSI will lead data collection to identify need; Principal and DCSI will develop or seek out the appropriate training/materials and update this plan with details	We will have 10% higher passing rate on the fall benchmark for grades 3-5 math and reading when compared to last year. We will have a 10% higher passing rate on the spring benchmark for grades 3-5 math and reading when compared to last year. After each formative assessment, teachers will correctly identify the TEKS to reteach 100% of the time.
Identify Training Needs for 2019-2020	6/1/2018	Teacher Survey Data Review	Principal & DCSI will lead data collection to identify need; Principal and DCSI will develop or seek out the appropriate training/materials and update this plan with details	Campus admin and DCSI will observe mastery of TRS implementation. Administrative team and DCSI will meet with CLT to assess August 2019 training needs.

Organizational Goal: By Spring of 2019, improve systemic procedures and communication between campus staff, campus leadership and district leadership.

Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity
Develop and distribute clear roles and responsibilities of the campus leadership team (CLT) and district leadership team	10/19/2018	Principal, Supt/DCSI, Board Policy	Principal with support of DCSI	Clarify internal campus leadership (CLT) roles and responsibilities at the campus level with at least 90% clarity. Clarify the district roles and responsibilities.
Develop and distribute CLT roles and responsibilities. Distribute existing district organization chart.	10/19/2018	Principal, Supt/DCSI, Board Policy	Principal with support of DCSI	Clarify internal campus leadership (CLT) roles at the campus level with at least 90% clarity.
Documents will be shared with faculty via faculty and team meetings.	11/2/2018	Principal, grade level teams, Supt/DCSI	Principal with support of DCSI	90% of campus faculty will be aware of defined roles.
Principal and CLT will check/modify the protocol for standing agenda items at monthly campus meetings.	November, 2018-May, 2019	Principal, grade level teams, Supt/DCSI	Principal with support of DCSI	Administrative team will improve efficiency of meetings and roles 90% time.
Evaluate strategy implementation.	4/1/2019	Teacher Survey Data Review	Principal & DCSI will develop and distributes SOP; Campus and district team will develop and distribute campus and district SOP.	Develop, Review and/or Revised Campus and District Standard Operating Procedures (SOP) for staff.

Identify Training Needs for 2019-2020	6/1/2019	Teacher Survey Data Review	Principal & DCSI will lead data collection to identify need; Principal and DCSI will develop or seek out the appropriate training/materials to be approved by the CLT/DLT.	Have staff development and support systems in place for onboarding for new school year.
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Campus Culture and Climate Goal: To increase teacher retention on the campus for the 19-20 school year.

Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity
Review current practices and pursue practices of similar size districts	10/26/2018	Supt/DCSI, TASB, Principal	Principal with support of DCSI	Principal and Supt/DCSI will reflect and analyze current practices to meet the needs of Sabinal ISD.
Surveys will be given to faculty and staff for input on how to improve teacher recruitment and retention.	10/26/2018	ESC-20, Google survey	ESC-20 Case Manager, Supt/DCSI, Principal	Gauge culture and climate status of at least 85% of faculty
Mentoring support initiated	10/26/2018	ESC-20 Trainer/ training costs, training materials, district administrator to cover on campus duties, substitutes	Principal with support of DCSI	Support teachers with pedagogy practices of all teachers and establish campus consistencies for at least 85% of teachers.
Mentoring support follow-up	Oct, 2018-Feb, 2019	ESC-20 Trainer/ training costs, training materials, district administrator to cover on campus duties, substitutes, Teacher surveys	Principal with support of DCSI, ESC-20 Case Manager	Continue to offer support to teachers who have less than three years of experience in classroom management and instructional strategies.
Culture & Climate/Team Building Training	Oct, 2018-May, 2019	ESC-20 Trainer/ training costs, training materials, district administrator to cover on campus duties, substitutes Teacher surveys	Principal with support of DCSI, ESC-20 Case Manager	Avoid implementation dips through school year between October and May.

Evaluate strategy implementation.	4/1/2019	Teacher Survey Data Review	Principal & DCSI will lead data collection to identify need; Admin team will develop or seek out the appropriate training/materials and update this plan with details	Assess faculty satisfaction, increase teacher retention to at least 80% for new school year through letters of intent and contract renewals.
Identify Training Needs for 2019-2020	6/1/2019	Teacher Survey Data Review	Principal & DCSI will lead data collection to identify need; Principal and DCSI will develop or seek out the appropriate training/materials and update this plan with details	Have systems in place for onboarding for new school year.

PARENT/COMMUNITY INVOLVEMENT: Parents and community members will have opportunities to express ideas and implement strategies, and participate in the educational process.

STRATEGIES: Parent Teacher Student Association: Involve more parents in planning and supporting the students and staff through fundraising and morale boosting projects. **Reading Volunteers:** Having community members sign up to reading to individual classes. **Career Days:** To expose students to future career choices, as well as meet people from different community careers. **Community Outreach:** Jump Rope for Hearts, Thanksgiving Food Drive, Pennies for Patients, Red Ribbon Week, Veteran’s Day Assembly, Spring and Christmas Concerts, Science Fair, Spelling Bee, Six Weeks Awards Ceremony, Completion Ceremonies, Health Fair, Teddy Bear Drive.

CAMPUS WIDE DISCIPLINE: Create a campus atmosphere for students that enables their sense of personal responsibility and discipline

STRATEGIES: Positive Behavior Interventions and Supports: Create expectations for student behaviors and utilize a system of positive rewards to encourage student behavior. **Integrated Character Development Programs:** Counselor led character education lessons and activities focus on the six pillars of character

TECHNOLOGY: Acquire and utilize up to date technology for student instruction.

STRATEGIES: Technology for 21st Century Schools: Utilizing classroom Promethean Board, digital document viewers, iPads, iPods, and Chrome Books. Online software packages from Education Galaxy, Reading Plus, and Capit. Science, Technology, Engineering, Arts, and Math (STEAM) Lab available for all students to explore STEAM concepts and technology

FACILITIES: Improve and maintain district facilities to exemplify a commitment to excellence for students.

STRATEGIES: Maintenance Work Orders: Continue to submit work orders for repairs to keep campus in working order. **Playground Shade:** Working to increase shade on the playground to reduce surface temperatures of the equipment. **Playground Fill Depth:** Continue to grade and increase the depth of the playground fill to reduce chances of injuries.