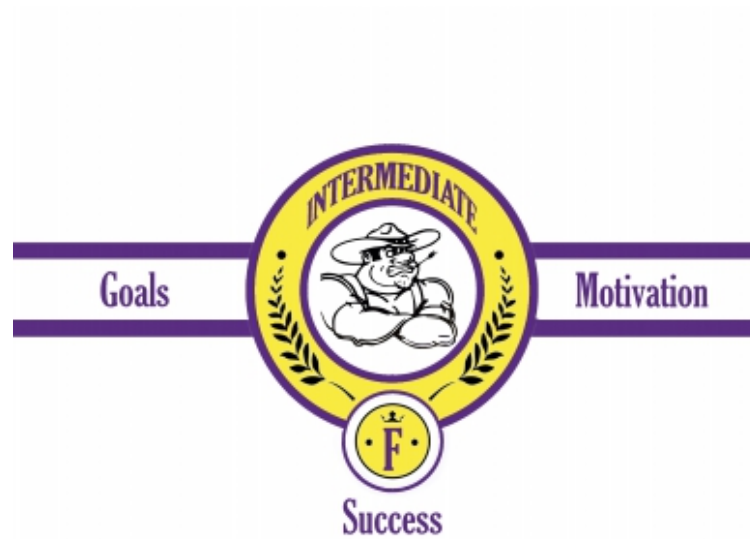


# Farmersville Independent School District

## Farmersville Intermediate

### 2018-2019 Campus Improvement Plan



# Mission Statement

Farmersville Intermediate is committed to creating an engaging, high quality learning environment where students, teachers, and administrators are motivated to strive for excellence in all aspects of the curriculum.

# Vision

Our vision for our campus is to educate every student to set purposeful goals that challenge them to grow as lifelong learners and equip them with 21st Century skills that will ensure their ability to be productive citizens in our community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The staff at Farmersville Intermediate School includes 35 teachers, 6 paraprofessionals, 3 professional support members, and 2 administrators. The student population is 53.6% White, 3.4% African American, 40% Hispanic, .6% Asian, 2.2% Two or more races, and .2% American Indian/ Alaskan. Additionally, the campus serves 57.2% economically disadvantaged students, 12% special education students, and 17.6% Limited English Proficient students. Attendance rates include 98.1% African American, 97.8% Hispanic, 96.9% White, and 97% Economically Disadvantaged students. The most current data indicate the campus has a 11.0% Mobility rate.

### Demographics Strengths

- 100% Highly Qualified Teachers
- High Attendance Rate
- Mobility rate is over 3% lower than the state average.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** 48% of students in second grade are reading below grade level according to diagnostic testing. **Root Cause:** Enrollment data indicates that the ELL population is growing annually.

**Problem Statement 2:** 92% of Teachers on campus are ESL certified. **Root Cause:** Teachers have not taken ESL certification tests, or have not passed their prior attempt.

# Student Academic Achievement

## Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Farmersville Intermediate School met these targets: Index 1 - Student Achievement. FIS Score: 80(state target score = 60) Index 2 - Student Progress. FIS Score: 82(state target score = 32) Index 3 - Closing Performance Gaps. FIS Score: 79 (state target score = 28). These scores result in FIS receiving a 2018 Texas Accountability Met Standard rating.

Although we are proud of our scores, we know we can continue to move our students forward. On the 2018 STAAR, the following scores for all grades show the percentage at Approaches Standard or Above:

### Reading

3rd Grade: Overall: 83%, SES: 78%, HISP: 75%

4th Grade: Overall: 89%, SES: 84%. HISP: 84%

5th Grade: Overall: 93%, SES: 91%, HISP: 93%.

### Math

3rd Grade: Overall: 80%, SES: 71%, HISP: 72%

4th Grade: Overall: 91%, SES: 85%. HISP: 90%

5th Grade: Overall: 91%, SES: 92%, HISP: 92%

### Writing

4th Grade: Overall: 74%, SES: 61%. HISP: 61%

### Science

5th Grade: Overall: 84%, SES: 84%. HISP: 83%

Analysis of the above scores by grade level and by each student group shows that almost all student groups have shown positive growth when comparing the 2017 and 2018 STAAR data in grades 4 and 5. There was a regression in scores for 3rd grade Math, particularly within the Hispanic and low socio-economic subpopulations. Intervention strategies have been implemented to accelerate learning and close this gap, including tutoring before, during, and after school. Individual students will be targeted for intervention and acceleration based upon formative and summative data. Teachers also understand the purpose of targeted instruction and intervention is to close the performance gaps of all student groups with a special emphasis on the Hispanic and Special Education student groups.

### **Student Academic Achievement Strengths**

Farmersville Intermediate has a population of hard working, high achieving students. The campus performs above standard state standard in most subjects in overall, socio-economic, and Hispanic population groups. Overall passing percentages for 5th grade math, reading, and 4th grade writing were near the top of their comparison groups for the 2017-2018 school year as compiled by aggregated STAAR data.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Math scores in 3rd grade fell at the campus level in 2017-2018. **Root Cause:** 3rd Grade Math program did not address individualized levels of students.

**Problem Statement 2:** Growth numbers for 4th and 5th Grade Math and Reading are below 80% when compared to STAAR data from 2016-2017 **Root Cause:** Tutorials were only integrated to target low-achieving students.

# School Processes & Programs

## School Processes & Programs Summary

The Curriculum and Instructional focus at Farmersville Intermediate School is guided by the TEKS, content area scope and sequences, along with the results of campus based assessments. The TEKS promote 21st century skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills. Each grading period, the teacher, along with an administrator analyze formative and summative assessments to map out specific skills and interventions needed for the upcoming grading period. During this time, teachers map out their plan for reaching all of their students to show growth through the disaggregation of data, and question-stem vocabulary.

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FIS has hired 4 new teachers for the 2018-19 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district.

It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for eleven staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development.

Overall the campus organization is positive. Teachers feel that they have input in decision making, and feel that administration is supportive and willing to do whatever it takes to help them accomplish their goals. Tutoring time is a focus and subjects are given priority throughout the week.

## School Processes & Programs Strengths

Subject and grade level meetings among teachers in each grade level

RTI process and RTI meetings

The ability to interpret and use summative and formative assessments to drive instructional decisions

Technology utilized in the classroom to give real time results and speed up the intervention process

100% of teachers are highly qualified

Frequent assessments to monitor student progress in the classroom

High and low level tutorials designated throughout the day to stimulate growth in all students.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Student growth is below 80% in math and reading. **Root Cause:** Tutorials did not focus on high achieving students who are not meeting their growth goals.



# Perceptions

## Perceptions Summary

Parents voiced the concern of wanting more opportunities to volunteer on campus during the school day. Parents expressed that they feel they can contact administration with concerns, and that parents and teachers work together to make their students successful. Students expressed concern about the lack of respect shown by each other. Students expressed that teachers treat them fairly, and that there are clear rules and consequences for behavior. Students express that other students somewhat treat each other with respect. Teachers believe that administrators back them up when they need it, and for the most part look forward to coming to work each day. School discipline procedures are clear to school staff members. Some teachers expressed that they feel somewhat satisfied with the security of the school.

## Perceptions Strengths

Collaborative environment between staff and parents.

Parents comfortable contacting school staff.

Students receive additional attention when needed.

School is clean, orderly and rules are consistent for all classrooms.

Teachers have confidence in students and care for them.

Parents wish there were more opportunities to volunteer at the school.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents are not aware of opportunities to volunteer on campus. **Root Cause:** There are a low percentage of parents joining campus PTO.

**Problem Statement 2:** Staff members feel that security could be stronger on campus. **Root Cause:** There was a lack of full time school resource officer during the 2017-2018 school year, as well as issues with parents having access to the school building.

# 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data
- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

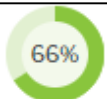
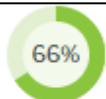
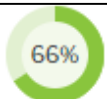
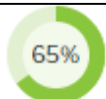
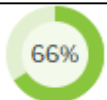
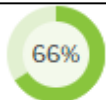
# Goals














## Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

**Performance Objective 1:** 76% of students (in all student groups) will show progress on the STAAR assessment.

**Evaluation Data Source(s) 1:** 2019 TEA Accountability Summary

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement higher and lower level tutorials to improve growth on 4th and 5th reading STAAR tests.	Campus Administrators; Teachers	1. IMPLEMENTATION--student data sheets, report cards, and daily formative assessments.  2. IMPACT--students will receive additional instruction in areas of weakness, leading to increased academic growth.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1						
2) Utilize academic interventionist staff in reading, math, and science to provide small-group accelerated instruction.	Campus Administrators	1. IMPLEMENTATION--student schedules, student assessment data  2. IMPACT--Student progress and STAAR scores show improvement in growth scores.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1						
<b>Funding Sources:</b> 199 - General Fund: SCE - 197306.00						
3) Utilize formative assessment plan to be analyzed at the central level as well as the campus level. A combination of tools will be utilized to develop formative assessments (i.e. Eduphoria, All in Learning, STAARmaker, and released STAAR tests.	Central Administration; Administrators; Teachers	1. IMPLEMENTATION-- test data, data analysis meetings 2. IMPACT--formative assessment scores, summative assessment scores, student growth.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1						
<b>Funding Sources:</b> 199 - General Fund: SCE - 3300.00						

<p>4) Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. Staff on each campus will utilize the MTA program to incorporate instruction on:</p> <ul style="list-style-type: none"> <li>--Phonological Awareness</li> <li>--Sound-symbol Association</li> <li>--Syllabication</li> <li>--Orthography</li> <li>--Morphology</li> <li>--Syntax</li> </ul>	<p>Campus Administrators; Dyslexia Staff</p>	<p>1. IMPLEMENTATION--504 committee records 2. IMPACT--Gains in reading skills for identified students.</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 2 - School Processes &amp; Programs 1</p>						
<p>5) Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> <li>--Ensuring all teachers are trained for teaching Gifted/Talented</li> <li>--Encouraging all teachers to attain ESL certification</li> <li>--Providing professional development training in differentiating instruction.</li> <li>--Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success</li> <li>--Regular RTI meetings to determine student needs, accommodations, and progress</li> </ul>	<p>Campus Administrators</p>	<p>1. IMPLEMENTATION--documentation of teacher training/certification and available resources, RTI meeting minutes, GT Testing materials.  2. IMPACT Students will receive needed services and instruction according to individual needs, leading to increased academic growth.</p>				
<p><b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1, 2 - School Processes &amp; Programs 1 <b>Funding Sources:</b> 199- General Fund: GT - 1560.00</p>						
<p>6) Provide staff development/training focused on student learning goals in conjunction with Eduphoria and All in Learning to analyze test data to make efficient decisions concerning curriculum needs.</p>		<p>1. IMPLEMENTATION--scheduled data meetings to analyze student growth and review of scope and sequence to guide instruction each six weeks.  2. IMPACT--Formative and Summative assessment data; STAAR results</p>				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes &amp; Programs 1</p>						
<p>7) Ensure each campus has Spanish-speaking personnel to work with students.</p>	<p>Superintendent; Campus Administrators</p>	<p>1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores</p>				
<p><b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 199-State ESL - 22642.00</p>						
<p>8) Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources</p>	<p>Technology Director; Instructional Technology Facilitator; Campus Administrators</p>	<p>1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech web page 2. IMPACT - Increased use of technology in instruction</p>				

9) Provide support for students' keyboarding skills, digital citizenship/literacy, and access to technology by creating a web-based collection of resources for students and teachers.	Technology Director; Instructional Technology Facilitator	1. IMPLEMENTATION - Website and web traffic statistics 2. IMPACT - Utilization of resources and demonstration of digital skills by students				
10) Teachers of "transition grade" students (Head start, Kindergarten, 1st, 5th, & 8th) will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.	Campus Administrators	1. IMPLEMENTATION - Student data sheets and course assignment sheets. 2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.				
11) Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule.	Campus Administrators	1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation. 2. IMPACT - Students will have information and confidence needed to be successful from the first day in the new grade.				
12) Provide before school, in school, and after school tutorials and summer school for students who are failing, at risk of failing, or not meeting growth expectations on formative assessments	Campus administrators Teachers	1. IMPLEMENTATION - Attendance sheets for tutorials and summer school. Data from formative and summative assessments 2. IMPACT - Students will receive effective and timely assistance according to individual needs, leading to increased academic success				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1						
13) Implement a TEKS based enrichment program, that allows students to target specific skills in math, reading, writing, and science in coordination with formative assessments.	Campus Administrators; Teachers	1. IMPLEMENTATION--Education Galaxy Program, All in Learning, Eduphoria 2. IMPACT--Students will receive targeted instruction focusing on academic weakness to drive student growth.				
<b>Problem Statements:</b> Demographics 2 - Student Academic Achievement 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> 199 - General Fund: SCE - 3800.00						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue						

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 48% of students in second grade are reading below grade level according to diagnostic testing. <b>Root Cause 1:</b> Enrollment data indicates that the ELL population is growing annually.
<b>Problem Statement 2:</b> 92% of Teachers on campus are ESL certified. <b>Root Cause 2:</b> Teachers have not taken ESL certification tests, or have not passed their prior attempt.
Student Academic Achievement
<b>Problem Statement 1:</b> Math scores in 3rd grade fell at the campus level in 2017-2018. <b>Root Cause 1:</b> 3rd Grade Math program did not address individualized levels of students.

**Problem Statement 2:** Growth numbers for 4th and 5th Grade Math and Reading are below 80% when compared to STAAR data from 2016-2017 **Root Cause 2:** Tutorials were only integrated to target low-achieving students.

**School Processes & Programs**

**Problem Statement 1:** Student growth is below 80% in math and reading. **Root Cause 1:** Tutorials did not focus on high achieving students who are not meeting their growth goals.



**Goal 1:** Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

**Performance Objective 2:** Increase percentage of SpEd students at Meets Grade Level or higher from 15% to 19% in ELAR STAAR exams

**Evaluation Data Source(s) 2:** STAAR passing rate at Meets Grade Level or higher on all exams 3-5

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency.	Director of Special Programs and Assessment; SpEd Case Managers; SpEd Staff	1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students				
<b>Problem Statements:</b> Student Academic Achievement 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> 199 - General Fund: SpEd - 219120.00						
2) Case Managers and Special Education staff will utilize resources such as Reading Eggs, and Unique Learning Systems to improve reading skills in SpEd students.	Campus Administrators; Teachers	1. IMPLEMENTATION--formative assessments, Unique Learning system, Reading Eggs				
<b>Funding Sources:</b> 199 - General Fund: SpEd - 1060.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Math scores in 3rd grade fell at the campus level in 2017-2018. <b>Root Cause 1:</b> 3rd Grade Math program did not address individualized levels of students.
<b>Problem Statement 2:</b> Growth numbers for 4th and 5th Grade Math and Reading are below 80% when compared to STAAR data from 2016-2017 <b>Root Cause 2:</b> Tutorials were only integrated to target low-achieving students.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Student growth is below 80% in math and reading. <b>Root Cause 1:</b> Tutorials did not focus on high achieving students who are not meeting their growth goals.

**Goal 1:** Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

**Performance Objective 3:** Increase TELPAS Progress rate from 40% to 42%

**Evaluation Data Source(s) 3:** TELPAS

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure each campus has Spanish-speaking personnel to work with students.	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores				
2) Utilize EduGence system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the EduGence system.	ESL Coordinator	1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers 2. IMPACT - Student accommodations allow for student success in classwork and assessment				
3) Newcomer students will have iPad issued to them, with Google Translate and beginning English apps.	Campus ESL teacher	1. IMPLEMENTATION - iPads checked out to students 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.				
<b>Funding Sources:</b> 199-State ESL - 1800.00						
4) Differentiation and acceleration of instruction will be provided by: --Ensuring all teachers are trained for teaching Gifted / Talented --Encouraging all teachers to attain ESL certification --Providing elementary campuses with resources and training in "Differentiating Instruction with Menus"	Campus Administrators	1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 1:** Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

**Performance Objective 4:** Increase students reading on grade level per grade by 10%.

**Evaluation Data Source(s) 4:** TPRI

A-Z Reading Levels  
 STAR Testing  
 Formative Assessments

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Early identification of students exhibiting characteristics of dyslexia and/or students designated as Still Developing on TPRI.	Campus Administrators; Teachers; Title I Teachers	1. IMPLEMENTATION--RTI Procedures and scheduled meetings, TPRI data through TANGO software  2. IMPACT--faster intervention to aid students in improving reading ability.				
			<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211 - Title I, Part A - 79567.00			
2) Upgrade an appropriate campus wide, coordinated reading instruction program utilizing classroom teachers, reading interventionists, special needs teachers, librarians, and teacher facilitators.	Campus Administrators; Classroom Teachers	1. IMPLEMENTATION--Leveled library with readers for all grade levels, data analysis meetings with reading interventionists, guided reading block for second grade students based on reading level.  2. IMPACT--More students reading on grade level by end of second grade year. Faster interventions for students behind on specific skills throughout the year.				
			<b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 <b>Funding Sources:</b> 199 - General Fund; SCE - 1200.00			
= Accomplished      = Continue/Modify      = No Progress      = Discontinue						

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
---------------------

**Problem Statement 1:** 48% of students in second grade are reading below grade level according to diagnostic testing. **Root Cause 1:** Enrollment data indicates that the ELL population is growing annually.

**School Processes & Programs**

**Problem Statement 1:** Student growth is below 80% in math and reading. **Root Cause 1:** Tutorials did not focus on high achieving students who are not meeting their growth goals.

# Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

**Performance Objective 1:** Maintain that all core academic subject area classes are taught by highly qualified teachers on each campus.

**Evaluation Data Source(s) 1:** Personnel documentation  
Teacher certificates

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.	Assistant Superintendent	1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position				
2) District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers.	Assistant Superintendent; Campus Administrators	1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

**Performance Objective 2:** Increase teacher retention rate from 85% to 90%.

**Evaluation Data Source(s) 2:** Exit interviews  
HR data

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain Technology Leadership Cadre (professional learning community) of teachers K-12, to facilitate self-selected professional goals and provide training and support to campus teachers.	Instructional Technology Facilitator	1. IMPLEMENTATION - TLC meeting agendas, training notes 2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys				
2) Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level.	Assistant Superintendent; Campus Administrators	1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

**Performance Objective 3:** Provide professional development to all classroom teachers through job-embedded, data driven training, that provides evidence-based strategies to accelerate the acquisition of content knowledge for English Learners and low-achieving students.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will accrue knowledge of data driven skills that provides evidence-based strategies to accelerate content knowledge for students within the ELAR Program.	Campus Administrators	IMPLEMENT--Professional development centered upon the ELAR program.				
<b>Problem Statements:</b> Student Academic Achievement 2 - School Processes & Programs 1		<b>Funding Sources:</b> 255 - Title II, Part A TPTR - 7000.00				

**Performance Objective 3 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 2:</b> Growth numbers for 4th and 5th Grade Math and Reading are below 80% when compared to STAAR data from 2016-2017 <b>Root Cause 2:</b> Tutorials were only integrated to target low-achieving students.
School Processes & Programs
<b>Problem Statement 1:</b> Student growth is below 80% in math and reading. <b>Root Cause 1:</b> Tutorials did not focus on high achieving students who are not meeting their growth goals.

# Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Performance Objective 1:** Practice procedures in place for emergencies to ensure staff and student safety.

**Evaluation Data Source(s) 1:** Campus drill reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor security of doors at all campuses, with public entry granted with authorization of front office staff, and security checks for public admittance into classrooms and student-occupied areas through the "Positive Proof" management system.	Front Office Staff; School Resource Officer; Police Chief	1. IMPLEMENTATION--locks and security cameras installed, and documentation of "Positive Proof" system 2. IMPACT--eliminate number of strangers in hallways				
			<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 289 Title IV - 11146.00			
2) All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention.	Campus Administrators	1. IMPLEMENTATION--staff development certificate of completion from Region 10 online courses 2. IMPACT--immediate and appropriate intervention for students in crisis				
3) Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-outs, and other behavior interventions and supports.	Campus Administrators	1. IMPLEMENTATION--staff development certificates of completion from Region 10 online courses 2. IMPACT--immediate and appropriate intervention for students in crisis				
			<b>Funding Sources:</b> 199 - General Fund: SpEd - 400.00			
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue						

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> Staff members feel that security could be stronger on campus. <b>Root Cause 2:</b> There was a lack of full time school resource officer during the 2017-2018 school year, as well as issues with parents having access to the school building.












**Goal 3:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Performance Objective 2:** Implement drug and violence prevention programs to help reduce incidences from 11 to 0.

**Evaluation Data Source(s) 2:** Discipline report  
School Police report

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct unscheduled drug-dog searches of campus buildings and premises.	Superintendent; District Police Chief	1. IMPLEMENTATION--dog search documentation 2. IMPACT--reduce incidences of drug use on campus				
2) The district's freedom from bullying policy and procedures are attached to the district improvement plan, per [TEC 11.252].  All teachers will be trained on the topic of bullying to identify students in crisis, and to provide appropriate intervention.	Campus Administrators	1. IMPLEMENTATION--staff development certificates of completion from Region 10 online courses 2. IMPACT--immediate and appropriate intervention for students in crisis				
3) All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.	Campus Administrators	1. IMPLEMENTATION--staff development certificates of completion from Region 10 online courses 2. IMPACT--immediate and appropriate intervention for students in crisis				
4) District-wide discipline management system will be utilized, where administrators will log all discipline into TxEIS system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to ISS/AEP to help them stop the problematic behavior without missing class time.	Campus Administrators; Counselors	1. IMPLEMENTATION--TxEIS discipline logs 2. IMPACT--reduced number of incidents in TxEIS				
5) Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner.	Campus Administrators; Counselors	1. IMPLEMENTATION--counselor logs, training logs each year for all district staff 2. IMPACT--reduced number of incidents				

6) All counselors and administrators will be trained on harassment and dating violence each year.	Campus Administrators; Counselors	1. IMPLEMENTATION--Region 10 certificates or sign in logs from each campus 2. IMPACT--appropriate response to incidents; reduced number of incidents				
7) Conduct unscheduled drug-dog searches of campus buildings and premises.	Superintendent; District Police Chief	1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus				
8) The district's freedom from bullying policy and procedures are attached to the district improvement plan, per [TEC 11.252].  All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.	Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
9) All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.	Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
10) Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner.	Campus Administrators; Counselors	1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents				
11) District-wide discipline management system will be utilized, where administrators will log all discipline into TxEIS system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to ISS/AEP to help them stop the problematic behavior without missing class time.	Campus Administrators; Counselors	1. IMPLEMENTATION - TxEIS discipline logs 2. IMPACT - reduced number of incidents on TxEIS				
12) All campus counselors and administrators will be trained on harassment and dating violence each year.	Campus Administrators; Counselors	1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents				
13) The counselor will develop, and teach guidance lessons to each class during every six weeks grading period.	Campus Administrators; Counselors	1. IMPLEMENTATION--Counselors create lesson plans over bullying, cyber bullying, respect, and empathy. 2. IMPACT--student empathy toward other students and awareness of how to handle situations.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

# Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** Monitor attendance and student performance.

**Evaluation Data Source(s) 1:** attendance reports  
report cards

**Summative Evaluation 1:**





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide materials/resources to students/parents for absences.	Campus Administration; Teachers	1. IMPLEMENTATION - videos, web resources, and curriculum materials provided for students  2. IMPACT - decrease in number of students with incomplete work				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue						

**Goal 4:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** Provide summer school for student remediation and accelerated instruction.

**Evaluation Data Source(s) 2:** Summer school student attendance data sheets; curriculum; student report cards

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students in need of accelerated instruction or remediation will increase academic skills needed for promotion to the next grade level.		IMPLEMENTATION--Parent, teacher, and administrator meeting minutes and student academic data  2. IMPACT--increase academic skills and promotion to next grade level.				
<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 14000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 48% of students in second grade are reading below grade level according to diagnostic testing. <b>Root Cause 1:</b> Enrollment data indicates that the ELL population is growing annually.
Student Academic Achievement
<b>Problem Statement 1:</b> Math scores in 3rd grade fell at the campus level in 2017-2018. <b>Root Cause 1:</b> 3rd Grade Math program did not address individualized levels of students.
<b>Problem Statement 2:</b> Growth numbers for 4th and 5th Grade Math and Reading are below 80% when compared to STAAR data from 2016-2017 <b>Root Cause 2:</b> Tutorials were only integrated to target low-achieving students.
School Processes & Programs
<b>Problem Statement 1:</b> Student growth is below 80% in math and reading. <b>Root Cause 1:</b> Tutorials did not focus on high achieving students who are not meeting their growth goals.

# Goal 5: The district will meet or exceed the recommended attendance rate of 96%.

**Performance Objective 1:** Attendance rate will be increased from 97% to 98%

**Evaluation Data Source(s) 1:** TAPR 2018  
PEIMS

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) District Truancy Plan (attached), will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed.	Campus Administrators	1. IMPLEMENTATION--attendance records, truancy plan documentation  2. IMPACT--increased attendance rate				
2) Students at risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.	Assistant Superintendent; Campus Administrators; Counselors	1. IMPLEMENTATION--PEIMS documentation for homeless, food service records  2. IMPACT--increased attendance rate and participation				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

# Goal 6: The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

**Performance Objective 1:** 100% of families of LEP students will have communication provided in their home language.

**Evaluation Data Source(s) 1:** Documentation of home-school communication; website statistics

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure each campus has Spanish-speaking personnel to communicate with parents.	Superintendent; Campus Administrators	1. IMPLEMENTATION--staffing 2. IMPACT--Increased parent involvement of LEP students.				
<b>Problem Statements:</b> Demographics 1						
2) Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home.	ESL Coordinators	1. IMPLEMENTATION--meeting attendance and minutes/handouts 2. IMPACT--increased parent involvement of LEP students				
<b>Problem Statements:</b> Demographics 1						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 48% of students in second grade are reading below grade level according to diagnostic testing. <b>Root Cause 1:</b> Enrollment data indicates that the ELL population is growing annually.

**Goal 6:** The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

**Performance Objective 2:** 100% of Title 1 students will have home-school compacts and family communication.

**Evaluation Data Source(s) 2:** Documentation of home-school communication; signed home-school compacts

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide the "Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5.	Campus Administrators; Title I Teachers.	1. IMPLEMENTATION--newsletters sent home 2. IMPACT--parents knowledgeable of strategies/activities to be used at home to impact academic success				
			<b>Problem Statements:</b> Demographics 1			
2) Host Title I Parent Night meeting at K-5 campuses.	Title I Coordinator; Title I Teachers; Campus Administrators	1. IMPLEMENTATION--sign-in sheets, agendas 2. IMPACT--parents knowledgeable of Title I program and its purpose to accelerate learning				
			<b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1			
3) Provide professional development on positive parent communication and teacher-parent conferences	Campus Administrators; Teachers	1. IMPLEMENTATION-- Sign-in sheets for staff development 2. IMPACT--Teachers will feel confident in communication with parents and in conducting one-on-one parent conferences.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 48% of students in second grade are reading below grade level according to diagnostic testing. <b>Root Cause 1:</b> Enrollment data indicates that the ELL population is growing annually.
Student Academic Achievement

<b>Problem Statement 1:</b> Math scores in 3rd grade fell at the campus level in 2017-2018. <b>Root Cause 1:</b> 3rd Grade Math program did not address individualized levels of students.
<b>Problem Statement 2:</b> Growth numbers for 4th and 5th Grade Math and Reading are below 80% when compared to STAAR data from 2016-2017 <b>Root Cause 2:</b> Tutorials were only integrated to target low-achieving students.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Student growth is below 80% in math and reading. <b>Root Cause 1:</b> Tutorials did not focus on high achieving students who are not meeting their growth goals.



# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Patricia Carnagey	Teacher Facilitator	Title I	.5
Tammy Godwin	Teacher	Title I	1

# 2018-2019 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tad Myers	Principal
Administrator	Nicole Hicks	Assistant Principal
Classroom Teacher	Misty Hornbuckle	Teacher
Classroom Teacher	Lisa Morrison	Teacher
Classroom Teacher	Lacy Phillips	Teacher
Administrator	Laura Roberts	Counselor
Parent	Holly Stone	Parent
District-level Professional	Fran Mahaffey	Instructional Technology Coordinator
Classroom Teacher	Britt Leigh Pollard	Teacher
Parent	Jessica Copeland	Parent

# Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Interventionist Personnel		\$197,306.00
1	1	3	All in Learning site license		\$3,300.00
1	1	13	Site License for Education Galaxy		\$3,800.00
1	4	2	Reading A-Z License		\$1,200.00
<b>Sub-Total</b>					\$205,606.00
<b>Budgeted Fund Source Amount</b>					\$205,606.00
<b>+/- Difference</b>					\$0
199 - General Fund: SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Special Education Personnel		\$219,120.00
1	2	2	Reading Eggs and Unique Learning System Licenses		\$1,060.00
3	1	3	CPI Training		\$400.00
<b>Sub-Total</b>					\$220,580.00
<b>Budgeted Fund Source Amount</b>					\$220,580.00
<b>+/- Difference</b>					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Title I Personnel		\$79,567.00
4	2	1	Summer School Personnel		\$14,000.00
<b>Sub-Total</b>					\$93,567.00
<b>Budgeted Fund Source Amount</b>					\$93,567.00
<b>+/- Difference</b>					\$0
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	3	1	Professional Development		\$7,000.00
<b>Sub-Total</b>					\$7,000.00
<b>Budgeted Fund Source Amount</b>					\$7,000.00
<b>+/- Difference</b>					\$0
<b>199-State ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7	ESL Aide		\$22,642.00
1	3	3	Ipads for incoming students		\$1,800.00
<b>Sub-Total</b>					\$24,442.00
<b>Budgeted Fund Source Amount</b>					\$24,442.00
<b>+/- Difference</b>					\$0
<b>289 Title IV</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	School Resource Officer		\$11,146.00
<b>Sub-Total</b>					\$11,146.00
<b>Budgeted Fund Source Amount</b>					\$11,146.00
<b>+/- Difference</b>					\$0
<b>199- General Fund: GT</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5	GT Training Materials and Sources		\$500.00
1	1	5	GT Testing Supplies		\$1,060.00
<b>Sub-Total</b>					\$1,560.00
<b>Budgeted Fund Source Amount</b>					\$1,560.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$563,901.00