

San Saba Independent School District
San Saba Elementary
2018-2019 Campus Improvement Plan

Comprehensive Needs Assessment

Technology

Technology Summary

San Saba Elementary is a technology rich campus. All grade level classrooms have Smart Board capabilities, and teachers have had professional development in technology areas. All students in grades K through fourth have an assigned i-pad for instructional purposes. The campus also has two working computer labs for students to access.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Current and/or prior year(s) campus and/or district improvement plans

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
- 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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Goals


Revised/Approved: November 14, 2018

Goal 1: All students will exceed the educational performance standards.

Performance Objective 1: By May 2019, all student populations will meet or exceed the state passing standard in Math on the required state assessments, achieve "Met Standard" on each Performance Index, and work toward Advanced Academic Achievement.

Evaluation Data Source(s) 1: Measures to be evaluated include STAAR results, End of Year (EOY) I-Station, Eduphoria, and all other available assessment data.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development and professional support to assist teaching staff in reaching educational goals established during the 2018-2019 school year.	Principal, Staff members	Professional development will improve general instruction, which will improve student outcomes.				
2) Provide materials and manipulatives necessary for teachers to implement and support the curriculum adopted by the SSISD board.	Principal, Curriculum leaders, Staff members	Teachers will have materials necessary for instruction.				
3) Provide extended day and/or extended year instruction for students in need of additional support.	Principal, Counselor, Various staff	Students in need of additional support will increase growth as evidenced by overall math scores in IXL and m-STAR (2nd, 3rd, and 4th grades).				
4) Provide intensive instructional support and targeted interventions to identified at-risk students.	Principal, Counselor, Teachers	Identified students will show growth toward grade level expectations as evidenced by overall growth in IXL and m-STAR (2nd, 3rd, and 4th grades).				
5) Child Study Team will conduct individualized study of interventions provided and specific need identified for a student.	Child Study Team	Students will receive targeted interventions as evidenced by BOSS plans OR will be evaluated as appropriate for the needs evidenced by the student.				
						

Goal 1: All students will exceed the educational performance standards.

Performance Objective 2: By May 2019, all student populations will meet or exceed the state passing standard in Reading on the required state assessments, achieve "Met Standard" on each Performance Index, and work toward Advanced Academic Achievement.

Evaluation Data Source(s) 2: Measures to be evaluated include STAAR results, End of Year (EOY) I-Station, Eduphoria, and all other available assessment data.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development and professional support to assist teaching staff in reaching educational goals (ie. attention issues in the classroom, instructional coach, para-professional training in Reading Readiness, I-Station etc.).	District, Principal, Staff members	Professional development will improve general instruction, which will improve student outcomes.				
2) Provide materials and manipulatives necessary for teachers to implement and support the curriculum adopted by the SSISD board.	Administration, Principal, Curriculum leaders, Staff members	Teachers will have materials necessary for instruction.				
3) Utilize a multitude of reading resources including adopted texts and leveled readers for whole group and guided reading instruction.	Principal, Curriculum leaders, Teachers	Student growth will be evidenced by guided reading growth (expect a minimum of 4 levels growth in grades 1 through 4), overall reading scores in i-Station, and overall scores in DIBELS next.				
4) Provide extended day and/or extended year instruction for students in need of additional support.	Principal, Counselor, Various staff	Students in need of additional support will increase growth as evidenced by overall reading scores in i-Station.				
5) Use I-Station, Imagine Learning, and/or Rosetta Stone software to meet the needs of struggling students and students in ESL program.	Principal, Counselor, Teachers	English learners will show growth in guided reading levels, DIBELS next, and overall TELPAS results.				
6) Child Study Team will conduct individualized study of interventions provided and specific need identified for a student.	Child Study Team	Students will receive targeted interventions as evidenced by BOSS plans OR will be evaluated as appropriate for the needs evidenced by the student.				
7) Utilize a War Room data board to review campus data and look for trends among various student groups.	Principal, Counselor, Teachers	Data meetings will be conducted regularly, and will result in discussions that guide campus professional development based on trends and information noted from overall data collection (War Board).				
						

Goal 1: All students will exceed the educational performance standards.

Performance Objective 3: By May 2019, all student populations will meet or exceed the state passing standard in Writing on the required state assessments, achieve "Met Standard" on each Performance Index, and work toward Advanced Academic Achievement.

Evaluation Data Source(s) 3: Measures to be evaluated include STAAR results, Eduphoria, and all other available assessment data.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development and professional support to assist teaching staff in reaching educational goals.	Principal, Staff members	Professional development will improve general instruction, which will improve student outcomes.				
2) Provide materials and manipulatives necessary for teachers to implement and support the curriculum adopted by the SSISD board.	Principal, Curriculum leaders, Staff members	Teachers will have materials necessary for instruction.				
3) Child Study Team will conduct individualized study of interventions provided and specific need identified for a student.	Child Study Team	Students will receive targeted interventions as evidenced by BOSS plans OR will be evaluated as appropriate for the needs evidenced by the student.				
4) School-wide writing strategies will be implemented (OER, cross curricular writing, etc.) will be implemented as appropriate per grade level.	Teachers	Lesson plans will reflect specific writing tasks at every grade level. Student writing samples will be evident in classrooms.				
						

Goal 1: All students will exceed the educational performance standards.

Performance Objective 4: An overall attendance rate of 98% will be maintained for each school year.

Evaluation Data Source(s) 4: Eduphoria and attendance records

Summative Evaluation 4: Met Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Communicate regularly to notify parents of undocumented student absences.	Principal, counselor, attendance clerk	Students will present with documentation for absences.				
2) Follow the comprehensive attendance policy, including warning letters to parents and truancy visits.	Principal, counselor, teachers, office staff	Unexcused student absences will be decreased.				
3) Semester awards and annual recognition of perfect attendance.	Principal/ Counselor	Unexcused student absences will be decreased.				
4) Provide before or after school opportunities for attendance recovery, when appropriate.	Principal, counselor, assigned staff members	Students with excessive absences and skills necessary to move on to the next grade may access attendance recovery as determined appropriate by the designated attendance committee.				
						

Goal 2: A well-balanced, vertically aligned curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Performance Objective 1: Utilize professional learning community (PLC) meeting time and Child Study meetings to identify, evaluate, and provide service to 100% of the students suspected of needing specialized services or early interventions.

Evaluation Data Source(s) 1: Student grade reports, PLC notes, Child Study notes, and failure lists

Summative Evaluation 1: Significant progress made toward meeting Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Time allotted monthly to allow for data digs to determine student grouping for support (Monday Meetings).	Principal, Staff members	Instruction for specific students will be supported by data, and BOSS plans will be reflective of specific student need.				
2) PLC meetings at least 3x per month. BOSS (Becoming Outstanding Student Scholars) is a designated time (30-45 minutes per day 4 days per week) with additional staff support to allow for enrichment, extension, acceleration, intervention, etc. with targeted groups of specific students.	Principal, Staff members	Teachers will have designated time and staff so that targeted interventions can be implemented.				
3) Provide intensive instructional support to identified at-risk students via BOSS time.	Principal, Counselor, Teachers	Overall student growth will be evidenced by data in i-Station and DIBELS next.				
4) District will support campus improvement in the area of discipline management by utilizing the 3-Tiered Discipline System.	Supt., Asst. Supt., Principal	Maintain or reduce discipline referrals.				
5) Campus professional development will include state required training on child abuse awareness.	Supt., Asst. Supt., Principal	Child abuse will be reported as required.				
						

Goal 2: A well-balanced, vertically aligned curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Performance Objective 2: San Saba Elementary will offer opportunity for early intervention to potential at-risk populations, to support future achievement during the 2018-2019 school year.

Evaluation Data Source(s) 2: Student class lists, end of year evaluation (i-Station and CIRCLE), parent feedback, staff assignment list, sign-in sheets

Summative Evaluation 2: Met Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to provide opportunity for prekindergarten (Pre-K 4) students to attend full day classes.	Supt., Principal, Pre-K Staff	Students in Pre-K will access the curriculum and be afforded the opportunity to attain appropriate early childhood skills.				
2) Open enrollment for prekindergarten (Pre-K 4) program.	Supt., Principal	Students not eligible for Pre-K based on the state assigned guidelines will have an opportunity to attend Pre-K classes and attain appropriate early childhood skills.				
3) Support prekindergarten program by assigning para-professional support as needed.	Supt., Principal	PK teachers will have staff necessary to maintain and monitor classes and provide rich instruction, despite the young age and large class sizes typical for the program.				
4) Collaborate with Head Start to assist with the transition process for entering the public school system by inviting Head Start students and parents to visit the LEA.	Principal, Head Start Rep.	Students entering the public school from Head Start, and their parents, will be familiar with the public school process and expectations.				
						

Goal 3: All members of the school community will be partners in the continuing improvement of the educational system.

Performance Objective 1: By May 2019, 100% of all parents will be involved in school through parent teacher conferences and/or school activities for at least 1 contact per school year.

Evaluation Data Source(s) 1: Documentation and sign in sheets

Summative Evaluation 1: Met Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Open House will be conducted in the spring semester, with a focus on safety and classroom achievement.	Principal, Staff	Parents will have an opportunity to visit their child's classroom and see student work products and ask questions about safety processes.				
2) Parent letters will be sent in Thursday folders weekly, and to be translated into Spanish. Other important parent correspondence will be translated as well.	Principal, Counselor	Parents that do not speak English will have the same opportunities to participate in events as English speaking parents.				
3) Use local website, School Way, and Facebook accounts to keep up with SSES current accounts.	Principal, Counselor	Information will be available from various sources in order to offer multiple avenues of information access for all.				
4) Open House/ Book Fair will be conducted in the spring semester.	Principal, Staff, Librarian	Parents will have opportunities to visit the school and interact with students and teachers.				
5) Family Reading Night to be conducted at least two times per semester to encourage reading as a family activity.	Principal, Counselor, Staff	Reading Night provides opportunities for various activities (sharing books, puppets, crafts, etc.) and also incorporates a free book giveaway. This strategy is expected to support reading as a family priority and fun event.				
6) Parent teacher conferences at least one time per semester. (Note that conferences may be conducted by telephone as a last resort.)	Teachers	Conferences allow time for sharing of student information, and also allow a time for parents to ask questions related to the individual student.				
7) Promote Texas Connect to allow for parents to check grades, attendance and progress. Information to be sent in at least one Thursday note.	Principal, Secretary	Parents that desire to stay informed of student grade and attendance information will have an avenue to do so.				
						

Goal 4: A school environment will be provided that is safe, orderly and well maintained.

Performance Objective 1: San Saba Elementary will provide opportunity for 100% of the students to have instruction one day per week to discuss topics including bullying, drugs, safety, and respect of one another for at least 10 of the 37 weeks in the school year.

Evaluation Data Source(s) 1: Eduphoria, campus records, counselor records

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselor will use elements of curriculum from the pillars of character along with self made classroom supplemental material to develop strategies for bullying.	Counselor and classroom teachers	Students will hear language regarding bullying and will learn what it is and that it will not be tolerated. Efforts will be made to distinguish between bullying and unkind behavior.				
2) Counselor will use elements of curriculum from the pillars of character along with self made classroom supplemental material to develop strategies for character education.	Counselor and classroom teachers	Students will hear character information as part of the daily announcement routine.				
3) Counselor will develop activities to facilitate Red Ribbon Week as a safe and drug free activity. Activities will include a college day to positively promote the outlook of college for elementary students.	Counselor and classroom teachers	Students will be able to articulate red ribbon week as a time to promote being drug free.				
4) Teachers will address fire safety and prevention as part of Fire Safety Week. Fire drills will be conducted and logged periodically.	Classroom teachers	Students will be presented with information about fire safety, and will participate in fire drills.				
5) Train staff and students in the proactive survival strategies of ALICE (Alert Lockdown Inform Counter Evacuate). Log drills related to ALICE.	Principal/ Counselor	Students will be prepared in the event of a safety breach, and will be familiar with expected action because of practice drills.				
						

Goal 5: Technology will be provided that is available, workable and current.

Goal 6: District facilities will be maintained and upgraded appropriately.

Goal 7: SSISD will reserve 25% of its annual local operating budget to grow fund balance for future projects and to ensure fiscal soundness.







Goal 8: Highly qualified staff of professionals and para professionals will be employed to provide instructional support to students.

Performance Objective 1: 100% of the professionals and para-professionals will be certified or accredited according to federal guidelines. This will include individuals working on alternative certification plans.

Evaluation Data Source(s) 1: Highly qualified federal report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Pay fees for testing of professional personnel obtaining additional certifications such as ESL to provide more certified staff in this area.	Principals, Asst. Supt.	This strategy option will allow for a greater number of staff to become certified.				
2) Provide access to ESC XV training of para-professional through the Para-Professional Academy.	Supt. Asst. Supt.	New hires into the paraprofessional role will acquire certification in that area.				
3) Provide release time for para-professionals attending college and professional development activities	Principals	Paraprofessional staff wishing to increase certification level will be supported.				
4) Continued implementation of incentive pay and incentive of receiving Master's and PhD.	Supt., Asst. Supt., Board of Trustees, Principals	Staff will be encouraged to attain a higher level of education.				
5) Support new teachers to the profession by assigning a mentor outside of specified teaching assignment in addition to the collegial mentoring arrangement provided by the PLC (Professional Learning Community) at each grade level.	Principal	New teachers will have specific mentors to support the transition to SSISD/ the profession.				
6) Attend job fairs to generate interest in the district and to attract specific grade/content/ specialty area educators.	Supt., Asst. Supt., Principal	Educators will be hired for open positions.				

7) Recruit a highly qualified bilingual educator in response to significant increase in student numbers in the ESL program to retain as an employee for the 2018-2019 school year.	Supt., Asst. Supt., Principal	Bilingual educators have been difficult to hire in this district. Efforts will continue to seek certified bilingual educators.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 9: The local district will provide a rating depending on the Community and Student Engagement Indicator of the State Accountability system will reach the Recognized rating by 2018.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kay Shackelford	Principal
Classroom Teacher	Laura Weeks	Third Grade Teacher
Classroom Teacher	Kaitlin Bode	Fourth Grade Teacher
Classroom Teacher	Tina McCombs	First Grade Teacher
Classroom Teacher	Sheryl Cooper	Pre-K Teacher
Paraprofessional	Cecilia Huron	Paraprofessional
Classroom Teacher	Bari McGilvray	First Grade Teacher
Classroom Teacher	Melanie Sloan	First Grade Teacher