

Boyd Independent School District
Boyd Intermediate School
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are approximately 80% White, 13 % Hispanic, 2% African American, 2% American Indian and 3% more than one race. Over the last 3-5 years, we have had an increase of Sped students. Enrollment and class sizes have increased significantly in the past 3 years 4th grade 17.5 to 20.5 5th grade 19.4 to 19.22ast 3 years, 6th grade 17.5-18 in the past 3 years, however the demographics have not changes. Mobility over the last 3 years has gone from 18% to 11.4%. Minimal drop out/home school rates. At risk population 46.3% for 2015-16 school year. Economically disadvantage 51% (2015-2016) 52.8% (2013-2014). Attendance rates 2013-14 95.8%, 2014-15 95.7% and 2015-16 96.4 and 16-17 96.6%. All teachers and Para-professionals are highly quaility. Retenation rate over the last 3 years is at 100%. Mentor teachers, training, New Hire Orientation are all available for new teachers. Professional development is available by "In-House," Distirct, and Regional training. Strengths are shared by PLC's and communicating with teachers to gain a better perspective. Sturctures in place to ensure that teachers and others implement what learn is achieved by having "Walk Through." Support available for teachers whose students performance is below district and/or state standards is largely taking advantage of professional development.

Demographics Strengths

Teacher retention rate, attendance rate is steadily increasing, 100% highly qualified teachers and para-professional staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increasing class size in 4th, 5th and 6th grade. **Root Cause:** Population growth mid-year, budget constraints and facility limitations

Problem Statement 2: Lack of ability to communicate with non- English speaking parents. **Root Cause:** Lack of personnel

Student Academic Achievement

Student Academic Achievement Summary

4th grade reading and math close to state average, under state average in writing in 2015-2016. Writing has declined from 72% to 62% in the past 3 years. 5th grade reading was 10% higher than state average in 2015-2016. 5th grade science had an 11% increase in the past 3 years from 64% to 75% 2015-2016. 6th grade reading 15% above the state average and in math there was a 16% above the state average. Areas of lowest performance is in 4th grade writing and 5th grade science. Economically disadvantaged students were overall lower in reading, math and writing compared to state average. 4th grade reading 2013-14 70% passing, by the time they were 6th graders (15-16) they were at 84% passing in reading. Math 4th grade(2013-14) 54% were satisfactory and when they were in 6th grade (15-16) 88% satisfactory in math.

Student Academic Achievement Strengths

5th grade reading and 6th grade reading and math were extremely strong.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Academic improvement in writing needs to improve.

Problem Statement 2: Improvement in vertical alignment across subjects specifically in writing and science. **Root Cause:** The lack of vertical alignment limits students learning because it creates gaps due to no common vocabulary, lacking aligned planning and lacking accountability.

School Processes & Programs

School Processes & Programs Summary

Teachers are implementing TEKS/standards by using school objects. Rigor needs to be aligned with state standards in all grades. Assessment, creating assessments and how we look/collect at data to show growth. Need to use released STAAR test for benchmarks to get accurate description of data. Students only keep track of data for AR. Need to have students keep data in other areas as well. PLC's are an asset to our campus. Planning time throughout the year at the beginning of each 6 weeks. After school programs chess, choir. Technology: 1:1 is a positive. Would like to have 6th-12th grade use some type of laptop to learn how to "work" on the computer. Update teacher computer. Do have a process in place for students not making progress- CARE Team meeting.

School Processes & Programs Strengths

We have a process in place for students not making progress- CARE Team meeting. 1:1 technology, PLC's, common planning time, common scope and sequence.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students monitor their own progress. **Root Cause:** The lack of student self monitoring is a problem because there is no tracking of feedback, no student awareness on their own, learning, does not provide student/grade buy-in, motivation and organization. Teachers need prep-time to produce data collection sheets.

Problem Statement 2: Increasing rigor overall

Problem Statement 3: 6 week planning time with team/ subject area

Perceptions

Perceptions Summary

Overall perception is good. Commutation and explanation of types of commutation needs to be improved and explained. Implementing specific times and tasks for parent volunteers to participate in, would improve parent involvement. Future surveys need have campus appropriate wording (agree or disagree). PTO has improved tremendously which helped with teacher moral. Most discipline referrals were noticed during specials, P.E., and recess. Incoming 4th grade students are given a tour to get familiar with the staff and campus. Principal is very good at administering discipline. She is extremely fair. Consistently requiring substitute and aids to the standards of teachers. It very difficult, as an employee, to take time off due to substitutes only allowed to work 3 days. Identifying/defining, bullying needs to be addressed across the campus. Safty: drill are done monthly. Need to communicate drills to parents and teachers. Need to address locked gates and doors.

Perceptions Strengths

Communication, although not perfect, it is getting better. Principal discipline, everyone seems to be happy, PTO.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communication between parents and teachers/staff needs to be improved. **Root Cause:** Communication is a problem because of a lack of understanding communication sources, a lack of pre-planning and relevancy of the information.

Problem Statement 2: Safety is a problem because people are able to access the students without following the correct protocol.

Problem Statement 3: During unstructured time, conflicts are being carried over into classroom instruction.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Effective Schools Framework data
- Targeted support Identification 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associates degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data

Goals

Revised/Approved: October 08, 2018

Goal 1: Boyd Intermediate School will improve academic achievement for all students through meaningful learning experiences, innovative pathways, and personalized opportunities to better prepare them for the future.

Performance Objective 1: 69% of students will meet or exceed required progress in Math for the 2018-2019 school year.

Evaluation Data Source(s) 1: TAPR report

Summative Evaluation 1:

Goal 1: Boyd Intermediate School will improve academic achievement for all students through meaningful learning experiences, innovative pathways, and personalized opportunities to better prepare them for the future.

Performance Objective 2: 69% of students will meet or exceed required progress in Reading

Evaluation Data Source(s) 2: TAPR report

Summative Evaluation 2:

Goal 2: Boyd Intermediate School will recruit, train, value, and retain exceptional staff to create a positive learning environment in which students can excel academically, socially and emotionally.

Performance Objective 1: Boyd Intermediate will actively recruit high quality teachers and staff through a variety of pathways.

Evaluation Data Source(s) 1: Teacher success as measured on T-TESS
Administrator success as measured on T-PESS
Staff success on annual evaluations

Summative Evaluation 1:

Goal 2: Boyd Intermediate School will recruit, train, value, and retain exceptional staff to create a positive learning environment in which students can excel academically, socially and emotionally.

Performance Objective 2: Boyd Intermediate will provide high quality, job specific training for all teachers and staff to assure continuous professional growth and be in compliance with state and federal certification and training requirements

Evaluation Data Source(s) 2: PR1500 report
Training logs and sign-in sheets

Summative Evaluation 2:

Goal 2: Boyd Intermediate School will recruit, train, value, and retain exceptional staff to create a positive learning environment in which students can excel academically, socially and emotionally.

Performance Objective 3: Boyd Intermediate will value teachers on all campuses with a goal of 90% or higher satisfaction rate on end-of-year surveys.

Evaluation Data Source(s) 3: Recruit, support, retain teachers and principals

Summative Evaluation 3:

Goal 3: Boyd Intermediate School will create and maintain state-of-the arts learning environments in which students and staff feel safe and are able to thrive academically, socially and emotionally.

Performance Objective 1: All campuses will assure that campuses and learning environments are safe for students and staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 3: Boyd Intermediate School will create and maintain state-of-the arts learning environments in which students and staff feel safe and are able to thrive academically, socially and emotionally.

Performance Objective 2: Boyd Intermediate will develop a strategic plan to monitor growing enrollment to be able to provide state-of-the art facilities to a growing student population.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 3: Boyd Intermediate School will create and maintain state-of-the arts learning environments in which students and staff feel safe and are able to thrive academically, socially and emotionally.

Performance Objective 3: Boyd Intermediate will utilize Capturing Kids Hearts to build and maintain positive relationships among students, staff and stakeholders.

Evaluation Data Source(s) 3: End of year surveys

Summative Evaluation 3:

Goal 4: Boyd Intermediate School will build positive relationships with its stakeholders through proactive parent and community involvement and effective communications through a variety of pathways.

Performance Objective 1: Have 90% face to face interaction on parent teacher conferences after the 1st six weeks with report card conferences.

Evaluation Data Source(s) 1: Parent logs

Summative Evaluation 1:

Goal 4: Boyd Intermediate School will build positive relationships with its stakeholders through proactive parent and community involvement and effective communications through a variety of pathways.

Performance Objective 2: Parents will stay informed of activities and events by using resources such as facebook (school and grade level), remind 101, emails, and phone calls as needed.

Evaluation Data Source(s) 2: Parent survey

Summative Evaluation 2: