

Center Independent School District
F.L. Moffett Primary School
2018-2019 Campus Improvement Plan

Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Center ISD believes in providing a safe and nurturing environment which provides high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

Value Statement

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectation.

WE BELIEVE adult learning life long commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning to all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility.

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become reality.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our total enrollment was 461 students. Our campus ethnicity was broken down as follows. We have 223 Hispanic students (48.4%), 125 White students (27.1%), 88 African American (19.1%), 14 Asian students (3%), 1 American Indian student (.2%), and 10 students of two or more races (2.2%). Our gender representation is 53.4% male and 46.6% female. We have 31 students (6.7%) in special education.

We have 182 LEP students, 2 migrant, 4 immigrant, 361 economically disadvantaged, and 0 homeless. These students come from the following areas of the community: government housing, neighborhoods within walking distance of the Tyson chicken plant.

Demographics Strengths

Our teacher and staff demographics are 23 teachers and 70 total staff. Our teacher/student ratio in PreK is 1 to 15 since we have a teacher and paraprofessional in each classroom. Kindergarten teacher to student ratio is 1 to 18. This ratio allows more individualized instruction to take place.

Student Academic Achievement

Student Academic Achievement Summary

DRA data shows that 80% of all Kindergarten students were reading on a level 3 or above at the end of the year. At the beginning of the year, only 15% were reading on a level 3 or above. This shows a 65% increase in students reading on level 3 or above.

Student Academic Achievement Strengths

Our focus on literacy is helping increase reading levels as shown through DRA data.

School Processes & Programs

School Processes & Programs Summary

All of our instruction is based on PreK Guidelines and Kindergarten TEKS. We also consider documents such as IFD, YAG, scope and sequence, vertical alignment and Lead Forward strategies. Data from classroom assignments DRA, Istation, ESGI, CLI, TELPAS, and TEMI is used to inform decisions dealing with our curriculum, instruction and assessments.

All Kinder teachers have been trained in Johnny Can Spell, Lucy Callkins writing, Sheltered Instruction strategies and GT instructional strategies. PreK teachers have been trained in Sheltered Instruction strategies, Earlychildhood instructional strategies and GT instructional strategies.

Students that need additional instruction in order to master TEKS are pulled out to work on Tier 2/3 strategies in a smaller group size. Tier 3 students not improving are referred for 504 or SPED testing.

School Processes & Programs Strengths

We closely monitor assessments through DRA, ESGI, CLI and Istation. We analyze data to determine students' needs so that instruction is aligned to students' performance.

Perceptions

Perceptions Summary

We offer several parent involvement opportunities throughout the year. In the Fall and Spring we have Open House so that parents have a chance to communicate with teachers about students' progress. Sole for Kids donates shoes for any students in need. Hallmark gives a monetary donation to provide things such as backpacks, coats, or school supplies for students throughout the year. As a reinforcement for our literacy goal, we are starting opportunities for parents to volunteer helping students read. We have a Literacy Reading Night in the Spring that entails miscellaneous literacy activities for parents and students to enjoy.

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
- 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)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Goals











Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 1: By the end of the year, the students will show at least one year's growth in reading as indicated by the Developmental Reading Assessment (DRA) in Kindergarten.

Evaluation Data Source(s) 1: Improved student performance as evidenced in local assessments; especially DRA.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Continue DRA assessment three times a year: October, January, May to monitor and adjust individual instruction.	Instructional Coach Campus Administrators Classroom Teachers	Improved DRA data Improved IStation data Improved TELPAS data Teacher report reflects classroom instruction based on DRA results. Focused reading groups earlier in the year for PreK-Kindergarten.				
2) All teachers will continue Johnny Can Spell components with fidelity. PreK3-Kindergarten.	Campus Administrators Classroom Teachers Instructional Coach Reading Specialist	Improved student DRA data. Improved TELPAS data Improved IStation data				
3) Reading data meetings will be conducted every three weeks to monitor progress and make adjustments in reading strategies.	Campus Administrators Classroom Teachers Instructional Coach Reading Specialist	Increased student data based on ESGI, DRA and report cards.				
4) Teachers will continue Daily 5 in small group instruction/learning centers with formal and informal assessments to adjust individual instruction.	Campus Administrators Classroom Teachers Instructional Coach Reading Specialist	Increased phonemic and literacy skills.				

5) Teachers will use I-Station data as one of their tools to monitor student progress and adjust individual instruction.	Campus Administrators Classroom Teachers Instructional Coach Reading Specialist	Increased student success through focused instruction shown on I-Station data.				
6) Bilingual teachers will increasingly use more English as the year progresses for their classrooms.	Campus Administrators Classroom Bilingual Teachers	Students will increase/develop their vocabulary and ability to communicate in English.				
7) All paraprofessionals will be utilized in the classroom and help with instruction as modeled by classroom teachers. Instruction will be reinforced in small groups led by teachers and paraprofessionals daily. Paraprofessional led small groups will take place in the classroom with the teacher present.	Campus Administrators Classroom Teachers Paraprofessionals Reading Specialist	Paraprofessionals will develop needed instructional strategies to assist with instruction. Educational growth. Increased instruction time and less time spent in transition.				
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Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 2: In Kindergarten, student writing samples will show improvement.

Evaluation Data Source(s) 2: Improved student performance as evidenced in writing journals and Cornerstone writing samples.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Student will write in journals, etc. at different times throughout the day for a combined time of at least 30 minutes of writing each day, This writing time is on their own.	Classroom Teachers Instructional Coach Campus Administrators Reading Specialist	Improved student writing samples. Improved student performance on classroom writing samples.				
2) Kindergarten students will continue Lucy Calkins writing curriculum.	Campus Administration Classroom Teachers Instructional Coach Reading Specialist	Improved student writing samples Improved student performance on classroom writing samples.				
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Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 1: FLM will establish a learning environment that promotes the physical, mental, and emotional well-being of all students and staff.

Evaluation Data Source(s) 1: There will be a decrease in office and nurse referrals. Student and staff attendance will improve. PEIMS attendance records and staff climate surveys will be used.

Summative Evaluation 1:









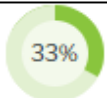
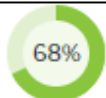




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) All new teachers to FLM will be provided a campus mentor.	Campus Administrators Mentor Teacher	Improved campus morale Improved staff attendance Decrease in staff turn over rate				
2) FLM will provide additional nutritional support through the Back Pack for Kids Program based on student's needs.	Campus Administration Classroom Teachers Counselor	Increased student performance Increased student attendance				
3) FLM will partner with Soles for Kids to provide additional support.	Nurses Classroom Teachers Campus Administrators	Increase student performance Increase in student attendance				
4) The FLM nurse will screen all students for vision and hearing.	Campus Administrators Classroom Teachers Nurse	Increase in student performance				
5) FLM nurses will provide guest speakers to promote health and hygiene practices. Dental health will also be included.	Nurses Campus Administrators Classroom Teachers Guest Speakers	Increase student performance Decrease in number of student absences Decrease in number of nurse referrals				
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Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 2: FLM students and staff will be provided a safe and positive learning environment.

Evaluation Data Source(s) 2: PEIMS discipline records and climate surveys will be used.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) The FLM Counselor will provide students with coping strategies for bullying situations and also strategies to prevent bullying.	Counselor Campus Administration	Decrease in the number of bullying reports. Decrease in office referrals				
2) All faculty will receive updated training over the campus and district Emergency Operation Plan.	Campus Administrators Campus Police	Increase in safety and security of campus				
3) FLM will implement BRAG Tags for students to reinforce positive behaviors and actions.	Classroom Teachers and Paras Classroom Administrators Reading Specialist	Increase in positive student behavior. Decrease office referrals.				
4) FLM will form a discipline committee in order to create and utilize a campus wide discipline plan.	Campus Administrators Counselor Classroom Teachers and Paras	Decrease in the number of office referrals				
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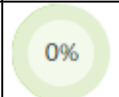
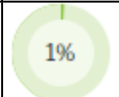


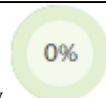

Goal 3: FLM will work with all stakeholders to promote community and parent involvement.

Performance Objective 1: FLM will provide various options for parents and community members to become involved in our students' education.

Evaluation Data Source(s) 1: Agendas and Sign-In sheets from activities provided.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) FLM will host a "Meet the Teacher" in the Fall.	Campus Administration Classroom Teachers	Increase in parent involvement				
2) FLM will provide an Open House in the Fall.	Campus Administration Instructional Coach Reading Specialist Classroom Teachers Support Staff	Improved Student Performance Increased parental Involvement				
3) FLM will host a Grandparent's Day Luncheon in the Fall.	Campus Administrators Classroom Teachers Reading Specialist Instructional Coach Support Staff	Improved student performance Increased family involvement				
4) FLM will implement "Reading Cafe" where parents and community members read to students during lunch.	Campus Administrators Reading Specialist Classroom Teachers Parent/Community Volunteers	Improved reading performance Increased parental/community involvement.				
5) Kindergarten students will perform at the Poultry Festival in the Fall.	Campus Administration Classroom teachers	Increased parental involvement				
6) FLM will host a Reading Night in the Spring.	Campus Administrators Classroom Teachers Reading Specialist Instructional Coach Support Staff	Improved student performance Increased parental involvement				

7) FLM will host a field day in the Spring.	Campus Administrators Classroom Teachers Reading Specialist Instructional Coach Support Staff	Improve student attendance				
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