

Center Independent School District
Center Elementary School
2017-2018 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

*Preparing
Students for Their Future*

Value Statement

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

WE BELIEVE adult learning is a lifelong commitment essential to student success.

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

As we researched the demographic data for our campus, we found the following information. Our total enrollment was 601 students. Our campus was broken down by ethnicity in the following ways. We have 289 hispanic students for a total of 48%. We have 172 white students for a total of 29%. We have a total of 115 African American students for a total of 19%. We have a 11 Asian students for a total of 2%. We have 1 Hawaiian student for a total of .1%. We have 13 multi students for a total of 2%. Our gender representation is 55% male and 46% female. We have 70 students in special education for a total of 12%.

Our enrollment numbers have changed slightly over the past three years. In 2015, enrollment was 628. In 2016, enrollment was 637. In 2017, enrollment was 601. Enrollment has decreased over the last three years.

We have 42 students in the special education program, which is 7% of total enrollment. We have 25 students in speech only, which is 4% of total enrollment. We have 14 students in 504, which is 2% of total enrollment. The ethnicity break up shows that we are overrepresented in African American males.

The data for special programs over time shows that SPED numbers were 41 in 2015, 50 in 2016, and 42 in 2017. Speech only numbers were 28 in 2015, 28 in 2016, and 25 in 2017. 504 numbers were 8 in 2015, 11 in 2016, and 14 in 2017. There has been an increase in the number of students in the 504 program. 4 students in Speech only have been exited from the special education program.

Our students at risk are 226 failed readiness test, 270 LEP, 14 not promoted, 1 CPS, 1 homeless, and 1 resident placement. We have a total of 4 hispanic migrant students.

Our mobility rate for our campus is 1st grade - 16 students, 2nd grade - 13 students, 3rd grade - 15 students, and 44 no shows. Our stability rate for our campus is 601 total students as of 4/2017. 44 students withdrew as of 4/1017. 44 students were no shows on the first day of school 2016. As of now, there are no migrant students that have withdrawn. 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 45 total teachers, and 74 total staff. Our teacher/student ratio is 1 to 18. Because of this

ratio, we feel that we can be more successful because more individualized instruction can be given.

Student Achievement

Student Achievement Summary

Our Hispanic population improved when looking at STAAR data from 2015-2016 by an 8% increase, and the ELL sub-pop increased by 3%. The documented trend from DRA shows a steady increase in reading ability by 1 level or more each six weeks, as well as, IStation data increasing from month to month.

When comparing data, we found that African American students' achievement scores were lower than any other sub-pop when using DMAC and STAAR data. Our findings also show that reading percentages are lower than math percentages based on STAAR data. During the 2014-2015 testing period, SPED students and math scores were not considered to indicate longitudinal student achievement data in comparison with 2015-2016 testing period scores.

Based on the student achievement needs that we found, the following programs will be beneficial in closing student gaps. These programs include: LLI, IStation, Tier 3 with reading specialist, 3rd Grade intervention time, before and after school tutorials, and pull-outs for SPED resource, ESL, and Dyslexia.

Student Achievement Strengths

Our Hispanic population improved when looking at STAAR data from 2015-2016 by an 8% increase, and the ELL sub-pop increased by 3%. The documented trend from DRA shows a steady increase in reading ability by 1 level or more each six weeks, as well as, IStation data increasing from month to month.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our African American sub-pop shows a lower achievement status than other sub-pops.

School Culture and Climate

School Culture and Climate Summary

Center Elementary School is an environment where the students, parents, and staff feel we have a very safe campus. Our findings show that 94% of our staff feels that the campus is very safe or extremely safe. One of the main concerns was the air quality in our building. The perception of the facility is that the learning environment is safe and pleasant. Most of the parents felt communication and relationships with their child's teachers were high. Our school officer stated that we do not have a gang or substance issue on our campus. Parents and students receive a handbook with our campus mission and vision which aligns the students and staff collectively. Our school offers a variety of extracurricular activities for students on all levels such as G.T., Buddy Classrooms, UIL and many more.

The data provided by Mr. Baker shows that out of the total students an average of 20 office referrals were turned in for the first semester. 50% of those referrals had a consequence of a written warning. There is an increase the second semester. The largest jump being the 5th six weeks with 41 referrals. There is a 22% average of written warning being the consequence during the second semester.

School Culture and Climate Strengths

We had the least amount of referrals this year compared to the previous 7 years. Overall, our campus is positive and safe learning environment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Office referrals doubled the second semester.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

During the 2015-2016 school year Center Elementary School lost 7 employees including teachers and staff. 10 were hired for the year 2016-2017, and as of May 23, 2017 there are 13 employees that will not be returning. Administration has an open door policy, which provides time for faculty and staff. Center ISD hires highly qualified, ESL certified teachers and paraprofessionals that are certified through TEA. Faculty and staff are recruited through university job fairs, job postings online and then applicants are interviewed by a committee formed by the campus administrator. There was not a mentor program in place for new teachers during the 2016-2017 school year. In addition, we didn't have any African American teachers and only one Bilingual teacher.

Staff Quality, Recruitment, and Retention Strengths

Staff is supported through weekly grade level meetings, and bi-weekly PLCs. Data is compiled and used to determine teacher and student needs. Professional development is determined through TTESS, DMAC, learning walk data, and surveys.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our staff diversity is not reflective of our student population.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All of our instruction, curriculum and assessments are linked to the TEKS and other standards for student learning through IFD, YAG, scope and sequence, vertical alignment and Lead Forward. Data from classroom assignments, DMAC, DRA, Istation, TELPAS, STAAR and TEMI is used to inform decisions dealing with our CIA.

All teachers have been trained in balanced literacy. Johnny Can Spell and GT instructional strategies.

Before and after school tutorials are offered for struggling students. Students that need additional instruction in order to master the TEKS are referred to the RTI Committee. Students that aren't successful after going through Tier 3 interventions are referred for 504 or SPED testing.

Curriculum, Instruction, and Assessment Strengths

After every benchmark, we have grade level data meetings to analyze our students' performance. This data is used to spiral instruction and align future assessments and curriculum to meet the needs of students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Literacy continues to be an area of concern.

Family and Community Involvement

Family and Community Involvement Summary

1. The following are activities our school has offered to promote family and community involvement: Reading Cafe (29 diverse volunteers), Saturday Story Time, Book Fair, Reading Campout, Nachos and Numbers, Watch DOGS, Partnership with 1st United Methodist Church, Garden club, Read across America day, Fire safety day. Veterans day program. Dental Hygiene program

We have students that speak Spanish, Chin, Karen, Burmese, K'iche', and Swahili. English and Spanish are the dominant languages spoken at CES. Most of the staff at CES speak one or both of those languages. Notes are sent home in Spanish and English. At this time we rely on volunteer translators provided by the employer of the parent for the other languages.

The following are services we offer to support students in special programs:

- IStation lab
- ESL
- Rosetta Stone
- LLI
- CAFE
- Writing and Reading Club
- After school tutorials
- Morning tutorials
- Dyslexia program
- Speech
- Counseling
- Reading Intervention

Comprehension, vocabulary, and writing skills have increased through these programs. Students working with the Reading Intervention Specialist and LLI groups have increased reading levels.

Family and Community Involvement Strengths

We partner with the Methodist Church to support the needs of families and students. (They provide supplies, jackets, etc. for needy students.) We also partner with Word of Faith in Joaquin to provide shoes for students through the New Soles program. The Rotary Club supports our students by sending food through the Backpack Program. The Lions Club takes care of glasses for students that need them but can not afford them.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Family members and community members are not actively involved in campus level decision making committees.

School Context and Organization

School Context and Organization Summary

CES has many committees that allow teachers to help in decisions made on campus. The committees are: CEIC, DEIC, Calendar, Discipline and Attendance. In addition, administrators send out surveys to ask opinions of teachers. Students are given a school climate survey.

New teachers do not have mentor teachers.

The master schedule has a built in intervention time for third grade. In addition, the schedule is built so that every teacher has support staff in the classroom during their reading block.

School Context and Organization Strengths

Students are rewarded for good behavior at the end of each grading period.

This year we added Reading and Writing Club, as well as, Acts of Kindness Club to help get kids more involved.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: New teachers haven't been given mentor teachers.

Technology

Technology Summary

The technology we have at CES includes 10 ipads per classroom, a teacher desktop computer, a projector, AirServer, iPad and Computer Skills Lab, and Google Suite (Email, Docs, Sheets, etc.).

Most CES faculty and staff feel slightly comfortable with using technology in the classroom. Only 1 out of 23 felt uncomfortable with their technology abilities. 10 out of 23 felt highly confident.

Professional development provided for faculty and staff include: TCEA (1 teacher per grade level), Google drive training, Istation training, and Region VII training opportunities available.

Suggestions for the future include Smart Boards or better document cameras, 1-1 Ipads or Chromebooks, and student desktop computers. More curriculum based technology programs are needed such as Accelerated Reader, where students would be held accountable for their library book choices, and their progress would be monitored even during independent reading time.

Technology Strengths

In the 2016-17 school year, teachers used technology in their classrooms including Istation, Google classroom, Quizizz, and Kahoot for assessment and data. Teachers created Powerpoints and videos to enhance learning. The learning apps on the iPad were utilized daily as well as Pebble Go, Brainpop, and Scholastic News. Some teachers used Osmos for more hands-on learning. The effect of using these resources allows students to be more engaged while providing the teachers with data that is easy to track and manage.

Problem Statements Identifying Technology Needs

Problem Statement 1: Ipads and projectors don't consistently work which causes loss of instructional time.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 Released Test Questions
- STAAR ELL 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or 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

Goals

Goal 1: Emphasize systemic instructional initiatives in all content areas.

Performance Objective 1: All students will show at least one year's growth in reading.

Evaluation Data Source(s) 1: Improved student performance as evidenced in student by the Developmental Reading Assessment (DRA)

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Teachers will provide ninety minutes of reading instruction, including guided reading, daily. Support staff will go to each classroom to provide assistance.	1, 2, 3, 9	Campus administrators Instructional Coach Reading Specialist Classroom Teachers Support Staff	Improved student performance on classroom assignments Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved reading STAAR data				
2) Teachers will implement Johnny Can Spell phonics program.	1, 2, 3	Campus administrators Instructional Coach Reading Specialist Classroom Teachers	Improved student performance on classroom assignments Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved reading STAAR data				
3) Teachers will utilize the CRASH strategy to answer reading comprehension passages.	1, 2, 3	Campus administrators Instructional Coach Reading Specialist Classroom Teachers Support Staff	Improved student performance on classroom assignments Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved reading STAAR data				
4) CES will support reading instruction through family reading nights.	1, 6	Campus administrators Instructional Coach Reading Specialist Classroom Teachers Support Staff	Improved student performance Increase in parental involvement				

5) Reading instruction will be supported through library activities.	1	Campus administrators Instructional Coach Reading Specialist Librarian	Improved student performance on classroom assignments Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved reading STAAR data				
6) CES will facilitate "Reading Cafe," which will target Tier 3 reading students.	9	Campus administrators Reading Specialist Classroom Teachers	Improved student reading performance Increase the number of students exiting the RTI program				
							

Goal 1: Emphasize systemic instructional initiatives in all content areas.

Performance Objective 2: Student writing samples will show improvement.

Evaluation Data Source(s) 2: Improved student performance as evidenced on appropriate writing rubrics.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Teachers will implement Lucy Calkins writing curriculum.	1, 9	Campus administrators Instructional Coach Reading Specialist Classroom Teachers	Improved student performance on classroom assignments Improved writing scores				

Goal 1: Emphasize systemic instructional initiatives in all content areas.

Performance Objective 3: All students will show at least one year's growth in math.

Evaluation Data Source(s) 3: Improved student performance as evidenced in student TEMI, DMAC, Do The Math and STAAR data.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Teachers will utilize the C.U.B.E.S. strategy for math problem solving.	1, 2	Campus administrators Instructional Coach Math Interventionist Classroom Teachers	Improved student performance of classroom assignments Improved TEMI data Improved math DMAC data Improved math STAAR data				
2) Teachers will provide ninety minutes of math instruction, including guided math, daily.	1, 2, 3, 9	Campus administrators Instructional Coach Math Interventionist Classroom Teachers	Improved student performance of classroom assignments Improved TEMI data Improved math DMAC data Improved math STAAR data				
3) Do The Math will be implemented for Tier 3 math students.	1, 2, 9	Campus administrators Math Interventionist Classroom Teachers RTI Secretary	Improved student performance in math Increase the in number of students exiting the RTI program				
4) CES will support math instruction through a family math night.	1, 6	Campus administrators Instructional Coach Math Interventionist Classroom Teachers	Improved student performance Increase in parental involvement				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Emphasize systemic instructional initiatives in all content areas.

Performance Objective 4: The academic achievement gap among student groups will close 2 points as indicated by local unit assessment data, STAAR exams, or Index 3 of state accountability system.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) CES will host individual parent conferences after the first grading period to inform parents of their student's academic progress.	2, 6, 9	Campus administrators Instructional Coach Classroom Teachers	Improved student performance Increased parental involvement				
2) Professional development will be provided to increase achievement for all students, with emphasis on African American, ESL and SPED students.	4	Campus administrators Instructional Coach Reading Specialist Math Interventionist	Improved student performance				
3) Teachers will incorporate social studies content and skills through reading instruction, as much as possible.	3	Campus administrators Instructional Coach Reading Specialist	Increase in student reading performance Increase in student social study performance				
4) Data meetings will be conducted after every DMAC and DRA assessment. Instruction will be modified based upon the results.	4, 9	Campus administrators Instructional Coach Classroom Teachers	Improved student performance				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 1: CES will design, support, and encourage extracurricular programs that instill competitive values and teamwork among all student groups.

Evaluation Data Source(s) 1: Increased participation in extracurricular activities.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) CES will host a field day.	6	Campus administrators Classroom Teachers Physical Education Teacher and paraprofessionals					
2) CES will promote and encourage participation in academic UIL events.		Campus administrators UIL Campus Coordinator Classroom Teachers	Increased student participation in academic UIL events				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 2: CES will establish a learning environment that promotes the physical, mental and emotional well being of all students and staff.

Evaluation Data Source(s) 2: There will be a decrease in office and nurse referrals. Student and staff attendance will improve. Staff retention will increase.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) CES will implement a campus wide discipline plan.	2, 9	Campus administrators Counselor Teachers	Decrease number of office referrals				
2) CES will provide additional nutritional support through the Back Pack for Kids Program based upon students' needs.	2, 9	Campus administrators Counselor Classroom Teachers	Increase in student performance Increase in student attendance				
3) CES will participate in the Watch D.O.G.S. program.	10	Campus administrators Campus Police Officer Classroom Teachers	Increase parental involvement Increase male role models				
4) CES will implement a mentor program for new teachers.	4, 5	Campus administrators Mentor Teachers	Improved teacher performance Decrease in staff turn over rate				
5) The CES nurse will screen all first and third graders for vision and hearing. Other students will be screened as recommended by the RTI Committee.	2, 9	Campus administrators Nurse Classroom Teachers RTI Secretary	Increase in student student performance Increase the number of students exiting the RTI program				
6) Administrators will facilitate campus learning walks to foster a whole-school sense of accountability for quality of teaching and learning.	4	Campus administrators Instructional Coach	Improved student performance Improved teacher performance				
7) CES counselor will provide students with strategies to help prevent bullying, as well as, coping strategies for bullying situations.	2	Campus administrators Counselor	Decrease in number of bullying reports Decrease in number of office referrals				

8) CES will partner with the Parent Teacher Organization.	6	Campus administrators Counselor Teachers	Increase parental involvement				
9) CES will partner with local Methodist Church to provide additional support for students such as coats for kids and mentoring opportunities.	2, 6, 9	Campus administrators Counselor Classroom Teachers	Increase student performance Increase in student attendance				
10) CES will implement a character education program.	2	Campus administrators Counselor Classroom Teachers	Decrease in number of office referrals				
11) Healthy life skills will be taught through our physical education program.	3, 9	Campus administrators Instructional Coach Physical Education Teacher	Increase in student performance Decrease in number of student absences				
							