

# Plainview Independent School District

## Edgemere Elementary School

### 2018-2019 Campus Improvement Plan



# Mission Statement

**The mission of the Plainview Independent School District, in partnership with the community, is to graduate all students with skills and values to compete successfully as life-long learners in society by addressing the needs and recognizing the worth of each student through a coordinated program of instruction in a safe, disciplined environment.**

## Vision

**Edgemere...Be Incredible...In Every Area!**

## Core Beliefs

**The core beliefs of the Edgemere staff include Faith, Dependability, Family, Compassion, Honesty, Love, and Humor.**

# Comprehensive Needs Assessment

## Needs Assessment Overview

What are the strengths and the challenges of the current school program?

### Challenges

- Students are performing below grade level and are not making a full year progress.
- We are starting more behind each year, all the way back into kinder
- More retirements of veteran teachers and higher numbers of staff turnover

### Strengths

- We have implemented guided reading (strengthening this 2018-2019 with restructuring times, groups, and tracking student groups)
- We have implemented district planning
- Our strongest growth grades have built cohesive teams (1st & 2nd)

What does the data reveal about trends and patterns over time?

- Edgemere academic data has been trending downward for the past 3 years (all subjects)
- Behavior data shows that we are getting more intense behaviors that require intensive intervention and take away from instructional time
- As a campus, we have a percentage of teachers who are struggling with basic classroom management procedures

What is the impact of the trends?

- More pressure is being put on teachers to perform, which affects the emotional stability and anxiety levels of our teachers
- Classroom management taking away from instructional time and creating patterns that are becoming larger behavior issues
- Morale is trending downward due to low data and is impacting daily instruction
- Our teachers who can retire are retiring as soon as they can, instead of staying an extra couple of years

What other insights does the data reveal?

- We have to find concrete ways to improve morale and intrinsic motivation in order to shift the mindset of the building.
- We need to share data highlights as a campus as soon as they happen, so teachers feel more appreciated.
- It is time to make a change instructionally in order to show and track student growth (PLCs, data conversations, student tracking)

What problem statements have been identified?

- Students need to be moving from the approaches to meets in tested grades
- We need to focus on every child grows, but the emphasis must be on our meets kids

\*\*STAAR data, surveys, parent involvement data, on data suite data can be found in our CNA binder.

# 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
- 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
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records 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 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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: August 27, 2018





**Goal 1: READING: Based on STAAR reading results for Grades 3-5, Edgemere will increase the number of students on the meets level by 2% in each tested grade level, as indicated by STAAR 2019 performance measures.**

**Eduphoria - 3rd grade 24% 4th grade 26% 5th grade 34%**

**Performance Objective 1: READING:** Based on STAAR reading results for Grades 3-5, Edgemere will increase the number of students on the meets level by 2% in each tested grade level, as indicated by STAAR 2019 performance measures.

**Evaluation Data Source(s) 1:** Progress monitoring through curriculum based assessments, benchmarks (released STAAR tests), and 2019 STAAR

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use coaching cycles (preconference, observation, post conference) to target specific skills	2.5	Principal Assistant Principal Instructional Coach	Teachers will be more proficient with their teaching skills which will lead to higher levels of student achievement.				
<b>Critical Success Factors</b> CSF 1 2) Provide professional development, training, and travel to staff.	2.4, 2.5, 2.6	Principal Classroom Teachers Instructional Coach	Teaching at a higher level with new strategies impacts student achievement.				
<b>Critical Success Factors</b> CSF 2 3) Provide scheduled, uninterrupted planning times/PLC planning specific to literacy and literacy data.	2.4, 2.5, 2.6	Classroom teachers Campus Admin	Lessons that have been planned based on student data.				
<b>Critical Success Factors</b> CSF 7 4) Purchase supplemental instructional materials for struggling or at risk focused on literacy.	2.4, 2.5, 2.6	Reading teachers Principal Instructional coach	Student success rate increases on benchmarks, CBAs, DRA, STAAR, etc				

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue



**Goal 2: WRITING: Based on STAAR writing results, Grade 4 will increase the number of students on the meets level from 18% to 20% as indicated by STAAR 2019 performance measures.**

**Performance Objective 1: WRITING:** Based on STAAR writing results, Grade 4 will increase the number of students on the meets level from 18% to 20% as indicated by STAAR 2019 performance measures.

**Evaluation Data Source(s) 1:** Progress monitoring through curriculum based assessments, benchmarks (released STAAR tests), and 2019 STAAR

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Provide specific PLC time for uninterrupted data conversation based on writing progress, especially in regards to target students.	2.4, 2.5, 2.6	Classroom teachers Principal Assistant Principal Instructional Coach	Lessons that have been planned based on student data.				
<b>Critical Success Factors</b> CSF 1 2) Use coaching cycles (preconference, observation, post conference) to target specific skills	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaching	Teachers will be more proficient with their teaching skills which will lead to higher levels of student achievement.				
<b>Critical Success Factors</b> CSF 6 CSF 7 3) Provide planning time with all 4th writing teachers.	2.4, 2.5, 2.6	Classroom teacher Instructional Coach	Lesson plans will be aligned through the district and planned with veteran writing teachers who have data to back them.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 3: TARGET STUDENT GROUPS: Based on 2018 STAAR reading results, 60% of target group students will meet their target goal as indicated by STAAR 2019.**

**Performance Objective 1: TARGET STUDENT GROUPS:** Based on 2018 STAAR reading results, 60% of target group students will meet their target goal as indicated by STAAR 2019.

**Evaluation Data Source(s) 1:** Progress monitoring through curriculum-based assessments, benchmarks (released STAAR tests), and 2019 STAAR, PLCs,

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Provide specific PLC time for uninterrupted data conversation, especially in regards to target students.	2.4, 2.5, 2.6	Principal Classroom teachers Instructional Coach	Lessons that have been planned, monitored, and adjusted based on student data.				
<b>Critical Success Factors</b> CSF 1 2) Provide accelerated reading instruction (ARI) for target students.	2.4, 2.5, 2.6	Principal Instructional Coach	Students will receive an additional planned, targeted, reading small group each day.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Goal 4: Increase Academically focused Meetings for parent engagement from 33% to 35%.**

**Performance Objective 1: Increase Academically focused Meetings**

**Evaluation Data Source(s) 1: Family Engagement Data**

**Summative Evaluation 1: Some progress made toward meeting Performance Objective**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Family Math Night with focus on 2018 STAAR Math data.	3.1, 3.2	Math teachers, Instructional Coach and Administrators.	Increase Academically focused Meetings				
<b>Critical Success Factors</b> CSF 5 2) Family Literacy Night to model reading strategies.	3.1, 3.2	Reading Teachers, Instructional Coach, Administrators	Increase academic engagement meetings				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

# State Compensatory

## Budget for Edgemere Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6117-05-103-0-30-036	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$6,000.00
199-11-6118-05-103-0-30-036	6118 Extra Duty Stipend - Locally Defined	\$3,600.00
211-11-6119-00-103-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$110,628.00
199-11-6122-05-103-0-30-036	6122 Salaries or Wages for Substitute Support Personnel	\$3,250.00
199-11-6129-00-103-0-30-000	6129 Salaries or Wages for Support Personnel	\$140,587.00
199-11-6129-00-103-0-34-000	6129 Salaries or Wages for Support Personnel	\$21,602.00
199-12-6129-00-103-0-30-000	6129 Salaries or Wages for Support Personnel	\$22,588.00
199-11-6141-00-103-0-30-000	6141 Social Security/Medicare	\$2,038.00
199-11-6141-00-103-0-34-000	6141 Social Security/Medicare	\$313.00
199-11-6141-05-103-0-30-036	6141 Social Security/Medicare	\$52.20
199-12-6141-00-103-0-30-000	6141 Social Security/Medicare	\$328.00
211-11-6141-00-103-9-30-000	6141 Social Security/Medicare	\$1,604.00
199-11-6142-00-103-0-30-000	6142 Group Health and Life Insurance	\$10,230.00
199-11-6142-00-103-0-34-000	6142 Group Health and Life Insurance	\$4,092.00
211-11-6142-00-103-9-30-000	6142 Group Health and Life Insurance	\$8,184.00
199-11-6144-00-103-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$11,317.00
199-11-6144-00-103-0-34-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,739.00
199-12-6144-00-103-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,818.00
199-11-6146-00-103-0-30-000	6146 Teacher Retirement/TRS Care	\$3,162.00
199-11-6146-00-103-0-34-000	6146 Teacher Retirement/TRS Care	\$486.00
199-12-6146-00-103-0-30-000	6146 Teacher Retirement/TRS Care	\$508.00

211-11-6146-00-103-9-30-000	6146 Teacher Retirement/TRS Care	\$11,145.00
199-11-6147-00-103-0-30-000	6148 Employee Benefits - Locally Defined	\$36.00
199-11-6147-00-103-0-34-000	6148 Employee Benefits - Locally Defined	\$6.00
199-12-6147-00-103-0-30-000	6148 Employee Benefits - Locally Defined	\$6.00
211-11-6147-00-103-9-30-000	6148 Employee Benefits - Locally Defined	\$12.00
<b>6100 Subtotal:</b>		<b>\$365,331.20</b>
<b>6200 Professional and Contracted Services</b>		
211-13-6239-00-103-9-30-000	6239 ESC Services	\$2,400.00
211-13-6291-00-103-9-30-000	6291 Consulting Services	\$2,109.00
<b>6200 Subtotal:</b>		<b>\$4,509.00</b>
<b>6300 Supplies and Services</b>		
211-13-6329-00-103-9-30-999	6329 Reading Materials	\$420.00
211-61-6329-00-103-9-30-000	6329 Reading Materials	\$250.00
211-11-6399-00-103-9-30-000	6399 General Supplies	\$4,442.00
211-11-6399-00-103-9-30-066	6399 General Supplies	\$16,299.00
211-11-6399-00-103-9-30-170	6399 General Supplies	\$1,650.00
211-11-6399-00-103-9-30-999	6399 General Supplies	\$700.00
211-61-6399-00-103-9-30-000	6399 General Supplies	\$408.00
<b>6300 Subtotal:</b>		<b>\$24,169.00</b>
<b>6400 Other Operating Costs</b>		
211-13-6411-00-103-9-30-000	6411 Employee Travel	\$1,500.00
211-61-6499-00-103-9-30-000	6499 Miscellaneous Operating Costs	\$1,000.00
<b>6400 Subtotal:</b>		<b>\$2,500.00</b>

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelita Garcia	Paraprofessional	SCE	.50
Christie McClain	Paraprofessional	SCE	1.00
Jane Hobgood	Paraprofessional	SCE	1.00
Lacy Kerbo	Paraprofessional	SCE	1.00
Lacy Kerbo	Paraprofessional	SCE	1.00
Logan Edwards	Paraprofessional	SCE	1.00
Melody Rockwell	Teacher/Dyslexia	Title I	1.00
Patricia Sierra	Paraprofessional	SCE	1.00
Sylvia Luera	Paraprofessional	SEC	.50
Tammy Baker	Teacher	Title I	1.00