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Electra Elementary School: 243902101

CAMPUS IMPROVEMENT PLAN

2015 - 2016

EISD Board of Trustees Approval Date:

Revised:

Reviewed:

Revised:

Mission Statement

Policy AE

We are committed to empowering each student to become a responsible, productive learner who is motivated to succeed at his or highest potential.

Vision Statement

Providing the key to unlock the goals and dreams of every student!

Board of Trustees Goals

1. The Board of Trustees and administration will provide the necessary support for teaching and learning that prepare students for their chosen endeavors.
2. The Board of Trustees and administration will increase opportunities for parents and community members to be involved in district activities.
3. The Board of Trustees and administration will provide for the efficient and effective operation of the district.
4. The District will take measures to impact and sustain positive attitudes and morale for all stakeholders in the district.
5. The Board of Trustees and administration will investigate methods to improve the effectiveness and success of campus operations.
6. The Board of Trustees will support administration in developing programs that prepare students for post-secondary endeavors.
7. The accountability rating for Electra Elementary will remain at 'Met Standard.'

Comprehensive Needs Assessment

Comprehensive Needs Assessment Process Summary

A summary is listed below. A review of campus data was analyzed and conclusions were drawn. These conclusions were prioritized and are listed below. New performance objectives were written, followed by appropriate strategies, timelines, assessments, etc. for each goal and objective.

Summary of 2014 – 2015 Program Evaluation

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. EES met standard on state accountability in all four index reporting categories. EES met seven of eight state system safeguards (did not meet science). EES met federal standards and is on the third and final year of being identified as a Focus school.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. All ELLs made progress, as shown by state TELPAS results and holistic ratings. One student will be ready to exit the ESL program upon successfully passing STAAR in 2016.

Goal 3: All students will be taught by highly qualified teachers. All EES certified personnel were highly qualified in 14-15. One certified teacher is not highly qualified as of November 2016. Her goal is to pass the highly qualified exam in her assigned content area during the 15-16 school year.

Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. EES continues to provide a safe, drug free environment that is conducive to learning.

Goal 5: All students will be prepared to enter secondary school with the goal of graduating from high school. All 6th graders were promoted to 7th grade at the end of the 14-15 school year.

Goal 6: All parents and community members will have opportunities to participate in their child's activities at school. There were eight scheduled events intended for parent involvement during the 14-15 school year. More events are scheduled for the 15-16 school year.

Data Reviewed

- STAAR performance data
- state accountability data tables
- state accountability system safeguards
- economically disadvantaged STAAR data
- Title I, Part A Program evaluation

- early reading inventory data
- dyslexia program evaluation
- special education program evaluation
- highly qualified faculty
- parent involvement evaluation
- PEIMS data: discipline, enrollment, demographics
- attendance data
- RTI data in reading/language arts and math
- PBMAS: NCLB, special education, bilingual/ESL

Data Analysis	Sources	Summary of Findings: Level II, Phase-in 1 Performance Standard
STAAR Data	Sources: STAAR Data State Acct. Summary PBMAS DMAC	3 rd Math 76% passed; state avg. 77% 3 rd Reading 80% passed; state avg. 77% 4 th Math 60% passed; state avg. 73% 4 th Reading 88% passed; state avg. 74% 4 th Writing 81% passed; state avg. 70% 5 th Math 86% passed; state avg. 78% 5 th Reading 70% passed; state avg. 78% 5 th Science 38% passed; state avg. 72% 6 th Math 89% passed; state avg. 75% 6 th Reading 79% passed; state avg. 76%
Other Assessments STAAR-A TELPAS	STAAR Data TELPAS Data SPED Assessment Data PBMAS	STAAR Accommodated was first administered in 2015. It was not used in accountability ratings for 2014-2015 school year. TELPAS two students total: <ul style="list-style-type: none"> • one 1st grader Beginning composite rating • one 2nd grader Advanced High composite rating
Campus Attendance Rate	Attendance Records Truancy Reports	2013-2014 ADA was 95.95%. 2014-2015 ADA was 96.39%
Program Effectiveness Special Education Gifted and Talented ESL/Bilingual Title I State Compensatory Education Dyslexia Parental Involvement	PBMAS Report PEIMS	SPED 30 students GT 10 students ESL 2 students Dyslexia 7 students Parental Involvement 8 documented activities

Discipline/Classroom Management Safe and Drug Free Schools Discipline Referrals ISS Mandatory DAEP Placement Discretionary DAEP Placement School Violence Incidence Data	Discipline Records Skyward	2013-2014 ISS assignments 19 2013-2014 AEP assignments 0 2014-2015 ISS assignments 12 2014-2015 AEP assignments 2
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Key to Program Budget Codes and Title I School-wide Components

Program Budget Codes		Title I School-wide Components	
Abbreviation	Program	Abbreviation	Component
T IA	Title I, Part A	CNA	Campus Needs Assessment
T IC	Title I, Part C (Migrant)	RS	School Reform Strategy
T IIA	Title II, Part A (TPTR)	HQ	Highly Qualified
T IID	Title II, Part D (Technology)	PD	Professional Development
T IV	Title IV (Safe & Drug Free Schools)	ER	Employee Recruitment
SCE	State Compensatory Education	PI	Parental Involvement
OEYP	Optional Extended Year	T	Transition
AMI / ARI	Accelerated Math/Reading Instruction	TIA	Teacher Input in Assessment
LOCAL	Local Funds	AMI	Assistance for Mastery
T III	Title III (Bilingual, ESL)	CIS	Coordination / Integration of Services
T IF	Title I, Focus	T/F	Closing the Gap

Goal 1	All Electra Elementary students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.						
Performance Objectives	<ol style="list-style-type: none"> Electra Elementary will meet or exceed 2016 State Accountability Standards. Electra Elementary will assist the district to receive a zero or one on all performance indicators on PBMAS 						
Summative Evaluation	State assessment results disaggregated by student group.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School wide Components
Benchmarking will be utilized to identify students for changes in instruction, etc.	Principal Teachers	LOCAL STATE FEDERAL	Before last STAAR test	Copies of tests DMAC	Benchmark comparisons	Once per semester	T/F TIA
Ongoing assessments will be utilized to track student performance and respond to student needs	Principal Teachers	LOCAL STATE FEDERAL	May 2016	Benchmark results	Benchmark comparisons	Each grading cycle	T/F TIA
Electra Elementary will fully implement the district wide RTI program; and provide training, as needed.	Principal, School Social Worker RTI Teams	LOCAL STATE FEDERAL	May 2016	Campus level RTI meetings with reports	RTI report that includes academic progress monitoring, number of referrals to Special Ed, etc.	Once per semester	CIS
Electra Elementary will review STAAR tutorials and utilize supplies to monitor and adjust for effectiveness and attendance.	Principal Teachers	LOCAL STATE FEDERAL	August 2015; January 2016; May 2016	Master schedule; Tutorial lists	Mid-term tutorial report; STAAR results	Once per semester	AMI
All reading and math classes shall be double periods for each grade level.	Principal Teachers	LOCAL STATE FEDERAL	May 2016	Master schedule Tutorial lists	STAAR results	Set at beginning of school year	CNA AMI
Electra Elementary will review and analyze all available data for STAAR	Principal	LOCAL	May 2016	Benchmark Comparison/RTI	Reports from Benchmark & RTI/	Once per semester	TIA

participation. Data will be used to align instruction. Student data will also be monitored to ensure appropriate decisions have been made based on identified criteria for statewide assessments.		STATE FEDERAL			STAAR Scores		
Examine the assignments of special education teachers and para-professionals to ensure their time has been allocated to support special education students in inclusion settings, with the goal of passing the STAAR test at Level II standard.	Principal	LOCAL STATE FEDERAL	May 2016	Schedules of SPED teachers and paraprofessionals	STAAR results	Once per semester	TIA
Utilize DMAC to analyze and disaggregate data for 3 rd – 6 th grade student groups & sub pops. Primary concerns are At-risk and SPED.	Principal Teachers	LOCAL STATE FEDERAL	December 2015 May 2016	DMAC reports and instruction based on DMAC data	STAAR results	Once per semester	TIA
Utilize Star Early Literacy to analyze and disaggregate data for K – 2 nd grades to target gaps in foundational reading skills and to focus on early intervention with students.	Principal Teachers	LOCAL STATE FEDERAL	Assessment window during each grading cycle	Star Early Literacy reports	Comparison of individual scores over the course of the school year	Six times per year	TIA
Utilize technology to support improvement in state assessment scores.	Principal	FEDERAL STATE LOCAL	May 2016	Successful online test sessions	Reliable option to paper/pencil testing	State testing timeline	T/F

Goal 2	All English language learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.						
Performance Objectives	<ol style="list-style-type: none"> 1. All ELL students will take TELPAS and score overall higher than 2015 results. The campus goal is for students to achieve advanced high rating in all assessed areas. 2. All ELL students will be adequately prepared to take regular STAAR with no linguistic accommodations. 						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School wide Components
ELL students will have the opportunity to practice for TELPAS on Pearson practice module on computer.	Principal teachers	LOCAL T III	April 2015	Students set up and logged onto practice site. Log of site usage.	Higher ratings in all assessed areas	Spring 2016	AMI

Goal 3	All Electra Elementary students will be taught by highly qualified teachers.						
Performance Objectives	<ol style="list-style-type: none"> 1. 100% of certified teachers will be highly qualified. 2. 100% of instructional paraprofessionals will meet highly qualified standards. 3. 100% of new hires will meet highly qualified status prior to employment. 						
Summative Evaluation	Highly qualified report						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School wide Components
Maintain highly qualified faculty	Principal	LOCAL STATE FEDERAL	May 2016	Teacher certificates	100% highly qualified faculty	August 2015	HQ PD ER
Require any instructional paraprofessionals not considered highly qualified to complete TOP training at ESC9.	Superintendent Principal	LOCAL STATE FEDERAL	May 2016	Teacher certificate Certificate of completion of TOP training	Certificates	August 2015	PD HQ ER
Assist teachers in maintaining or attaining certification through alternative programs, GT, ESL, and SBEC. District will assist with any costs incurred.	Superintendent Principal	LOCAL STATE FEDERAL	May 2016	Teacher certificates	100% highly qualified faculty	August 2015	HQ PD ER
Assist one certified teacher to obtain highly qualified status	Superintendent Principal	LOCAL STATE FEDERAL	May 2016	Teacher certificate Exam Score Report	100% highly qualified faculty	August 2015	HQ PD ER

Goal 4	All Electra Elementary students will be educated in a learning environment that is safe, drug free, and conducive to learning.						
Performance Objectives	1. There will be a 10% reduction in the number of ISS (in-school-suspension) and DAEP (district alternative education placement) referrals. 2. There will be a 20% reduction in the number of alleged bullying incidents reported on campus and school transportation. 3. There will be zero tolerance for drug/alcohol use by students or staff on campus or any school-related activity off campus.						
Summative Evaluation	Annual discipline reports disaggregated by grade level and student group. PBMAS report.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School wide Components
Electra Elementary students will be provided character education by classroom teachers and/or contracted services.	Principal Teachers	LOCAL STATE FEDERAL	May 2016	Discipline referrals Bullying reports Lesson plans	Improved campus culture	May 2016	TIA
Teachers and staff will be diligent in addressing alleged bullying incidents as soon as possible.	Principal Teachers Para-professionals	LOCAL STATE FEDERAL	May 2016	Discipline referrals Bullying reports	Improved campus culture	May 2016	TIA
Electra Elementary will review and continue to implement the campus emergency plan to ensure the safety of all students and staff.	Principal School social worker Teachers Para-professionals	LOCAL STATE FEDERAL	December 2015	EOP Drill schedule	Program evaluation	May 2016	TIA
Electra Elementary will maintain an attendance rate of 97%	Principal	LOCAL STATE FEDERAL	May 2016	ADA Reports	Improved student attendance	Weekly	PI

Goal 5	All Electra Elementary students will be prepared to enter secondary school with the goal of graduating from high school.						
Performance Objectives	Students will be eligible to be promoted to seventh grade based on successful completion of elementary curriculum, 90% or greater attendance, and at least Level II performance standard on STAAR.						
Summative Evaluation	Promotion/retention data.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School wide Components
Transition between 6 th and 7 th grades.	Principals Teachers at both campuses	LOCAL STATE FEDERAL	May 2016	Vertical collaboration Orientation for incoming 7 th graders.	Successful transition to secondary program	Each spring	T

Goal 6	Electra Elementary will provide opportunities for parents to attend and participate in activities that promote parent involvement in their child's school.						
Performance Objectives	The school will provide several scheduled events throughout the school year and invite parents to attend/participate in their child's education experience.						
Summative Evaluation	Overall Increase in parent involvement at the school.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Timeline	Title I Components
Parent Involvement activities scheduled and communicated to parents via school newsletter, the local newspaper, and automated call-out database.	Principal School Social Worker Teachers	LOCAL STATE FEDERAL	May 2016	Sign In Sheets	Higher parent attendance	May 2016	PI