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Electra Elementary School: 243902101
CAMPUS IMPROVEMENT PLAN
2017 - 2018

EISD Board of Trustees Approval Date: 20 November 2017

Revised:

Reviewed:

Revised:

EES 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 her highest potential.

EES 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.'

2017 – 2018 EISD Board of Trustees

- Mr. Wayne Cranford – President
- Mr. Marty McCain – Vice President
- Mr. Ben Segler – Secretary
- Mrs. Janine Adams – Trustee
- Mr. Lane Holmes – Trustee
- Mrs. Sherry Rondeau – Trustee
- Mrs. Kayla Swenson - Trustee

2017 – 2018 EES Campus Improvement Team

- Mrs. Patty Kay Bruce – social worker/community liaison
- Mrs. Amanda Huwel – faculty
- Mrs. Kaylee Robey – parent/community member
- Mrs. Leslie Vanderland – parent/community member
- Mr. Steven Wallace – principal

Electra Elementary Comprehensive Needs Assessment

Comprehensive Needs Assessment Process Summary

A review of campus data was analyzed. Findings were prioritized and listed below. Comparison data results are highlighted. New performance objectives were written with appropriate strategies, time lines, assessment instruments, etc. for each goal and objective.

Summary of 2016 – 2017 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. Compared to 2016 data, EES fell 7 points in Index 1 (Student Achievement) and 9 points in Index 2 (Student Progress). The maximum attainable student achievement point index was 17 points higher in 2017. The maximum attainable student progress point index was 200 points higher in 2017. EES earned a state distinction in Index 1 (Student Achievement) for 5th and 6th grade Mathematics. EES met all eight state system safeguards in Reading, Math, Writing, and Science. EES met six federal standards in participation counts in math and reading. EES is no longer identified as a Focus school effective at the start of the 17 – 18 school year.

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. There were three LEP identified students at EES during 16 – 17.

Goal 3: All students will be taught by highly qualified teachers. All but one EES certified personnel were highly qualified in 16 - 17. Three certified teachers completed their certification programs in 16 – 17 and are 'highly qualified' this school year 17 - 18. One teacher has not completed her certification program.

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 16 - 17 school year.

Goal 6: All parents and community members will have opportunities to participate in their child's activities at school. EES continued to provide scheduled events/activities to promote parent involvement during the 16 - 17 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: special education, bilingual/ESL

Data Analysis

STAAR Data

- released STAAR reports
- state accountability summary
- DMAC
- Region 9 data

2017 STAAR Performance Data

3 rd Grade Reading Approaches	campus 64%	Region 9 69%	state 72%
3 rd Grade Reading Meets	31%	39%	45%
3 rd Grade Reading Masters	25%	24%	29%
3 rd Grade Math Approaches	61%	72%	76%
3 rd Grade Math Meets	39%	41%	48%
3 rd Grade Math Masters	17%	20%	25%
4 th Grade Reading Approaches	58%	67%	70%
4 th Grade Reading Meets	13%	40%	43%
4 th Grade Reading Masters	6%	20%	24%

4 th Grade Math Approaches	campus 71%	Region 9 71%	state 75%
4 th Grade Math Meets	32%	40%	46%
4 th Grade Math Masters	10%	19%	27%
4 th Grade Writing Approaches	81%	61%	63%
4 th Grade Writing Meets	32%	28%	32%
4 th Grade Writing Masters	3%	7%	10%
5 th Grade Reading Approaches	68%	69%	71%
5 th Grade Reading Meets	41%	42%	45%
5 th Grade Reading Masters	18%	22%	25%
5 th Grade Math Approaches	86%	79%	81%
5 th Grade Math Meets	45%	43%	48%
5 th Grade Math Masters	18%	20%	24%
5 th Grade Science Approaches	65%	69%	73%
5 th Grade Science Meets	22%	34%	41%
5 th Grade Science Masters	9%	12%	17%
6 th Grade Reading Approaches	71%	65%	67%
6 th Grade Reading Meets	38%	34%	36%
6 th Grade Reading Masters	24%	16%	17%
6 th Grade Math Approaches	81%	74%	75%
6 th Grade Math Meets	71%	37%	41%
6 th Grade Math Masters	24%	20%	25%

Other Assessments

STAAR Alt. 2

TELPAS

2017 Summary

One eligible student took 5th Grade STAAR Alt. 2 in 2017. This participation data is not included in the above STAAR summary.

3 students took TELPAS in 2017: 2 first graders, and 1 second grader. The composite scores are as follows:

- One first grade student scored Advanced High.
- One first grade student scored Advanced.
- One second grade student scored Intermediate.

Student Attendance

- 2014 – 2015 ADA 96.39%
- 2015 – 2016 ADA 96.41%
- 2016 – 2017 ADA 96.73%

PEIMS

- SPED 2016: 23 students
2017: 34 students
- GT 2016: 6 students
2017: 6 students
- ESL 2016: 5 students
2017: 3 students
- Dyslexia 2016: 6 students were served MTA on a pullout basis
2017: 3 students served MTA on a pullout basis

Discipline

- ISS assignments 2014 – 2015: 12
 2015 – 2016: 31
 2016 – 2017: 80

- AEP assignments 2014 – 2015: 2
 2015 – 2016: 8
 2016 – 2017: 2

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"> 1. Electra Elementary will meet or exceed 2018 State Accountability Standards. 2. 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 Renaissance	Benchmark comparisons	Three times per semester	TIF TIA
Ongoing assessments will be utilized to track student performance and respond to student needs	Principal Teachers	LOCAL STATE FEDERAL	May 2018	Benchmark results	Benchmark comparisons	Each grading cycle	TIF TIA
Electra Elementary will fully implement the district wide RTI program; and provide training, as needed.	Principal, School Social Worker RTI Teams Grade level tutors	LOCAL STATE FEDERAL	May 2018	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 2017; January 2018; May 2018	Master schedule; Tutorial lists Tutorial schedule	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 2018	Master schedule Tutorial lists	STAAR results Renaissance	Set at beginning of school year	CNA AMI
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 thr Approaches level.	Principal	LOCAL STATE FEDERAL	May 2018	Schedules of SPED teachers and paraprofessionals	STAAR results	Once per semester	TIA

Electra Elementary will review and analyze all available data for STAAR 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.	Principal Teachers	FEDERAL STATE LOCAL	May 2018	Benchmark Comparison/RTI Grades Assignments/class work	Benchmark reports RTI data STAAR scores	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 2017 - May 2018	DMAC reports and instruction based on DMAC data	STAAR results	Once per semester	TIA
Utilize Renaissance Star Early Literacy and Star Reading 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 Star Reading 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 2018	Successful online test sessions	Reliable option to paper/pencil testing	State testing timeline When better district internet capability has been successfully implemented	TIF
Utilize computer software to facilitate and support student progress in math and reading.	Principal Campus technology instructor	FEDERAL STATE LOCAL	May 2018	Progress reports generated by software programs	Access and usage by all students in computer lab STAAR results	Throughout the school year	TIF
Incorporating a defined phonics and spelling curriculum into emergent literacy goals in grades K – 2.	Principal K – 2 Teachers	FEDERAL STATE LOCAL	May 2018	Lesson plans student work samples	Satisfactory student language and reading grades Measured growth in Star Early Literacy and Star Reading levels	Each grading cycle	TIF

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"> All ELL students will take TELPAS and score overall higher than 2017 results. The campus goal is for students to achieve advanced high rating in all assessed areas. All ELL students will be adequately prepared to take regular STAAR with no linguistic accommodations. (composite avg.) 						
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 2018	Students set up and logged onto practice site. Log of site usage.	Higher ratings in all assessed areas	Spring 2018	AMI

Goal 3	All Electra Elementary students will be taught by highly qualified teachers.						
Performance Objectives	<ol style="list-style-type: none"> 100% of certified teachers will be highly qualified. 100% of instructional paraprofessionals will meet highly qualified standards. 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 2018	Teacher certificates	100% highly qualified faculty	August 2017	HQ PD ER
Require any instructional paraprofessionals not considered highly qualified to complete TOPS training at ESC9.	Superintendent Principal	LOCAL STATE FEDERAL	May 2018	Teacher certificate Certificate of completion of TOP training	Certificates	August 2017	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 2018	Teacher certificates	100% highly qualified faculty	August 2017	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	<ol style="list-style-type: none"> 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 school social worker for grades 3 – 6.	Principal Teachers School social worker	LOCAL STATE FEDERAL	May 2018	Discipline referrals Bullying reports Lesson plans Anti-bullying themed activities	Improved campus culture	August 2017	TIA
Teachers and staff will be diligent in addressing alleged bullying incidents as soon as possible.	Principal Teachers Para-professionals	LOCAL STATE FEDERAL	May 2018	Discipline referrals Bullying reports	Improved campus culture	August 2017	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	May 2018	EOP Monthly drill schedule	Program evaluation	August 2017	TIA
Electra Elementary will maintain an attendance rate of 97%	Principal	LOCAL STATE FEDERAL	May 2018	ADA Reports	Improved student attendance	August 2017	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 Approaches passing 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 2018	Vertical collaboration Orientation for incoming 7 th graders.	Successful transition to secondary program	August 2017	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.						
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 2018	Sign In Sheets Visible parent attendance numbers at campus events	Higher parent attendance/participation	August 2017	PI