

Plainview Independent School District

Edgemere Elementary School

2017-2018 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... Keep Calm and Race On!

Core Beliefs

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

Comprehensive Needs Assessment

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 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- PBMAS 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- 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

- Gifted and talented 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
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Goal 1: READING: Based on STAAR reading results for Grades 3-5, Edgemere will increase the number of students meeting grade level by 1% in each tested grade level, as indicated by STAAR 2018 performance measures.

Eduphoria - 3rd grade 33% 4th grade 39% 5th grade 47%

Performance Objective 1: Based on STAAR reading results for Grades 3-5, Edgemere will increase the number of students meeting grade level by 1% in each tested grade level, as indicated by STAAR 2018 performance measures.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor the use of guided reading lesson plans, foundations and Istation usage reports.	1, 2, 3, 8, 9	Principal Assistant Principal Instructional Coach	More students will be reading on grade level by the end of school year.				
2) Provide technology or online learning/apps for each classroom.	1, 2, 3	Teachers	Data reports will show that student success has increased.				
3) Provide professional development training and travel to staff	4, 5	Principal Classroom Teachers Instructional Coach	Teaching at a higher level with new strategies impacts student achievement.				
4) Provide scheduled, uninterrupted planning times/PLC planning specific to literacy.	2, 4	Classroom teachers	Lessons that have been planned based on student data.				
5) Purchase supplemental instructional materials for struggling or at risk focused on literacy.	1, 2, 3	Reading teachers Principal Instructional coach	Student success rate increases on benchmarks, CBAs, DRA, STAAR,etc				
System Safeguard Strategy 6) Provide writing alignment across grade levels to support how reading and writing compliment each other.	1, 2, 3, 8, 9	Classroom teachers Principal Instructional Coach	Increased success on reading and writing STAAR test including benchmarks.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: READING: Based on EOY DRA results, Grades K-3 will increase the number of students reading on grade level EOY by a minimum of 1% in each grade level, as indicated on EOY DRA 2018.

DRA EOY Data 2017 EOY DRA indicates 52% of Edgemere K-3 students were on reading grade level.

K- 58% 1st- 42% 2nd-41% 3rd--67%

Performance Objective 1: Based on EOY DRA results, Grades K-3 will increase the number of students reading on grade level EOY by a minimum of 1% in each grade level, as indicated on EOY DRA 2018.

Evaluation Data Source(s) 1: -

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training for DRA progress monitoring.	1, 2, 3, 8	Instructional Coach Reading teachers Principal	More students will be reading on grade level by the end of the year.				
2) Provide specific PLC time for uninterrupted data conversation based on DRA tracking.	2, 4	Classroom teachers Principal Assistant Principal Instructional Coach	Lessons that have been planned based on student DRA data.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: MATH: Based on EOY math tests Edgemere will increase foundational math skills in Grades K-2 by 2% in applying basic fact strategies to add/subtract/multiply with models, pictorials and equations. Numeracy, number sense and problem solving will be measured by 2018 EOY Math tests.

Baseline data - 58% of K-2 students have adequate foundational math skills

Performance Objective 1: Based on EOY math tests Edgemere will increase foundational math skills in Grades K-2 by 2% in applying basic fact strategies to add/subtract/multiply with models, pictorials and equations. Numeracy, number sense and problem solving will be measured by 2018 EOY Math tests.

Evaluation Data Source(s) 1: -

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide math vocabulary alignment across grade levels.	1, 2	Principal Classroom teachers Instructional Coach	Student math success rate increases.				
2) Provide visual math strategies to the lower grade levels.	1, 2	Math teachers Classroom teachers Principal	Teachers will have a better understanding of working and helping students with math word problems.				
3) Provide a math family night.	1, 2, 6	Classroom teachers Principal	Parents will have a better understanding of math concepts across grade levels.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: System safeguards will be addressed in all areas.

Performance Objective 1: Edgemere will regularly monitor writing in grades PK-5.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PK-5 grade levels will have a writing prompt each six weeks that is geared to said grade level.		Classroom teachers Assistant Principal Principal Instructional Coach	Increased scores				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	6	Provide writing alignment across grade levels to support how reading and writing compliment each other.

State Compensatory

Budget for Edgemere Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6118-05-103-8-30-036	6118 Extra Duty Stipend - Locally Defined	\$6,000.00
211-11-6119-00-103-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,338.00
199-11-6129-00-103-0-30-000	6129 Salaries or Wages for Support Personnel	\$153,789.00
199-11-6141-00-103-0-30-000	6141 Social Security/Medicare	\$2,230.00
211-11-6141-00-103-8-30-000	6141 Social Security/Medicare	\$860.00
199-11-6142-00-103-0-30-000	6142 Group Health and Life Insurance	\$14,322.00
211-11-6142-00-103-8-30-000	6142 Group Health and Life Insurance	\$4,092.00
199-11-6144-00-103-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$11,995.00
19911-6146-00-103-0-30-000	6146 Teacher Retirement/TRS Care	\$3,458.00
211-11-6146-00-103-8-30-000	6146 Teacher Retirement/TRS Care	\$5,817.00
199-11-6147-00-103-0-30-000	6148 Employee Benefits - Locally Defined	\$42.00
211-11-6147-00-103-8-30-000	6148 Employee Benefits - Locally Defined	\$6.00
6100 Subtotal:		\$261,949.00
6200 Professional and Contracted Services		
211-13-6239-00-103-8-30-000	6239 ESC Services	\$1,500.00
211-13-6291-00-103-8-30-000	6291 Consulting Services	\$1,500.00
6200 Subtotal:		\$3,000.00
6300 Supplies and Services		
211-61-6411-00-103-8-30-000	6329 Reading Materials	\$438.00
211-61-6499-00-103-8-30-000	6329 Reading Materials	\$1,047.00

211-11-6399-00-103-8-30-000	6399 General Supplies	\$4,201.00
211-11-6399-00-103-8-30-066	6399 General Supplies	\$7,000.00
6300 Subtotal:		\$12,686.00
6400 Other Operating Costs		
211-13-6411-00-103-8-30-000	6411 Employee Travel	\$11,052.00
211-23-6411-00-103-8-30-000	6411 Employee Travel	\$4,365.00
6400 Subtotal:		\$15,417.00

Title I 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