

Center Independent School District
F.L. Moffett Primary 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 the proper instruction and support, all students will meet or exceed learning expectation.

We believe adult learning life long commitment essential to student success.

We believe diversity should be respected, appreciated, and valued in order to strengthen learning to 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 reality.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our total enrollment for the 2015-2016 school year was 449 students.

Student Achievement

Student Achievement Summary

I-Station will be used to track students prereading skills in Kindergarten. We will continue using DRA to assess reading levels at the beginning, middle, and end of the year in Kindergarten.

Student Achievement Strengths

Information gathered during small group instruction will be used to identify student academic needs.

School Culture and Climate

School Culture and Climate Summary

Teachers and staff are focused on keeping students engaged in learning. We allow input from all staff to create a pleasant, collaborative environment. Our campus officer provides security and protection.

School Culture and Climate Strengths

We provide numerous opportunities for students to have positive experiences. Field trips, guest speakers, and special programs provide outside experiences to increase knowledge.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

During the 2015-2016 school year, we lost five Kinergarten teachers and two Pre-K4 teachers. In addition, we lost two paraprofessionals. According to student enrollment for 2017 school year, we replaced all but one teacher position. 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. We make a good faith effort to recruit additional ESL/Bilingual teachers to meet the needs of our district each year.

Staff Quality, Recruitment, and Retention Strengths

Staff is supported through weekly grade level meetings. PLC and planning will be addressed during the weekly meetings as well. Data will be used to determine teacher and student needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus focus is centered around literacy. We will use data from DMAC, DRA, I-Station, TELPAS, and TEMI to monitor students progress and adjust instruction.

We will continue with Johnny Can Spell and ESL/Bilingual instructional strategies. We will continue small group pull out which provides targeted instruction for Tier 2 and Tier 3 students.

We are going to work on the RtI process for the 2017 school year.

Curriculum, Instruction, and Assessment Strengths

We plan to meet once a week to discuss data and instruction. Adjustments will be made as needed.

Family and Community Involvement

Family and Community Involvement Summary

Several opportunities for parent involvement are implemented on campus. Book Fairs, Partnership with the 1st United Methodist Church, Fire Safety Day, Veteran's Day Programs and Dental Hygiene programs are offered throughout the year.

Parent Teacher conferences are conducted at Meet the Teacher, Fall and Spring semester to discuss student progress.

Notes are sent home to accommodate English and Spanish languages. Tyson offers a translator for other languages in our district.

Family and Community Involvement Strengths

The Rotary Club supports students by providing food through the Backpack Program. The Lions Club takes care of glasses for students that cannot afford to purchase their own. The 1st Methodist Church provides necessities for students.

School Context and Organization

School Context and Organization Summary

We have many committees, such as CIC, DEIC, and Sunshine Committee, that allow teachers to help in decisions made on campus. The schedule is built so that every teacher has support staff in the classrooms.

Technology

Technology Strengths

Each Kindergarten class has access to four ipads and computers for learning centers and reinforce instruction within the classroom. Kindergarten students also go to computer special class where they are exposed to MS Word, PowerPoint and Publisher. They are able to create individual products and this class supports classroom academic skills being taught.

Classroom Pre K4-Kindergarten have access to either ipad or computers or view finder with projector for whole group instruction.

Each class has a Boxlight Interactive Flat Panel or Smartboard in their room.

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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results

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
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data

Goals







Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 1: By the end of the year student will show at least one year's growth in reading as indicated by the Developmental Reading Assessment (DRA) in Kindergarten.

Evaluation Data Source(s) 1: Improved student performance as evidenced in local assessments; especially DRA.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Continue DRA assessment three times a year: October, January, May, to monitor and adjust individual instruction.	2, 8	Instructional Coach Campus Administrators Classroom Teachers	Teacher report reflects classroom instruction based on DRA results. Focused reading groups earlier in the year. Improved DRA data.				
2) All teachers will continue Johnny Can Spell components with fidelity. PreK3- Kindergarten.	2, 4, 7	Campus Administration Classroom Teacher	Increase student DRA levels.				
3) Reading data meetings will be conducted every three weeks to monitor progress and make adjustments in reading strategies.	1, 2, 7, 8, 9	Campus Administration Classroom Teachers Instructional Coach	Increase student success based on ESGI, DRA and report card data.				
4) Teachers will continue using Daily 5 in small group instruction/learning centers with formal and informal assessments to adjust individual instruction.	2, 7, 8, 9	Instructional Coach Campus Administrators Classroom Teachers	Increased phonemic and literacy skills.				
5) Once a month all students in Kindergarten will have assessments in I-Station. Teachers will use I-Station as one of their tools to monitor student progress and adjust individual instruction.	1, 2, 8	Campus Administrator Classroom Teacher Instructional Coach RTI Teacher	Increase student success through focused instruction shown on I-station data.				
6) Students will be able to check out books from the library to take home starting the second week of school. Teachers will have books available in the classroom.	2, 6	Betty Martin Classroom Teachers Campus Administrator	Take home readers will go home with each child to allow parents to read with their child. Encourage reading.				


<p>7) Continue the use of technological devices in the classroom to increase student engagement and student learning.</p> <p>Boxlights are being used in all classrooms to enhance instruction.</p> <p>Each Prek4 teacher will receive a Chromebook and two desktop computers for instructional use in the classroom.</p>	2, 4	<p>Campus Administrators Instructional Staff Instructional Coach</p>	<p>Increase student engagement and learning through the use of technology.</p>				
<p>8) Bilingual classrooms will increasingly use more English as the year progresses for their classrooms.</p> <p>Use ESL strategies for ESL learner instruction. Provide resources to teachers to increase student success.</p>	7, 9, 10	<p>Classroom Teachers Campus Administration</p>	<p>Students will develop their vocabulary and ability to communicate in English.</p>				
<p>9) Reading will be a integral part of every lesson in every content area.</p> <p>Whole group reading shared reading, small group reading and individual reading will be implemented in each grade level preK3-Kindergarten.</p>	1, 2, 7	<p>Campus Administrators Instructional Coach Classroom Teachers</p>	<p>Increased vocabulary and fluency.</p>				
<p>10) All paraprofessionals will be utilized in the classrooms and help with instruction as modeled by classroom teachers. Instruction will be reinforced in small groups led by teachers and paraprofessionals daily.</p> <p>Paraprofessional led small groups will take place in the classroom with teacher present.</p>		<p>Campus Administration Classroom teachers</p>	<p>Paraprofessionals will develop needed instructional strategies and ideas to assist with instruction. Educational growth.</p> <p>Increased instruction and less time spend in transition.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

Performance Objective 2: In Kindergarten, students writing samples will show improvement .

Evaluation Data Source(s) 2: Improved student performance as evidenced in writing journals.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Student will write in journals, etc at different times throughout the day for a combined time of at least 30 minutes of writing each day. This writing time is on their own.	1, 2, 7, 8, 9	Classroom Teachers Instructional Coach Campus Administrators	Increase improvement of student progress in writing based on samples				
2) The Johnny Can Spell writing process will continue in writing instruction every day.	1, 2, 6, 7, 8, 9, 10	Classroom teachers Campus Administration ESL Director Instructional Coach	Increased student vocabulary.				
3) Campus staff will analyze I-station and DRA data and use that information to address instruction in reading and writing.	9	Campus Principal Instructional Coach Instructional Staff	Help teachers to determine the levels each student needs to begin so that they can plan accordingly to meet those needs.				
4) FLM will develop a committee and determine criteria for students needing RTI. The RTI process will begin after the committee develops procedures to provide instruction to students who have learning deficiencies.	1, 4, 9	Campus Administrators Counselors Campus RTI Committee Members Instructional Coach	Increase ability of Tier2 and Tier3 students by having the RTI process in place.				
5) Kindergarten teachers will implement Lucy Calkins writing curriculum.	1, 9	Campus Administrators Instructional Coach Classroom teachers	Improved student performance on classroom assignments.				
							

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

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

Evaluation Data Source(s) 1: Increased participation in competitive activities offered during the school day.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) FLM will host a field day.	6	Classroom Administrators PE teacher Classroom teachers	Increase parental involvement				
2) FLM Counselor will host Cookies with the Counselor once a month in the evenings to discuss topics that would be beneficial to parents.	6, 7	Campus Administration Counselor Director of Special Programs	Increase Parent Involvement				

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

Performance Objective 2: FLM will establish learning environment that promoted 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) FLM will provide additional nutritional support through the Back Pack for Kids Program based upon student's needs.	10	Campus Administration Counselor Classroom Teachers	Increase student performance. Increase student attendance				
2) FLM will implement a mentor program for new teachers and paraprofessionals.	4, 5	Campus administration Mentor teachers and paraprofessionals	Increased instructional performance. Decrease in staff turnover rate.				
3) The FLM nurse will screen all students for vision and hearing.	2, 9	Campus administrators Nurse Classroom Teachers	Increase in student performance.				
4) Administrators will facilitate campus learning walks to account for quality of teaching and learning.	4	Campus Administrators Instructional Coach	Improved student and teacher performance.				
5) FLM counselor will provide students with coping strategies for bullying situations and also strategies to prevent bullying.	2	Counselor Campus Administrators	Decrease in the number of bullying reports. Decrease in office referrals.				
6) FLM nurses will provide guest speakers to promote health and hygiene practices. Dental health will also be included.	3, 9	Campus Administration Instructional Coach Nurses Classroom Teachers Guest Speakers	Increase student performance. Increase attendance.				
7) FLM will partner with the Parent Teacher Organizaton.	6	Campus Administrators Counselor Teachers	Increase parental involvement and input.				

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