

# Indian Creek Elementary Campus Improvement Plan

2016-2017



**Mission:** To provide all students with a safe, supportive, and rich learning environment.

**Vision:** To be the highest performing school in the community.

Campus Improvement Team Members:

**Teachers:**            **Paraprofessional:**            **Parents:**            **Principal:** Julie Verstuyft

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**  
**SCHOOL YEAR: 2016-2017**

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>• AEIS Report</li> <li>• STAAR Raw Scores (at 70%)</li> <li>• ISIP</li> <li>• Parent Involvement Committee Meetings</li> <li>• Common Assessment/BEM Data</li> <li>• PEIMS Attendance Report 2015-2016 Summer Collection</li> <li>• POs</li> <li>• PEIMS Discipline Report</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Summary of general demographics 625 students Afr. Amr. 2.74% Hisp. 89.89% White 6.28% Eco. 83.41% LEP 14.17% At- Risk 74.4% Mobility Rate 27.1% Sp. Ed. 10.14% Migrant 1 students	Majority of students are Eco. and At-risk. Mobility rate is high.	Identify needs of these students and address the same.  Ensure appropriate interventions are being delivered  Keep accurate data and continue RtI process.
<b>Student Achievement</b>	<b>I station –ISIP</b> <b>Kinder</b> <ul style="list-style-type: none"> <li>• ISIP – 80%</li> <li>• Math – 95%</li> </ul> <b>1st Grade</b>	Comprehension for incoming second grade students, Fluency for all K-3 grade students. Increase rigor of instruction to be prepared for increased standards of STAAR and to increase level of advanced students. Increase number of identified G/T	Increase mathematics scores with targeted intervention from Accelerated Math/STEM Teacher. (Title I) Increase reading comprehension and fluency rates with targeted intervention from Reading Specialist.(Title I) Comprehensive curriculum in reading,

	<ul style="list-style-type: none"> <li>• ISIP -71%</li> <li>• Fluency 58%</li> <li>• Math 83%</li> </ul> <p><b>2<sup>nd</sup> grade</b></p> <ul style="list-style-type: none"> <li>• Reading -80%</li> <li>• Fluency – 49%</li> <li>• Math – 78%</li> </ul> <p><b>STAAR 3<sup>rd</sup></b></p> <ul style="list-style-type: none"> <li>• Reading -67%</li> <li>• Math -44%</li> </ul> <p><b>STAAR 4<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Reading- 64%</li> <li>• Math- 52%</li> <li>• Writing - %</li> </ul> <p><b>STAAR 5<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Reading -76%</li> <li>• Math - 89%</li> <li>• Science -78%</li> </ul>	<p>students from 19 to 58.</p>	<p>mathematics, science and social studies, based in inquiry.</p> <p>In-depth analysis to determine which Readiness and Supporting standards are not being taught well. Target instruction to those standards. Professional development for teachers in strategies for inquiry –based teaching/learning. Provide afterschool targeted afterschool tutoring both Phase I and Phase II students.</p> <p>Part time interventionist for at- risk Math and Reading.</p>
<p><b>School Culture and Climate</b></p>	<p>Grade level teams work well together. Teachers collaborate on lesson plans and activities to address TEKS. Grade levels meet regularly to discuss instruction and student data. Student Habit Hero Program. Common Area Rules. Community Awareness School. Discipline referral rate went from 187 to75. Watch D.O.G.S. Leader in Me.</p>	<p>Develop better relationships between grade levels. Leader In Me – environment (school signage), leadership notebooks, data collection and displays. Better use of Professional Learning Community (PLC) time – book study. Expand community awareness classroom participation. Improve parent relationships. Further decrease referral rate. School wide discipline expectations. Media student team will prepare morning announcements for school wide presentation daily.</p>	<p>Team building activities for staff. Counseling classes on Bullying, 7 Habits / Leader in Me and small group – goal setting. Training on PLC book study every other month –Campus level. Training on community awareness activities. Forums on increasing positive parental communication. Uniform enforcement of school wide discipline plan. Need medium for streaming morning announcements. Media student team will prepare morning announcements for school wide presentation daily.</p> <p>Increase structure across grade levels and content levels with training in PLC’s (Professional Learning Communities) and CFG’s (Critical Friends Group).</p> <p>Increase the number of student clubs on our campus.</p>

<b>Staff Quality/ Professional Development</b>	Professional development is based on CIP and CNA. All staff is allowed to attend Professional development. All grade levels meet weekly and quarterly to discuss student data and to collaborate on lessons. Departmentalized grade levels will meet alternating months for book study. Various staff members will have additional technology training. Regular meetings with Administration.	Additional training on teaching Reading strategies. Training on Inquiry based instruction. Technology use in daily lessons. Genuine student writing and writing across curriculum. Vertical planning. Content Leaders will provide professional development during faculty meetings. Additional training for small groups and workshop time based on teacher need.	Allow for substitutes for in-depth planning. Allow for substitutes for professional development. Allow for technology training. Professional development on STAAR. Professional development on Higher order teaching skills to include inquiry based learning. GT training for non-certified teachers (30 hours and 6 hour updates). ESL training for non-certified teachers. Leader in Me training. New teacher mentoring Modifying the schedule to incorporate PLC time for teachers once a 9 week period. Additional training for small groups and workshop time based on teacher need.
<b>Curriculum, Instruction, Assessment</b>	All teachers received additional training in math TEKS. Teachers gave common Assessments. Teachers used assessments to inform instruction. Teachers met with Administration to review data. Teachers used Rtl procedures. Phase I and Phase II tutoring. Teach Science at least 45 minutes daily every grade level (or the equivalent of). Teaching curricula with integrity.	Improving the rigor of core curriculum. <b>All</b> grade levels using common assessment data to inform instruction. Need for universal screeners for Math and Reading for all grades. Increase writing skills among students. Increase use of technology in daily lessons and for intervention. Use Data room. Clearer use of Rtl process. Additional curricula materials.	New teachers - training on curricula. Using data wisely. Purchase supplemental material, when necessary. Purchase additional technology equipment and programs. Additional training on Rtl process (Title I and SCE funds). Leader in Me program. (Title I) Language materials for dyslexia students. Additional training for Stem-Scopes. Training on new instructional strategies(ASCD).
<b>Family and Community Involvement</b>	Parents are aware of events, achievements, procedures and their children’s progress through monthly newsletters, letters, and PTA meetings, class newsletters, in both English and Spanish. Parents attended the Family Math, Science and Reading Restaurant. Attendance increased slightly to 95.2 % to 95.77%. Parents attended the Family training on Successful Students. Remind 101 texting services.	Active parent participation in homework assistance. Positive communication with parents as partners. Increase volunteer program. Stronger parent participation on CIT. Need to increase the attendance rate to at least 97%. Increase parent training program to 2 per year. Increase participation in PTA. Increase teacher attendance at PTA meetings. Enforcement of attendance policy.	Parent lead Volunteer program. Stronger parent Involvement Committee. Training for teachers in positive communication. Provide parent workshops on a variety of subjects, ie. Language Development, Bullying. Closer communication with parents of absent students. Continue Watch D.O.G.S. programs. STAAR night for parental involvement for upcoming testing administration. Parent training on the attendance policy. Teacher training on the parent partnership

	Student-led conferences. Family Picnic. Watch D.O.G.S.		
<b>School Context and Organization</b>	Teachers have coverage for testing and collaborative planning and PLC. Training for district initiatives. Strong teams. All teachers and assistants are highly qualified, as defined by NCLB. New teacher mentoring program.	New teams will need to strengthen relationships. Class size reduction teacher will be needed to lower class sizes.(SCE) New Teacher Mentor program. Teachers will work in PLCs.	Providing substitutes for teachers for planning and testing (Title I and SCE)). Training on community awareness. Teachers train each other based on strengths and Content Leader information. Leader in Me training and materials. (Title I)
<b>Technology</b>	Every classroom will have a classroom mounted projector and speakers. Teachers have laptops, document cameras and projectors and iPads. There are iPods, iPads, desktops, and laptops on Campus. We also have a classroom set of student response devices. Students will also receive more technology integration through STEM class. Students will regularly use programs such as: Think Through Math, iStation, Moby Max, STEM Scopes and Brain pop. The campus will increase the use a portable laptop cart available for teachers to allow them to have 1:1 technology use for his/her classroom.	IPad training for 2 <sup>nd</sup> - 5 <sup>th</sup> grade teachers. Teachers need to use technology in daily lessons. Purchase additional hardware and software. Additional training is use of applications of technology. Media student team will prepare morning announcements for school wide presentation daily. Develop ICE 5-year technology plan (to be developed by sub-committee to ILT). Mount Smartboards in K-1 classrooms. iPad stands for Kinder-5 <sup>th</sup> grade.	Purchase additional hard and software. Additional training in use of applications of technology. (Title I and SCE funds). Media student team will prepare morning announcements for school wide presentation daily. STEM, Think Through Math, iStation, Moby Max, STEM Scopes, Brainpop. Develop ICE 5-year technology plan. The use of the laptops in the classroom will encourage effective integration of technology so that students will become more technologically literate and be more attentive and engaged in the lesson. It will also lead to improved student achievement as students are motivated to participate. The campus will increase the use a portable laptop cart available for teachers to allow them to have 1:1 technology use for his/her classroom.

