

Rain Independent School District
Rains Intermediate
2019-2020 Campus Improvement Plan

Mission Statement

Rains Independent School District will meet all students' individual needs so they may become responsible citizens.

Core Beliefs

We believe that all students have the ability to learn and they possess the qualities to become valuable members of the community.

We believe all parents can influence their students' hopes and dreams and are essential participants in the educational process through involvement, communication, and partnerships between school and home.

We believe all teachers and paraprofessionals should build personal, compassionate relationships with students and parents and design engaging and challenging lessons that prepare their students for the future.

We believe all support staff (nurses, technology, maintenance, custodial, cafeteria, law enforcement, transportation, counselors, volunteers, etc.) are essential to the safety, security, and success of students.

We believe all principals should be visible, visionary leaders who are passionate about education and who foster a successful school community and learning environment.

We believe the superintendent and central office should define a clear vision for the district through leadership and visibility in the community and schools.

We believe the school board advocates for all students, voices the expectations of the community, and supports the mission, vision and values of the district.

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: 55% of 3rd grade English Learners did not meet grade level standards for reading.

Root Cause 1: Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 63% of 4th grade English Learners did not meet grade level standards for writing.

Root Cause 2: Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 83% of Special Education students did not meet grade level standards in 4th grade writing.

Root Cause 3: Not enough small group instruction and below grade level reading comprehension.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 56% of economically disadvantaged students did not meet grade level standards for writing.

Root Cause 4: Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 74% of Special Education students did not meet grade level standards for 5th grade science.

Root Cause 5: Not enough small group instruction and below grade level reading comprehension.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Only 63% of all students approached grade level in writing.

Root Cause 6: Students not reading on grade level and deficiency of TEKS skills sets.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: The percent of male teachers on campus is 3.7%, while the district is 18.5% and the state is 23.7%.

Root Cause 7: There aren't as many opportunities for extra pay and men don't want to teacher the lower grades.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Most classrooms only have a class set of seven online capable devices.

Root Cause 8: There isn't enough technology funding.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Parent/Community Data

- Parent surveys and/or other feedback

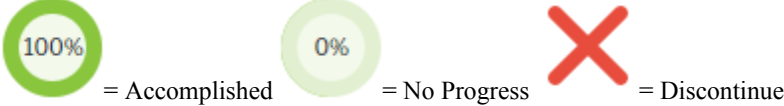
Goals

Goal 1: Improve student achievement

Performance Objective 1: Raise our school report card rating to a "B" in the areas of student achievement and closing the gaps.

Evaluation Data Source(s) 1: Texas School Report Card Rating

Summative Evaluation 1:

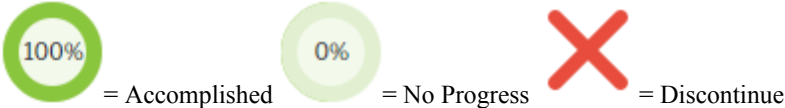
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 5: Effective Instruction 1) Implement a pull out program that gives students extra time an intervention program. This is additional to their ESL certified ELAR teacher.	Administrators, ESL program teacher, ELAR teachers	Through consistent monitoring of student's progress, teachers and administrators will close to the deficiency of our EL population.			
					

Goal 1: Improve student achievement

Performance Objective 2: 70% of English Learners at the Intermediate will meet grade-level standards for the 2020 STAAR testing in reading and writing.

Evaluation Data Source(s) 2: 2020 Spring STAAR Scores
MAP Testing

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
Comprehensive Support Strategy 1) Students who are ELL learners will have access to content teachers who are ESL certified and who provide an enhanced learning experience through differentiation.	ESL-certified teachers in each grade level, ESL teacher	Students will be provided with language supports in the classroom that will carry over to each class and provide them with the necessary tools to be successful in all learning settings.			
Targeted Support Strategy 2) Students who are English Learners will have access to content teachers who are ESL certified and who provide an enhanced learning experience through differentiation.	ESL-certified teachers in each grade level	Students will be provided with language supports in the classroom that will carry over to each class and provide them with the necessary tools to be successful in all learning settings.			
Problem Statements: Demographics 1, 2					
					

Performance Objective 2 Problem Statements:

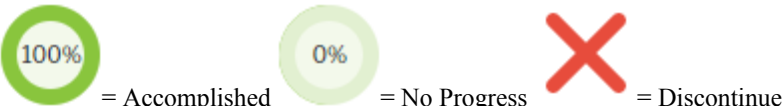
Demographics
Problem Statement 1: 55% of 3rd grade English Learners did not meet grade level standards for reading. Root Cause 1: Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.
Problem Statement 2: 63% of 4th grade English Learners did not meet grade level standards for writing. Root Cause 2: Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

Goal 1: Improve student achievement

Performance Objective 3: Maintain or exceed a campus attendance rate of 97.5% for all students.

Evaluation Data Source(s) 3: PEIMS, Skyward

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Work closely with the Rains ISD Chief of Police and Justice of the Peace as a deterrent for students with excessive absences.</p>	Principal, RISD Chief of Police, office staff, teachers	Decreased chronic attendance issues from repeat offenders			
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Provide incentives for students with 100% attendance rates, including consideration of tardies and early departures when not due to verified health appointments/circumstances.</p>	Teachers, staff, principal	Students who attend school 100% of the time are more successful with the curriculum than students who have excessive absences/tardies.			
					




Goal 1: Improve student achievement

Performance Objective 4: 75% of economically disadvantaged students at the Intermediate will meet grade-level standards for the 2020 STAAR testing in writing.

Evaluation Data Source(s) 4: 2020 Spring STAAR Scores
MAP Testing

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) The writing curriculum will be evaluated and new curriculum will be incorporated as needed. Data walks will be used to ensure student success.	Writing teachers, ELAR teachers	Gaps in the curriculum will be identified and fixed appropriately. Student mastery of writing TEKS will increase with the improvement in curriculum.			
	Problem Statements: Demographics 4				
2) Provide staff development opportunities to address developing students' writing skills.	Writing teachers, ELAR teachers	With ongoing professional development and support, teachers will target specific skills that will help students become better writers.			
	Problem Statements: Demographics 4				
3) Increase the incorporation of writing tasks across disciplines in grades 3-5. Writing will be a part of all teachers' lesson plans and all subject area's Performance Assessments in TEKS Resource System.	All teachers (math, reading, science, social studies)	With increased writing tasks across subject areas, students' skills will increase due to practice and real-life applications.			
	Problem Statements: Demographics 4				
4) To the greatest extent possible, incorporate technology when students write.	Writing teachers, ELAR teachers	When using technology (Chromebooks, Google), students will have access to tools to help them be more effective writers: spell check, oral support, and decreased challenges related to handwriting. This will also aid in parent involvement, because students can work via Google applications at home and school.			
	Problem Statements: Demographics 4				
5) Offer before-school, after-school, and during-school tutorials to address students' writing skill deficits in one-on-one or small group settings.	Writing teachers, ELAR teachers	With targeting instruction and intervention, students will grow at least one year in their writing skills.			
	Problem Statements: Demographics 4				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 4 Problem Statements:




Demographics
<p>Problem Statement 4: 56% of economically disadvantaged students did not meet grade level standards for writing. Root Cause 4: Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.</p>

Goal 1: Improve student achievement

Performance Objective 5: 70% of Special Education students at the Intermediate will meet grade-level standards for the 2020 STAAR testing in writing.

Evaluation Data Source(s) 5: 2020 Spring STAAR scores
MAP Testing

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.	Principal, department heads	All instruction will be tightly connected to student assessment data so that the quality and quantity of targeted support is greatly increased. Teacher lesson plans for the daily 45-minute intervention period will include specific plans to address student needs.			
Problem Statements: Demographics 3					
2) All special education students who receive resource instruction in reading will be assessed, tutored, and monitored through an intervention program called ExactPath.	Special education teachers	Students' individual learning needs will be met via a diagnostic tool that assesses, provides independent instruction/tutoring, and monitors student mastery. The program will help fill instructional gaps for students who are at least one year below grade level. Students can access the program at home, which will increase parent/community engagement.			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 5 Problem Statements:

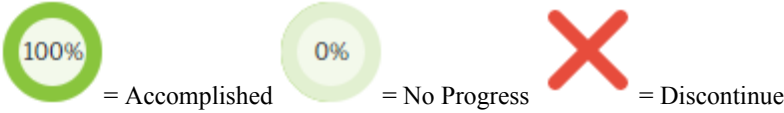
Demographics
Problem Statement 3: 83% of Special Education students did not meet grade level standards in 4th grade writing. Root Cause 3: Not enough small group instruction and below grade level reading comprehension.

Goal 1: Improve student achievement

Performance Objective 6: Bring the student to tech classroom ratio closer to 1:1

Evaluation Data Source(s) 6: Class device count
Student count

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Apply for technology grants and fund raise to purchase devices for classrooms.	Principal	Students will have more access to online devices in their classroom which will allow them to interact with resources on a continual basis in class.			
Problem Statements: Technology 1					
					

Performance Objective 6 Problem Statements:

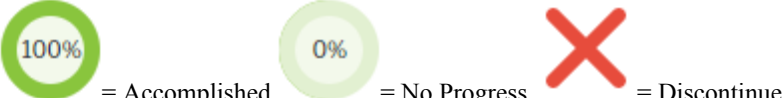
Technology
Problem Statement 1: Most classrooms only have a class set of seven online capable devices. Root Cause 1: There isn't enough technology funding.

Goal 2: Raise parent and community involvement within the school

Performance Objective 1: Increase student performance by engaging parents and the community in events at least four times per year.

Evaluation Data Source(s) 1: Event sign-in sheets, monthly newsletters, Facebook, Twitter, school website, campus marquee sign

Summative Evaluation 1:

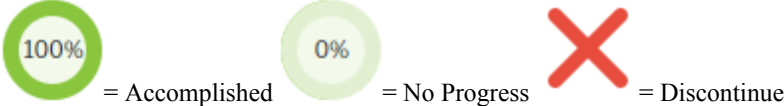
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) The campus will host Meet the Teacher Night (Fall) and Texas Public Schools Week: Open House (Spring) activities.	Principal, teachers, staff, counselor	By opening up the school for parents to see the learning environment, meet staff, ask questions, and see student artifacts, strong rapport will be built between school and community.			
2) The Parent-Teacher Organization (PTO) will continue to grow in active membership from teachers and families. Events may include a spring and fall book fair, Christmas talent show, playground work day, and family-involvement nights.	PTO, principal	With increased membership, the PTO will be able to coordinate more events and be able to donate more resources (time, money, and materials) to the school.			
3) The campus will host Parent Orientation Night (September) to inform parents of the curriculum, assessments, and expectations of each grade level.	Principal, teachers	When parents are informed of the intricacies of each grade level, they are more equipped to help their child succeed by providing specific support at home.			
4) At the end of each 9 weeks grading period, teachers will schedule conferences with parents/families of students who failed their class(es).	Teachers, principal, department heads	By offering parent conferences at the earliest sign of student failure, parents and teachers have time to plan for remediation, identify underlying issues, and problem-solve.			
 = Accomplished = No Progress = Discontinue					

Goal 2: Raise parent and community involvement within the school

Performance Objective 2: Increase parent knowledge and engagement of school activities by posting on Facebook and the school website weekly.

Evaluation Data Source(s) 2: Event sign-sheets and social media counts

Summative Evaluation 2:

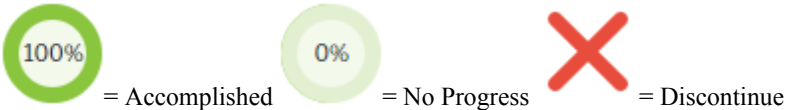
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Update the school website and social media sites every week so that parents are aware of what is happening in the school.	Office staff, principal	Parents are more informed and the office will not receive as many calls about parents missing events or not receiving information about events.			
					

Goal 3: Provide and maintain a safe and orderly environment for students and staff

Performance Objective 1: 100% of staff, students, and families are safe at school in regard to: physical safety, internet safety, violence prevention, suicide prevention, conflict resolution, and bullying/cyber-bullying through strategies implemented annually.

Evaluation Data Source(s) 1: Emergency drill logs, lesson plans, Raptor reports, counselor risk assessments, district internet filter log, health services reports, discipline reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) The campus will participate in emergency drills: fire, shelter for weather, shelter in place, lock-down, and site evacuation.	Principal, teachers, office staff, Director of Operations, RISD Chief of Police	Through the routine implementation of emergency drills, staff and students will know and respond quickly in the event of a crisis at school.			
2) Provide proactive and reactive programs to educate students about and help decrease bullying and cyber-bullying.	Counselor, principal, teachers	When students are aware of the ramifications of bullying and have been taught explicit strategies to build community, then incidents of bullying will decrease.			
3) All doors on campus that do not have a manual locking mechanism on the inside of the door will have a strategy/product in place to aid in quick and easy lock-down procedures.	Director of Operations, principal, CPOC staff	Teachers, staff, and community will be able to react quickly and easily in the event of a lock-down.			
4) Continue to monitor and improve procedures for student pick up, campus visitors, and unauthorized people on campus	Teachers, staff, counselor, principal, RISD Chief of Police	Students will only be released to authorized adults and 100% of staff and students will be safe on school grounds.			
5) Provide annual training opportunities for staff regarding defibrillator use, CPR, and crisis intervention.	District nurse, nurse's aide, Special Education department	With increased teacher and staff knowledge about health-related and special education-related crisis intervention, they will be able to respond more quickly and with confidence.			
					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a pull out program that gives students extra time an intervention program. This is additional to their ESL certified ELAR teacher.
1	2	1	Students who are ELL learners will have access to content teachers who are ESL certified and who provide an enhanced learning experience through differentiation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Weddle	Math Lab Teacher/Math Chair	Math	
Stacy Gibson	Reading Lab Teacher/ELAR Chair	ELAR	