

# Salado Intermediate School



**Campus Improvement Plan**  
2017-2018

**Salado Independent School District  
District and Campus Development Plan  
2017-2018**

**Mission and Objectives**

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 in the future in the social, economic, and educational 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.



**Campus Site Base Committee Members:**

<b>Name</b>	<b>Position</b>
Jennifer Marquis	3 <sup>rd</sup> grade teacher
Madison Farnham	4 <sup>th</sup> grade teacher
Haley Pietsch	5 <sup>th</sup> grade teacher
Tana Free	6 <sup>th</sup> grade teacher
Beth Aycock	Principal
Lacey Cruddas	Assistant Principal
Sarah Norman	Counselor
Michelle Oyler	Reading Specialist
Amy Thomas	ESL teacher
Jasen Graham	Parent
Deborah Beene	Parent
Blaine Springston	Community Representative
Micah Springston	Business Representative

Our district and campus goals will focus on the following:

1. Provide a learning environment that increases student achievement and college and career readiness for all students.
2. Develop and implement a plan to increase student safety and wellness.
3. Analyze, refine & increase Parent/ Community Involvement

### 2017– 2018 Salado ISD District Goals

1. Provide a learning environment that increases student achievement and college and career readiness for all students
2. Develop and implement a plan to increase student safety and wellness.
3. Hire, develop, and retain quality staff through a competitive compensation plan, professional development, and employee appreciation.
4. Increase and use of instructional and administrative technology
5. Develop a long-term plan regarding facilities, transportation, and staffing to address the current and projected growth

## Comprehensive Needs Assessment

### Data Sources

Data sources for the needs assessment include STAAR scores, TELPAS ratings, MAP scores, AIMS web information, as well as community, parents and staff surveys.

### Students

Students are the reason for the school. It is the responsibility of the school to provide an effective curriculum that will provide the tools necessary to equip students with skills and expertise to be successful in their respective careers whether they enter the workforce or go to a college or university after graduation from the public school system. The environment in which students learn is critical and must be conducive to the “teaching-learning” process. It is for this reason that we carefully evaluated the strengths that enhance this process and the needs that detract from it. Based on the site-based decision-making committee and the data collected, the following student strengths and needs were identified:

#### Student Strengths:

In 2016-2017 the campus was rated as having met standard for the state Accountability Rating on the State of Texas Assessment of Academic Readiness (STAAR). Students have performed well on state testing measures such as the STAAR assessment, indicating a strong ability to learn and the potential for students to reach more challenging goals. Based on staff observations and performance on readiness assessments, the students are well disciplined, motivated to learn, and prepared academically.

#### Student Needs:

The goal of the school is to have students increase individual scores by striving to achieve at an advanced level as indicated on STAAR with a special focus on economically disadvantaged learners and English language learners and the student growth index. These scores provide information to the staff and planning for improvement to take place. The committee indicated a need to analyze and refine intervention support programs for struggling students such as English language learners and students with reading and math difficulties, as well as gifted and talented programs to support the individualization of academic achievement for all students. A Campus Leadership Team is being developed which will address the areas in which we did not meet system safeguards during 2015-2016 accountability year. Also in efforts to help prepare all students for success in high school, college, and a career, especially students traditionally underrepresented in higher education we will be implementing AVID beginning in 4<sup>th</sup> grade for the 2017-2018 school year.

### Staff

A highly qualified and highly trained staff is perhaps the most important factor in the teaching-learning equation. State law has long required teachers to be degreed and certified in the area(s) to which they are assigned. Experience and relevant professional development are also essential and must be considered when evaluating staff. Based on the AEIS and the committee’s observation, the following staff strengths and needs are identified:

#### Staff Strengths:

According to the committee, the staff is very devoted, always ready to put in additional time to accomplish whatever needs to be done. Teachers have high expectations for their students and challenge them by setting high performance standards. Teacher retention is a positive attribute and supports the consistency of pedagogy. Teachers meet with vertical and horizontal teams to align curriculum. Partnerships with support staff create a positive learning environment.

Staff is provided opportunities to participate in timely and appropriate professional development throughout the school year. Teachers continue to update gifted and talented certifications, attend training covering student needs such as special education and English as a second language, and pursuing additional training in the subject areas. Substitutes are provided by the district so teachers can be released during normal school hours, if necessary.

#### Staff Needs:

With the growing number of English language learners, an increase in support staff to work with these students as well as additional professional development for classroom teachers will provide academic assistance and help improve STAAR scores for this subgroup. Ongoing AVID training will also continue to enhance student learning, success skills, organizational skills, and grow partnerships among students while also increasing STAAR scores.

## **Parent Involvement**

The success of an instructional program is often significantly influenced by how well parents of the students support the school. In order to benefit from this support, parents must become involved as partners in the education of their students. Parental involvement and support is something that every staff person must continue to cultivate.

### **Parental Involvement Strengths:**

Salado Intermediate School has a high level of parental support as is evidenced by the large number of parents who volunteer at the school and the very active PTO which has been active in fundraising activities that provide additional resources for the school. Many parents are involved in planning school events and class parties during the year, the Watch Dog program has been very successful in recruiting dads to volunteer at the school, and a large number of parents come and eat lunch with their child. A native area and organic garden was added to an outdoor learning area, for fifth and sixth grade science students to continue to cultivate a school garden in this area with the help of parent volunteers. A focus on Social media through Facebook, Twitter, and Instagram has been created to continue and support our outreach and communication to parents.

### **Parental Involvement Needs:**

While we are working on translating notes and information that goes home, there needs to be improved communication and involvement of our ESL parents. We are searching for more ways to reach out and provide opportunities for these families to become more involved in our school on a regular basis.

## **Community Involvement**

Public schools rely on financial assistance from the community. In Texas, the bulk of financing new facilities as well as remodeling existing facilities come from having a supportive community. In order to be successful in the passage of bond issues, the school district must have the support of the community. Thus, like parent involvement, the involvement of the community in the education of its students is critical and certainly worthy of cultivation.

### **Community Involvement Strengths:**

Salado is a small very close-knit community, and residents often represent third and fourth generation graduates from the school. Businesses, as a rule, support the school by providing merchandise for various incentives when called upon to do so. Our students enjoy an active mentoring program in which volunteers work with students to build relationships and self-esteem. The Adopt-a-Unit program will be in effect for 2016-2017 strengthening ties to the military community in Salado and Fort Hood. Community members and high school students volunteer to assist with tutoring for the growing Escalera program which supports English language learners with homework help after school.

## **Facilities**

Facilities include more than the buildings, and include equipment, supplies, and materials needed to enhance the instruction provided by the teachers. Uncomfortable, outdated, poorly lighted facilities and the lack of appropriate equipment, supplies, and materials can significantly detract from the teaching-learning process. It is for this reason that we consider facility needs in our needs assessment.

### **Facility Strengths:**

Salado Intermediate School has been very well maintained since it was constructed in 1999. Janitorial services work diligently to provide students and staff a clean building. All safety standards have been met, and all of the building is accessible to students and staff with disabilities. For the most part, staff enjoys access to adequate supplies and materials as well as equipment, with the exception of technology.

### **Facility Needs:**

Due to the growing student population, resources and facilities will need to be evaluated for usage patterns and future need. The committee stressed the importance of having instructional technology and training for the classroom.

## School wide Program Plan

Salado Intermediate School uses its Title I, Part A and other federal funds to upgrade the entire instructional program by implementing a school wide program as authorized under provision of Public Law 107-110, Section 1114.

The site-based decision-making committee conducted a comprehensive needs assessment to determine the strengths and needs of students, staff, parental involvement, community involvement, and facilities before deciding how to use the local, state, and federal resources available.

Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties and needs as determined by the staff. Professional development will be conducted both at the school and the education service center as well as applicable conferences and workshops and will be intensive and sustained. Staff members will attend Restorative Discipline training this October. Funds from Title II, Part A and Title V, Part A will be used to finance the professional development activities.

We shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year." We will provide these services to our migrant students to ensure success.

An orientation for 3<sup>rd</sup> grade students and their parents will be held at the beginning of the school year to assist in the transition from the Elementary to the Intermediate School.

Teachers will be included in decisions regarding the use of academic assessments to measure student performance. Teachers will use data obtained from the assessment instruments, including but not limited to, STAAR & MAP to implement new instructional strategies, modify existing strategies, and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the tutorial program, or the remedial reading program based on his/her individual needs. Assignment to alternative instructional strategies will be timely based on the teacher's evaluation of objective data and professional judgment.

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with State Compensatory Education and Title I funds and professional development are paid for from Title funds. Some Title funds are used to purchase supplemental instructional materials which are used to enhance the overall instructional program. Guided reading books were purchased this year for school wide use in classroom for leveled reading groups, ESL class & the Dyslexia program.

Other federal programs, used to fund the school wide program include Title I, to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment during summer school activities.

The school will conduct parent-teacher conferences throughout the school year in which individual student performance will be explained to the parent. The teacher will explain how the tests measure challenging content standards, i.e., the Texas Essential knowledge and Skills (TEKS), and recommendations for improvement on future administrations of the instrument. In those cases where the parent or guardian is limited English proficient, the school will make every attempt to provide such explanations in a language understood by the parent or guardian and provide a translator when available.

**SALADO INTERMEDIATE SCHOOL  
2017-2018 GOALS**

**SIS GOAL 1:** Provide a learning environment that increases student achievement and college and career readiness for all students.

**Action Plan**

<b>Performance Objective/Strategy</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start/End</b>	<b>Benchmark Dates</b>
<b>Create a Campus Leadership Team to address the areas in which we did not meet system safeguards during 2016-2017 accountability year.</b>	Admin Team Committee members	Personnel budget	Sign in sheets, notes from meetings Assessment results, test scores for the 2015-2016 accountability year	Fall 2017/Spring 2018	
<b>Increase the percentage of students that earn “approaches”, “meets” or “masters” on the State of Texas Assessment of Academic Readiness (STAAR) in the following areas:</b> <ul style="list-style-type: none"> <li>• Reading (SPED and ELL)</li> <li>• Math (SPED and ELL)</li> <li>• Writing (Hispanic and ED)</li> <li>• Social Studies (ELL)</li> </ul>	Administration Teachers	Tutoring AVID Intervention courses	Increase in STAAR scores	Fall 2017/Spring 2018	End of Year
<b>Implement System Safeguard Measures for:</b> <ul style="list-style-type: none"> <li>• Reading (SPED and ELL)</li> <li>• Math (SPED and ELL)</li> <li>• Writing (ED)</li> <li>• Social Studies (ED)</li> </ul>		Student data Staff training	Increase in STAAR scores	Fall 2017/Spring 2018	Ongoing
<b>Utilize assessment programs to monitor student progress</b>	Reading intervention team, classroom reading	Technology Budget	Documentation, student record sheets for progress monitoring, notes	Fall 2017/Spring 2018	Ongoing

<ul style="list-style-type: none"> <li>• STARR reading</li> <li>• MAP</li> </ul>	teachers		Assessment results, test scores for the 2015-2016 accountability year		
<b>Utilize programs to increase student success in math</b> <ul style="list-style-type: none"> <li>• Think Thru Math</li> <li>• Prodigy</li> </ul>	Teachers	Technology	Documentation, student record sheets for progress monitoring, notes Assessment results, test scores for the 2015-2016 accountability year	Fall 2017/Spring 2018	Ongoing
<b>Increase student access to technology</b>	Administrators Teachers Technology coordinator	Laptops Chromebooks Computer Labs	Teacher and student input Lesson plans	Fall 2017/Spring 2018	Ongoing
<b>Review and strengthen instructional practices for struggling students: Core Classes for ELL, inclusion and at-risk students</b> <ul style="list-style-type: none"> <li>• Escalera</li> <li>• Tutoring</li> <li>• Math and Reading Intervention</li> </ul>	Administration Teachers	Comparative Data Administration Faculty Technology	STAAR data Failure reports Teacher input	Fall 2017/Spring 2018	Ongoing
<b>Review and strengthen available programs that challenge student performance and increase college and career readiness</b> <ul style="list-style-type: none"> <li>• Honors courses</li> <li>• Gifted and Talented</li> <li>• AVID</li> </ul>	Administrators Teachers Gifted and Talented Coordinator	Comparative Data Staff Training	Test results Parental Feedback Student Enrollment Number of teachers trained	Fall 2017/Spring 2018	End of Year
<b>Implement programs that target areas of growth</b> <ul style="list-style-type: none"> <li>• AVID</li> <li>• Eagle Time interventions</li> </ul>	Administration Teachers		Increase in scores	Fall 2017/Spring 2018	End of year
<b>Use of Eagle Time for tutorials and remediation</b>	Faculty and Staff	Eagle time Curriculum materials	Student attendance Increase in scores	Fall 2017/Spring 2018	Ongoing

**SIS GOAL 2:** Develop and implement a plan to increase student safety and wellness.

<b>Performance Objective/Strategy</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start/End</b>	<b>Benchmark Dates</b>
<b>Provide after school child care program at SIS</b>	Administration Teachers	Money to pay teachers Snacks Games	Daily attendance	Fall 2017/Spring 2018	End of year
<b>Mentor program for at-risk students</b>	Administration Counselors Mentor Board	CIS School Mentors Training Books for students	End of year mentor survey	Fall 2017/Spring 2018	Ongoing
<b>Monthly counselor vertical team meetings</b>	Counselors	Meeting time	Meeting agendas	Fall 2017/Spring 2018	May 2018

**SIS GOAL 3:** Analyze, refine & increase Parent/ Community Involvement

**Action Plan**

<b>Performance Objective/Strategy</b>	<b>Responsible Person</b>	<b>Resources Needed/Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start/End</b>	<b>Benchmark Dates</b>
<b>Avid Family Workshop</b>	Administration Teachers	N/A	Documentation Student Portfolios Activity/Project Documentation Student, parent, and teacher feedback	Fall 2017	Ongoing
<b>Increase and encourage parent involvement through the use of technology apps such as:</b> <ul style="list-style-type: none"> <li>• Remind 101</li> <li>• Bloomz</li> <li>• Seesaw</li> </ul>	Teachers	N/A	Documentation Parent feedback	Fall 2017/Spring 2018	Ongoing
<b>Continue Social Media outreach:</b> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Instagram</li> <li>• Twitter</li> <li>• YouTube</li> </ul>	Administration Counselor	N/A	Documentation/ online Parent survey/feedback	Fall 2017/Spring 2018	Ongoing
<b>Increase communication and involvement with Spanish speaking families through Remind 101</b>	Administration Teachers District translators	N/A	Documentation Parent and teacher feedback	Fall 2017/Spring 2018	Ongoing
<b>Implement One School, One Book family reading program using the book Wonder by RJ Palacio</b>	Administration Teachers	Title I funds	Documentation Student, parent, and teacher feedback	Fall 2017/Spring 2018	Ongoing