

Jasper Independent School District
Few Primary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress



Board Approval Date: October 9, 2017

Mission Statement

As equal partners in the education of all children; faculty, parents and community will dedicate their efforts and resources to prepare students through programs of quality, equity, and challenge to become successful learners.

Vision

Our vision is for faculty, parents, students and community to be responsible for creating a safe and positive climate of high expectations for learning.

Value Statement

**Building an Educational Foundation
of Excellence!**

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.	13
Goal 2: Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.	18
Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.	20
Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.	23
Goal 5: Jasper ISD will recognize and honor teachers at every opportunity, as appropriate throughout the year to attract and retain a highly professional and effective staff.	24
System Safeguard Strategies	25
Title I	26
Schoolwide Program Plan	26
Ten Schoolwide Components	26
Title I Personnel	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jean C. Few Primary is the only EE - 3rd grade campus in Jasper ISD.

The student population is approximately 41% African American, 35% White, 17 % Hispanic and 6% Two or More Races.

Few Primary finished the 16-17 school year with 810 students and on September 21, 2017 has an enrollment of 825.

Current grade level totals are as follows:

Grade Level	Male	Female	Total	Percent
EE	3	0	3	.3%
PK	69	52	121	14.7%
K	89	99	188	22.8%
01	84	84	168	20.4%
02	85	95	180	21.8%
03	88	77	165	20.0%
Campus Total	418	407	825	100%

- End of 2016-17 Year Skyward report had 415 Male (50.5%) and 407 Female (49.5%) students
- African American 40.4% (345 students)
- Hispanic 18.9% (161 students)
- White 35.7% (305 students)
- Asian .2 % (2 students)

- Two or More Races 3.7% (32 Students)
- Economically Disadvantaged 85%
- Limited English Proficient (LEP) 12.8% (109 students)
- At Risk 45.7% (390 students)

According to the 2015-2016 TAPR Report, Jean C. Few Primary had a 95.3 attendance rate for students. The 2014 attendance rate for Few Primary was reported at 95.4%.

In the TAPR 2015-2016 Campus Profile Staffing was reported as follows:

- Teacher Total 59.1
- Average Experience 14.7. years
- New to the profession 6.4%
- Professional Support staff 5
- Campus Administration 4
- Educational Aides 22.9
- Auxiliary Staff 14

Demographics Strengths

Jean C Few continues to increase the diversity of its student population with increases in our Limited English Proficiency students and a growth in students identifying as two or more races. LEP and Bilingual students are performing at or above all other ethnic groups on State STAAR test.

1. Teacher average years of experience for campus is 14.7 in most recent TAPR report while the state average is only 10.9.
2. Both the number of Bachelors and Masters degrees at Few are above the state average.
3. There is a high percentage of Educational aides on our campus compared to the state average. Few has 25.1% of its staff are Aides while the average is 9.6%
4. The balance of male and female students is very good.
5. The ethnic population of the campus is diverse with African Americans at 40.4%, Hispanics at 18.9% and Whites at 35.7%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teacher turnover means that 26.5 % of teachers are in their first or second year of teaching. **Root Cause:** Area serves as a stepping stone for larger cities that offer greater salary and opportunities.

Problem Statement 2: The campus economically disadvantages percentage has increased while staff reflects a more middle class mindset. **Root Cause:** Even with training to address students living in poverty, teachers remain tied to middle class management of students.

Problem Statement 3: The growth in economically disadvantaged students is paralleled by a loss in more economically affluent students. **Root Cause:** Loss of timber and related services has reduced the number of middle and high paying jobs.

Problem Statement 4: The campus is not able to find qualified candidates to fill Bilingual positions. **Root Cause:** Due to location of the district and the shortage of bilingual teachers in the area, even with pay incentives, there are few applicants.

Student Academic Achievement

Student Academic Achievement Summary

Jean C. Few received an accountability rating of Met Standard for 2017. The Few campus showed gains in every index from the previous year. Few increased from one Distinction in 2016 to two in 2017.

	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness
Standard	60	32	28	12
J. C. Few	69	68	43	28
Difference	+9	+36	+15	+16

Index 1:

Few Primary scored 9 above the target score for the index. Few also increased its score from the previous year from 62 to 69

Index 2:

The index 2 target was 32 for Few Primary. Few scored a 68 in this index. Last year Few had a 57. That was an improvement of 11 points.

Index 3:

The target score for Few was a 28. Few scored a 43 in this area. Last year Few was at a 37. This represents an improvement of 6 points.

Index 4:

the target score in this index for Few was a 12. Few scored a 28 in this index

Few received 2 distinctions out of 5 possible distinctions. One was in Top 25 percent Student Progress and the other was in Academic Achievement in

Mathematics.

Student Academic Achievement Strengths

Overall STAAR scores on both tested subjects were up from the previous year.

STAAR Math scores moved above the region average.

African American students made significant growth on both Math and Reading on STAAR compared to the previous year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 36% of 3rd grade students did not meet approaching grade level standard on STAAR Reading **Root Cause:** Adequate early interventions are not growing students at rates to catch them up from beginning school significantly behind.

Problem Statement 2: African American Students remain significantly below the "All Student" average in both reading and math.

Problem Statement 3: Special Education students were not successful on the reading test and only 27% passed the math test.

Problem Statement 4: At Risk students as a group, scored lower than any race group. **Root Cause:** Lowest students seem to receive less than necessary time and effort to help them be successful.

School Processes & Programs

School Processes & Programs Summary

Kindergarten through 3rd grade teachers have access to the TEKS Resource System as a user friendly management of scope and sequence.

The campus uses a CORE academic team and Grade level meetings to support common lesson topics and assessments.

Grade Level meetings support both new and veteran teachers to lighten the load of preparation and insure a viable curriculum for all students.

Each grade level has an administrator that works with the grade level to insure support for grade-level teachers.

Campus Administrators participated in district book studies in 16-17 to improve leadership skills.

School Processes & Programs Strengths

Strong veteran grade level coordinators that help create a team that works together on instruction and field trips for the grade level.

Subject Core team from campus that work with district Curriculum Department and help manage data from the campus.

Weekly grade level team meetings to plan lessons and review assessments and use data to drive instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: New and struggling teachers are not receiving adequate coaching from administrators. **Root Cause:** Administrator time spent on urgent task rather than strengthening teachers for the long term.

Problem Statement 2: New programs are introduced each year but often are not fully implemented with fidelity. **Root Cause:** Lack of written protocols on existing initiatives and constant change in campus and district leadership.

Perceptions

Perceptions Summary

Family and Community Engagement

Few Primary has overall good parent involvement as a primary school where parents are most involved with their child's education. Parent contacts begin with our Prekindergarten and Kindergarten "Round-up" and continue with the district annual Open Houses. Help is also given before school begins with registering their children online, JISD Spotlight Night, an annual STAAR Nights, Title I meetings, and a campus PRIDE organization as well as a Watch D.O.G.S. volunteer program. The campus has good participation on its social media pages. Grade levels all send out weekly newsletters and the administration utilizes School Messenger and Skyward message center. Parents and community members are also included on the Campus Improvement Team. Local restaurants partner with our school to help reward our students for making the Honor Roll and attendance. Attendance at almost all events including parent conference day is good with more than 50% of parents in attendance.

The campus participates in Red Ribbon week, Fire Safety week and Bus Safety week. Social interaction classes are included in rotation times for younger students through the At-Risk Counselor. Bullying education is included for all students.

A majority of office referrals relate to young students learning to follow classroom rules and become familiar with school rules and procedures. Discipline management is encouraged in the classroom that gives opportunity for the student to correct minor behaviors before being sent to the office. Parent contact is expected by each teacher for minor incidents before the student is referred to the office.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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

- Male / Female performance and participation data
- Special education 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- 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

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data


Goals

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 1: The percentage of 3rd grade students who meet or master grade level in reading will increase from 64% to 67% by June 2018

Evaluation Data Source(s) 1: State STAAR results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All teachers will participant in Guided Reading professional development.	1, 3, 4, 9	Elaine Lacey	All teachers will have a thorough understanding of Guided Reading and the importance of every component.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 36% of 3rd grade students did not meet approaching grade level standard on STAAR Reading Root Cause 1: Adequate early interventions are not growing students at rates to catch them up from beginning school significantly behind.

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 2: At least 50% of all 3rd grade students will perform at or above the "Meets Grade Level" classification on both the Math and Reading STAAR test.

Evaluation Data Source(s) 2: 2018 STAAR Reading and Math scores.

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Both reading and math labs will service both Tier 2 and Tier 3 students to improve student results in both areas.	1, 3, 9	Lab teachers (Guthrie, Rutledge, McCarter, Grigsby).	Students who come into the year below grade level will receive extra time and attention to show more than a year's growth to reach "meets grade level".				

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 3: 100% of instructional staff will be trained in Instructing the ECD sub population by May of 2018.

Evaluation Data Source(s) 3: In-service sign-in sheets, walkthroughs.

Summative Evaluation 3:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Ensure that instructional staff attends the Grace Dearborn Training during in-service.</p>	1, 3, 4, 9	Principal and Principal's secretary	Teacher's will better understand students that are economically disadvantaged. Better understanding will translate into better strategies to engage and impact learning.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 4: Few Primary will increase academic performance in both Reading and Math through the use of a universal screener, progress monitor and RtI program that focuses on struggling students receiving both increased time and attention.

Evaluation Data Source(s) 4: Universal Screener, Progress Monitoring system reports, DMAC reports and State STAAR test.

Summative Evaluation 4:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Universal Screener BOY results will be used to place students that are the farthest behind grade level in labs where they will receive small group instruction and additional direct instructional time based on their needs and challenge all students to set goals to grow at least a full grade level before the EOY testing. All students will use a progress monitoring program to determine areas of weakness and received interactive interventions in those areas.</p>	1, 3, 4, 9	Administration, Lab teachers, Campus Core team members.	Growth at or above the full year scale score amount.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) RtI identified students in 1st and second grade will received small group interventions in a lab setting from Title I supported teachers.</p>	1, 3, 8, 9, 10	Lab Teachers, Administration	Lowest performing students from campus and in lowest Socio/Eco groups will receive extra attention and improve which will produce more growth.				
<p>Funding Sources: Title I - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 5: All Prekindergarten students will receive a handwriting workbook that will be incorporated into the daily lesson plan to begin needed writing skills.

Evaluation Data Source(s) 5: Lesson Plans and Finished products.

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Prekindergarten students will receive a writing workbook and daily instruction by teachers that will help them with skills needed once they reach kindergarten.	1, 3, 7	Prekindergarten grade level coordinator and Assistant Principal over Prekindergarten.	Prekindergarten students will have a smooth transition to writing expectations in Kindergarten and beyond.				
							

Goal 2: Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.

Performance Objective 1: Few Primary will target students with prior year absences of greater than 9 to create a plan for reducing their absences by 1/3.

Evaluation Data Source(s) 1: Prior year attendance records and current year attendance records.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrators will identify and meet with students and parents of students who had more than 9 absences during the 2016-2017 school year to develop a plan to improve their attendance by at least one third.	1, 3, 4, 9	Ron Vickers, Elaine Lacey and Misti Smith.	Greater overall attendance by those that had most absences in previous year.				
<p>Critical Success Factors CSF 4 CSF 6</p> 2) Reward students with either 0 or 1 absences during a month of school through a class level drawing of students.	1, 9	classroom teachers, attendance clerk, administration.	Increased attendance by students who are regular attenders but who miss less than 6 times a year.				

Goal 2: Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.

Performance Objective 2: Few will work toward improving overall attendance rate to above the state average through individual and grade level incentives

Evaluation Data Source(s) 2: Skyward daily attendance reports

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Few Primary will choose one student from each classroom each month who has missed no more than one day to receive an incentive.	1, 6	Teachers, attendance clerk, Administration	Increased attendance among all categories of students with absences.				

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

Performance Objective 1: Few campus will conduct regular drills to prepare students and staff in the event of a campus emergency.

Evaluation Data Source(s) 1: Drill completion forms

Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administration will plan both fire and other drills for each month and collect information for an after action review to improve both efficiency and speed.		Assistant Principal	Students will be ready for any type of emergency on the campus.				

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

Performance Objective 2: Few Primary will initiate a character education program with a target of reducing repeated assignment of students to In-school Suspension.

Evaluation Data Source(s) 2: Skyward and PEIMS data

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Few will send both its at-risk counselor and ISS aide to "Why Try" training to begin implementation of a counseling session with all repeating ISS students to help them to learn different ways of coping.</p>	1, 4, 9	At-risk Counselor, ISS Aide, Administration.	The number of students that are sent to the ISS room for more than 5 days per year should be reduced.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

Performance Objective 3: Decrease the number of PEIMS reported discipline events by 10%.

Evaluation Data Source(s) 3: PEIMS reports

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS</p> <p>1) Begin using a teacher created "Level of Offenses" chart to determine which incident/ or incidents should result in an office referral.</p>	1, 2	Administration and teachers	Greater consistency in referrals to office.				
<p>PBMAS</p> <p>2) Implementation of a campus-wide PBIS system.</p>	1, 2	Administration	Increase balance of positive to negative interactions from teacher to student.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.

Performance Objective 1: Few Primary will increase its contacts with parents and community through multiple means of communication.

Evaluation Data Source(s) 1: Skyward message center report, School Messenger reports, Facebook "reached" monitoring and event sign-in documents.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Few Primary will communicate important information about academics and school activities by using School Messenger, Skyward, Message Center, the JISD website as well as the Few tab under schools, progress reports, report cards, grade level weekly news letters, Facebook, Remind101.com, Class Dojo and local media.	1, 2, 6, 9	Parent Liaison, and Administration.	Families will participate at a higher rate when informed about their children's school activities.				
2) Few Primary will have grade level programs for each grade on campus, will have school-wide events such as Open House and Parent Conference Day and participate in district wide events like Parent Spotlight night.	1, 2, 6, 9	Administration, Parent Liaison, Music Teacher, Grade Level Coordinators.	Increased parent contact and participation by parents both at the events and throughout the school year.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 5: Jasper ISD will recognize and honor teachers at every opportunity, as appropriate throughout the year to attract and retain a highly professional and effective staff.

Performance Objective 1: Few Primary will foster recognition of both faculty and staff at least weekly and recognize excellence through district and regional programs.

Evaluation Data Source(s) 1: Copies of weekly newsletter, list of recipients of district awards and regional nominations.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through the weekly teacher newsletter, one teacher a week will be recognized and rewarded with a "Sonic" gift card donated by "Sonic"	5	Sunshine Committee	Helps teachers to get to know others and makes the teachers feel appreciated.				
2) Staff will be encouraged to nominate teachers for district recognition like the Believe award and the Jasper Educational Foundation as well as the regional Teacher of the Year award.	5	Administration	Increased staff morale and improved reputation of the school.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Both reading and math labs will service both Tier 2 and Tier 3 students to improve student results in both areas.
1	4	1	Universal Screener BOY results will be used to place students that are the farthest behind grade level in labs where they will receive small group instruction and additional direct instructional time based on their needs and challenge all students to set goals to grow at least a full grade level before the EOY testing. All students will use a progress monitoring program to determine areas of weakness and received interactive interventions in those areas.

Title I

Schoolwide Program Plan

Note: Until TEA makes a formal decision about how we will interpret the 10 Schoolwide Components, Plan4Learning will leave them exactly as they were under NCLB. Each component should include a customized explanation of how it is addressed by the school.

Few Primary School has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title 1.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data;
6. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Few Primary School has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Factual problem statements were written and then root causes were identified and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Investigate how manipulatives are used in the various core areas.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

3: Instruction by highly qualified professional teachers

Instruction by highly skilled and effective professional teachers is an important component of our schoolwide plan. Procedures in use at Few Primary School to ensure that instruction is provided by the best teachers possible include:

1. Provide time off for high-quality professional development.
2. Provide an effective mentoring system.
3. Assign teachers for a "best-fit" of their strengths.
4. Provide professional development for existing programs prior to new school year for new staff or those wanting refreshers.
5. Monitor effectiveness of teachers by frequent walk-throughs.
6. Provide time for teachers to observe master teachers in the classroom.
7. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.
8. Implement strategies to provide clear lines of communication between teachers and administrators.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Few Primary School utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Select the professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for all staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for all personnel to meet the identified needs of all student populations to increase student

performance.

4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide blocks of time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting high quality, state certified teachers. Please refer to the procedures information located in the addendum.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success. Three years ago, we hired a Parent Coordinator and we are seeing significant improvement in parental involvement. One key action that is lead by the Parent Coordinator is the implementation of a special parent advisory team. The composition of this parent team is quite varied and as we make plans for parental involvement, we bring our ideas to this parent team for feedback. The parent team has been charged to think about how the ideas/activities/projects impact their busy home lives and then they provide their opinions about successful implementation. This helps us make better decisions about how to increase parental involvement and obtain higher levels of parent participation.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students. Our campus does not currently have an early childhood program; however, when new students enroll, we make sure that we identify any preschool siblings so that we can share information about the early childhood programs in the district. It is important that the academic achievement of every preschool student is closely monitored. Because the early childhood programs provide a foundation for later academic success, we work hard to be sure that our parents know what options are available for them and for neighborhood children who might not have older siblings in school.

Although this component primarily addresses transitions to elementary from early childhood, Training Elementary spends time reviewing activities at all critical transition points to ensure the implementation of a coherent and seamless education program.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Each grade level is included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Each grade level identifies individual students who need additional learning time to meet standards. The teachers then provide those students with timely, additional assistance that is tailored to their needs. The assistance and support looks different at each grade level; however it is always available to all students in the school who need it. The campus also provides a structured school-wide tutorial program that specifically targets the needs of each student who attends. All support systems are evaluated on a quarterly basis to ensure that they continue to meet students' needs.

10: Coordination and integration of federal, state and local services and programs

Because we are a schoolwide Title 1 campus, we have flexibility to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to combine most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Grigsby	Reading Lab Teacher	Title I	1
Naomi Rutledge	Math Lab Teacher	Title I	1