

# **SWEETWATER INTERMEDIATE SCHOOL**

## **CAMPUS IMPROVEMENT PLAN 2016-2017**



**SWEETWATER INDEPENDENT SCHOOL DISTRICT  
SWEETWATER, TEXAS**

# PLANNING AND APPROVAL

The Comprehensive Campus Improvement Plan was developed collaboratively by the Campus Council.

## CAMPUS COUNCIL

<u>NAME</u>	<u>POSITION</u>
Andrea Renteria (2015-2017)	4 <sup>th</sup> Grade Teacher
Kassidi Seaton (2016-2018)	4 <sup>th</sup> Grade Teacher
Samantha Webb (2016-2018)	5 <sup>th</sup> Grade Teacher
Shara Sloan (2015-2017)	5 <sup>th</sup> Grade Teacher
Jennifer Kent (2015-2017)	Science Coordinator
Melody Squires (2016-2018)	Special Education Teacher
Lori Davis (2015-2017)	Paraprofessional
Melissa Howard	Counselor
Dawn Cornutt	Assistant Principal
Kenny Maxwell	Business & Community
Ronny Linebaugh	Business & Community
Cindy Hamlin	Parent
Danelle Davis	Parent
Doug Young	Principal

Approval: \_\_\_\_\_  
Chairman of Campus Council

## **SISD MISSION STATEMENT**

**The Sweetwater Independent School District believes in democracy, in individual freedom, and in equality of educational opportunity. It is the responsibility of the school district to provide an atmosphere in which all students can learn and develop positive attitudes toward learning and toward themselves.**

**The school district exists to provide opportunities for all students to reach their maximum intellectual potential. The district provides unique opportunities for students to learn to communicate effectively, to grow socially, emotionally, physically, and aesthetically so that they can become well-rounded adults.**

**The Sweetwater Independent School District is committed to providing opportunities for students to be challenged and successful in preparation for the future. This district has the responsibility to lay the foundation for students to become contributing, responsible members of society.**

## **SIS MISSION STATEMENT**

**The mission of the staff at Sweetwater Intermediate School is to develop an eager sixth grader that is well-rounded and productive academically, follows the conduct code, and has high self-esteem with respect for self, others and property. We will accomplish this by providing a flexible, high expectant, cooperative staff with a curriculum that is flexible, challenging and produces a well-rounded student in an environment that is safe, pleasant and conducive to learning.**

## **SWEETWATER ISD STUDENT EXIT OUTCOMES**

By the time students exit Sweetwater ISD, each will:

- demonstrate self-esteem as a learner and person.
- demonstrate general academic knowledge and competencies.
- demonstrate use of extended thinking skills.
- demonstrate problem-solving, decision-making, and group process skills.
- utilize and adapt to technological advances.
- show respect and concern for self and others.
- demonstrate social, civic, economic, and environmental responsibility.

- be a self-directed, life-long learner.

## **SWEETWATER ISD BELIEVES THAT . . .**

### **All Children . . .**

need to be treated fairly and with respect.  
 need to feel ownership for their learning.  
 learn differently and at different rates.  
 can realize success.  
 should feel safe at school.  
 need to have their basic needs met (educational, physiological & psychological).  
 are naturally curious.  
 need knowledge applied to real life situations.  
 are affected by self-esteem, and self-esteem affects learning.  
 learn more if they respect their teacher.  
 respond to caring and positive attention.  
 will be held accountable for their responsibilities, actions, and success.  
 benefit and learn from success and failure.  
 must be ready to learn, participate, and be successful.  
 need support from home.  
 have equal worth and value.  
 best exceed in an open, inviting climate of continuous courtesy and mutual respect.

### **Effective Instruction Should . . .**

be built on previous learning/knowledge.  
 change to meet societal and student needs.  
 have purpose.  
 be flexible to meet needs of different children.  
 include a variety of instructional and learning activities.  
 provide gains in knowledge and skills.  
 have an intervention plan for failures; teach students to grow from failures.  
 be geared for student success.  
 be modified for learning styles.  
 prepare students for the future.  
 provide problem solving and critical thinking skills.  
 be enjoyable.  
 honor all levels of success.  
 provide students opportunities to exceed and reach beyond their grasp.  
 prepare students to develop positive attitudes.

be continually reinforced.

be clear, concise, and focused.

### **Teachers and Administrators Should . . .**

feel ownership for students learning.  
 use every opportunity to build each students self esteem.  
 hold high, accurate, and flexible expectations for all students.  
 provide a majority of class time devoted to actively engaging students in learning activities; decrease seat work time.  
 monitor guided practice as it is being completed.  
 communicate frequently with students parents regarding student work and behavior.  
 recognize that inappropriate student behavior is reinforced by an adults caustic, derogatory, emotional, and/or angry response.  
 avoid using homework or extra work as a discipline technique.  
 continue professional education in instructional techniques and programs.  
 teaching and learning research through workshops and seminars and/or college classes.

### **School Must . . .**

provide a safe, healthy, secure, and nurturing environment.  
 be a meaningful workplace.  
 promote self-responsibility and respect for others.  
 be a cooperative and collaborative system between family, schools, community, and business.  
 prepare students to be successful in a real, changing world.  
 be a place to be successful.  
 serve diverse cultures.

# **PREFACE**

## **PLANNING AND THE TEXAS ACADEMIC PERFORMANCE REPORTS (TAPR)**

**District-wide planning and campus planning for school improvement are too important to be left to chance. As in any other form of communication, there must be a common language so that everyone will understand what is to be done, what is being done, and what has been done. There should be, without opposing discussion, a central focus on student achievement in all school improvement planning.**

**With student achievement as their primary focus, district and campus committees plan for increased achievement by developing comprehensive needs assessments and by developing goals, objectives, persons responsible for strategies implementation, and formulative evaluation. This document addresses the following:**

- 1. State of Texas Assessment of Academic Readiness (STAAR)**
- 2. Special Programs: G/T, ESL, Dyslexia, At-Risk, Migrant and Response to Intervention (RTI--PittStop)**
- 3. Staff Development**
- 4. Student Attendance**
- 5. Violence Prevention and Intervention on Campuses**
- 6. Parental Involvement**
- 7. Special Education PBMAS Indicators**

## Sweetwater Intermediate School Comprehensive Needs Assessment

### **Introduction**

Input was gathered from: Region ESC 14, Campus Improvement Team Meetings, PSP Meetings regarding Former Improvement Required, and parent conferences. Sweetwater Intermediate had been placed on "Improvement Required" for failure to obtain Level II requirements in 2014. SIS was rated "Met Standard" for 2015 and was under FIR. In 2016, SIS was rated "Met Standard" along with 5 out of 6 Distinguished Achievement Stars. Continued academic progress remains a concern for all tested subjects, but especially in 4th and 5th grade Reading and 5th Grade Science. Sources of information include:

- STAAR Data
- Parent Participation
- Highly Qualified Surveys
- Discipline Referrals
- Special Programs Evaluations
- TAPR
- Attendance Rates
- Grades and Failure Reports
- System Safeguards and PBM Data

### **Identified concerns:**

- STAAR Reading
- STAAR Science
- Parental Involvement

**Identified Strengths:**

- Campus-wide implementation of PBIS
- Campus-wide implementation of Capturing Kids Hearts
- Family Access, SISD website, SISD Facebook, SISD Twitter, and SchoolWay
- Truancy assistance
- Implementation of T-TESS
- PLC core curriculum meetings
- RTI

**Assessment Tools**

Sweetwater Intermediate uses many instruments to determine student achievement. The primary summative assessment is the STAAR. Other formative instruments include the following: Renaissance Star Reading, Renaissance Star Math, iStation, TELPAS, Imagine Learning, and locally designed summative Unit (Six Weeks) assessments. Screenings for RTI, Dyslexia, and Special Education are also used in determining the academic needs of the students.

**Response to Campus Concerns**

The 2016 STAAR Reading results show a weakness for that subject. The TEKS Resource System will serve as the campus curriculum management tool and Eduphoria will be utilized to disaggregate STAAR and Unit assessments for progress measuring. Multiple means of professional development will be conducted throughout the year to strengthen teachers' understanding of the taught curriculum and the tested curriculum.

The longitudinal data for Science shows a weakness for Low Socioeconomic students. The TEKS Resource System will serve as the campus curriculum management tool and Eduphoria will be utilized to disaggregate STAAR and Unit assessments for progress measuring. In addition, students will engage in an overnight field trip to the Texas Tech University Outdoor Science School in Junction. Students will be taught by TTU personnel in engaging, hands-on learning experiences that cannot be duplicated on campus.

Increased parental involvement will include face-to-face meetings with all parents at least twice during the school year. PTO will be stressed and attendance will increase at meetings and events. W.A.T.C.H. DOGS will be revamped to include a greater number of male role models.

In addition, Sweetwater Intermediate School will utilize **\$95,483 in State Compensatory Education Funds** to address the needs and concerns of our most at-risk students.

## **10 Components of a Title I School wide Program**

**C1 – Comprehensive needs assessment**

**C2 – School wide reform strategies**

**C3 – Instruction by highly qualified staff**

**C4 – Professional development**

**C5 – Parental involvement**

**C6 – Transition from early childhood programs**

**C7 – Effective, timely additional assistance**

**C8 – Inclusion of teachers in the use of assessments**

**C9 – Attracting and retaining highly qualified staff**

## C10 – Coordination between programs

### STAAR READING

**GOAL #1:** 90% of all student groups will achieve a score at Phase-in 2 Level II or above on STAAR Reading.

**NEEDS ASSESSMENT: STAAR READING:** 2015-2016 SIS Student Achievement Data for STAAR Reading

Population Group	Student Achievement
All Students	79%
African American	70%
Hispanic	79%
White	82%
Special Education	49%
Economically Disadvantaged	77%

## IMPROVEMENT PLAN: STAAR READING

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
1. Continue the Accelerated Reader Program and the reading incentive store, <i>Nolan Marcus</i> (C2)	*\$1500 for program (general & agency funds)	*Librarian	September	Each 6 weeks	*AR Reports *Star Reading Results *STAAR Results
2. Recognize individual students as they reach 25 points, 50 points, 100/200/300 points, etc. in Accelerated Reader. Display student with 100/200/300 pts on the marquee. "Book It" with Pizza Hut for students meeting goals each six weeks. (C2)	*Morning Announcements *Marquee	*Librarian *Principal	September	May	*AR Reports *STAAR Results
3. Complete Star Reading assessments three times a year (beginning, middle and end). (C2)	*Renaissance Program	*Computer lab aide *Teachers	September January May		*Star Reading Results *STAAR Results
4. Utilize Eduphoria in correlation with TEKS Resource System, STAAR resources, and TEKS Resource System Tests for assessments. (C8)	*Eduphoria *TEKS Resource System *TEA released samples *STAAR resources *Paper & Copying	*Benchmark Committee *Teachers *Counselor *Pitt Stop Teacher *Principal	January	April	*Benchmark Scores *STAAR Results
5. Provide LEP students' needs through ESL program, to include English language acquisition, reading, and other English language arts skills (C2)	*ESL materials *Reading materials *ESL Funds	*ESL Teachers *Migrant Coordinator *Principal	August	May	*STAAR Results *TELPAS Results
6. Provide an array of services that are differentiated and appropriate for the experiences of the G/T students. (C2)	*G/T Budget	*G/T Teacher	August	May	*STAAR Results *Six Week Grades
7. Enroll dyslexic students in Pitt Stop, Alpha Phonics, and/or S.P.I.R.E. Reading Programs (C2, C3, C7& C10)	*Dyslexic Screening materials	*Alpha Phonics, Resource, SPIRE and Intervention Teacher *Counselor	August	May	*Six Weeks Grades *Benchmark Scores *STAAR Results *Dyslexic Assessment
8. Complete STAAR Tutoring with special emphasis on Reading to ensure success on STAAR including after school tutorials	*Title I funds *During school tutorial time	*Teachers *Principal	January	May	*STAAR Course and Direction Plan *STAAR Results

<b>(C2)</b>					
<b>9.</b> Hold Curriculum Team meetings, share ideas, plan and give support to colleagues. <b>(C9)</b>	*Scheduling *Curriculum Meetings	*Teachers *Principal	August	May	* Six weeks grades *Benchmark Scores *Six weeks TEKS Resource Tests *STAAR Results
<b>10.</b> Utilize Imagine Learning Reading to facilitate reading, language acquisition, and vocabulary development for all student populations and for all ESL students.	*Computers *Daily Scheduling	*Computer Lab Monitor *Teachers *Pitt Stop Staff	September	May	*Six Weeks Grades *System Reports *Star Results *STAAR Results

## STAAR MATH

**GOAL #2:** 90% of all student groups will achieve a score at Phase-in 2 Level II or above on STAAR Math.

**NEEDS ASSESSMENT: STAAR MATHEMATICS:** 2015-2016 SIS Student Achievement Data for STAAR Math

<b>POPULATION GROUP</b>	<b>Student Achievement</b>
All Students	<b>88%</b>
African American*	<b>81%</b>
Hispanic	<b>89%</b>
White	<b>87%</b>
Special Education	<b>57%</b>
Economically Disadvantaged	<b>86%</b>

## IMPROVEMENT PLAN: STAAR MATH

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
			August	May	
1. Teach multiplication facts using the TEKS Resource System lessons and/or online Math games (C2 & C3)	*Manipulatives	*Teachers	August	May	*STAAR Benchmark Scores *STAAR Results
2. Provide an array of services that are differentiated and appropriate for the experiences of the G/T students. (C2)	*G/T Budget	*G/T Teacher	August	May	*STAAR Results *Six Week Grades
3. Utilize Eduphoria in correlation with TEKS Resource System, STAAR resources, and TEKS Resource assessments. (C8)	*WEBCCAT (Eduphoria) *TEKS Resource System * STAAR released samples *Paper & Copying	*Benchmark Committee *Teachers *Counselor *Principal	January	April	*STAAR Benchmark Scores *STAAR Results
4. Complete Star Math assessments 3 times a year (beginning, middle and end). (C2)	*Renaissance Program	*Computer lab aide *Teachers	September January	May	*Star Math Results *STAAR Results
5. Complete STAAR Course and Direction Plan with special emphasis on Math to ensure success on STAAR including after school tutorials (C2)	*Title I	*Teachers *Principal	January	May	*STAAR Course and Direction Plan *STAAR Results
6. Hold Curriculum Team meetings to share ideas, plan and give support to colleagues. (C9)	*Scheduling *Curriculum Meetings	*Teachers *Principal	August	May	* Six weeks grades *Benchmark Scores *Six weeks C-Scope Assessment *STAAR Results
7. Provide inclusion support for special needs students in the general education setting while using math manipulatives to facilitate the lesson.	*Math Tool Kits *Preferential Seating *Support Staff Assistance and Guidance	*Special Education Teacher *Special Education Support Staff *General Ed. Math Teacher	October	May	*Six Weeks grades *Benchmark Scores *STAAR Results
8. Think Through Math will be utilized in all Math classrooms to enhance and provide intervention for all students.	State provided program iPads Computer Lab	General Ed Math Teacher	September	May	*Six Weeks grades *Benchmark Scores *STAAR Results

## STAAR WRITING

**GOAL #3:** 90% of all student groups will achieve a score at Phase-in 2 Level II or above on STAAR Writing.

**NEEDS ASSESSMENT: STAAR WRITING:** 2015-2016 SIS Student Achievement Data for STAAR Writing

POPULATION GROUP	
	4th Grade
All Students	81%
African American*	69%
Hispanic	79%
White	88%
Special Education	46%
Economically Disadvantaged	78%

**EVALUATION DESIGN:** Administer STAAR tests and study student performance indicated by the exams

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
1. Emphasize writing mechanics and TEKS across ALL subject areas. (C2)	*STAAR Writing Blue Prints	*Teachers *Principals	August	May	*STAAR Results *Written Composition Scores
2. Provide an array of services that are differentiated and appropriate for the experiences of the G/T students. (C2)	*G/T Budget	*G/T Teacher	August	May	*STAAR Results *Six Week Grades
3. Provide 4 <sup>th</sup> Grade teachers with Eduphoria information on writing scores (C1 & C8)	*Eduphoria Training	*Trained Teacher	October		* Benchmark Scores *STAAR Results
4. Through the ESL program modify instruction, pacing, and materials for LEP students. (C2)	*ESL materials *Writing materials *ESL Funds	*ESL Teachers *Migrant Coordinator *Principal	August	May	*STAAR Results *TELPAS Results
5. Utilize Eduphoria in correlation with TEKS Resource System, STAAR resources, and TEKS Resource System assessments. (C8)	*WEBCCAT *C-Scope *Paper & Copying	*Benchmark Committee *Teachers *Counselor *Principal	January	April	* Benchmark Scores *STAAR Results
6. Complete STAAR New Course and Direction Plan with a special emphasis on Writing to ensure success on STAAR, including after school tutorials (C2)	*Title I \$	*Teachers *Principal	January	May	*STAAR New Course and Direction Plan *STAAR Results
7. Hold Curriculum Team meetings to share ideas, plan and give support to colleagues. (C9)	*Scheduling *Curriculum Meetings	*Teachers *Principal	August	May	* Six weeks grades *Benchmark Scores *Six weeks TEKS Assessment *STAAR Results
***8. A Writing framework will be designed and implemented in cross curriculum format so that 100% of fourth grade teachers are responsible for the Writing TEKS in all content instruction. (Targeted Improvement Plan 2015-16)	ESC 14 Writing Specialists Common Planning Times TEKS Resource System	*Teachers *Principal	September	May	*Six weeks grades *Benchmark Scores *STAAR Results

\*\*\*Based upon status of Former Improvement Required--Goal Identified for TAIS

## STAAR SCIENCE

**GOAL #4:** 90% of all student groups will achieve a score at Phase-in 2 Level II or above on STAAR Science.

**NEEDS ASSESSMENT: STAAR SCIENCE: 2015-2016 SIS Student Achievement Data STAAR Science**

POPULATION GROUP	
	5th Grade
All Students	71%
African American	50%
Hispanic	69%
White	81%
Special Education	45%
Economically Disadvantaged	63%

**EVALUATION DESIGN:** Administer STAAR tests and study student performance indicated by the exams.

## IMPROVEMENT PLAN: STAAR SCIENCE

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
1. Provide a regular Science lab for all 5 <sup>th</sup> grade classrooms and improve lab time for 4 <sup>th</sup> grade classes (C2)	*\$1500 Title I for supplies Title 1 Science Teacher	*Science Enrichment Teacher *Teachers	August	May	*Enthusiasm about Science! *Science Grades * Benchmark Scores *STAAR Results
2. Utilize Bill Nye the Science Guy DVDs to intrigue students in Science experiments! (C2)	*DVDs	*Teachers	November	May	* Benchmark Scores *STAAR Results
3. Create Science Benchmark Tests utilizing Eduphoria and TEKS Resource System to measure mastery of the Science TEKS (C1 & C8)	*WEBCCAT *TEKS Resource System	*Science teachers	March	April	* Benchmark Scores *STAAR Results
4. Utilize Eduphoria in correlation with TEKS Resource System, and STAAR resources for assessments. (C8)	*WEBCCAT *TEKS Resource System *Paper & Copying	*Benchmark Committee *Teachers *Counselor *Principal	January	April	*Benchmark Scores *STAAR Results
5. Involve the SEEK students in creating and presenting Science experiments (C2 & C10)	*\$500 for Supplies *G/T Students (G/T Funds)	*SEEK Teacher	End of 2 <sup>nd</sup> Semester		*Benchmark Scores *STAAR Results
6. Participate in the Texas Tech Outdoor Science School program in Junction, Texas to develop life experiences connected to science. (C2)	*\$18,000 Grant for student/staff and volunteer participation, meals, accommodations, and transportation.	*Teachers *Counselor *Science Camp Staff *Volunteers	November		*Benchmark Scores *STAAR Results *Science Grades *Enthusiasm about science
7. Continue development and implementation of Robotics Program	*Robotics Supplies	*Teachers *Parent Volunteers *Community Stakeholders and volunteers from Ludlum Measurements	September	May	*Benchmark Scores *STAAR Results *Science Grades *Enthusiasm about technology
8. Dedicated 4th grade Science classroom	Local Funding	Principal	August	June	2017 STAAR Science Benchmark Scores

**STRATEGIES APPROPRIATE FOR STAAR, LANGUAGE ARTS, MATH, SCIENCE, SOCIAL STUDIES, AND ALL OTHER SUBJECTS**

**GOALS #1, # 2, #3 & 4 AND ALL OBJECTIVES**

**IMPROVEMENT PLAN: GENERAL STRATEGIES FOR ALL SUBJECTS / TESTS -- STAAR READING, MATH, SCIENCE AND WRITING**

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
1. Inform parents about the meaning of our school-wide ESEA Title I Program and sign School/Parent/Student Compacts (C5)	*(Title I Funds) *Compacts	*Teachers	August October		*Attendance *Achievement *STAAR Results
2. Provide least restrictive environment by mainstreaming special education students at SIS (C10)	*Pitt Stop *Content mastery in Resource	*Teachers *Special Education & Intervention Teachers *Principal	September	May	*Attendance *Achievement *STAAR Results
3. Provide classes in English as a Second Language for limited English proficient students (C3)	*\$1,500 in Supplies (ESL Funds)	*ESL Teachers	August	May	*Attendance *Achievement *STAAR Results
4. Intervention lab (Pitt Stop) for students that make below a 75 on their report card, low Star results, low benchmark scores, or low test results from previous year. (C1 & C7)	*Star Math/Reading Results *Testing Information *Classroom documentation *Intervention materials \$1,000 (Title I funds) *State Compensatory Education Funds	*Pitt Stop Teacher *Counselor *Principal	September weekly	May	*Star Math/Reading Results *Fluency Rates *STAAR Results
5. Provide extended year summer school for second time Math and Reading STAAR failures (C2, C7 & C10)	*\$5,000 (Grant & General Fund)	*Teachers	June	July	*Progress of Students Failing *STAAR Results
6. Use Eduphoria to analyze disaggregated STAAR information; make curricular & instructional adjustments to improve achievement (C8)	*STAAR results *Eduphoria *Region 14 Consultant	*Pitt Stop Teacher *Principal	September	May	*Benchmark Test Scores *STAAR Results
7. Provide opportunities for all students to participate in UIL competition (C10)	*\$5,000 (General Budget)	*UIL Coaches *UIL Coordinator	October	November	*Participation *Competition Results
8. As indicated on the Benchmark calendar, administer school wide Benchmark Tests utilizing Eduphoria, TEKS Resource System	*WEBCCAT *C-Scope *Teacher made tests	*Benchmark Comm. *Counselor *Principal	January	April	*Benchmark Scores *STAAR Results

assessments, & other sources (C8)	*Paper & Copying	*Teachers			
9. Follow the TEKS Resource System Scope & Sequence to teach the TEKS in all subject areas (C3)	*C-Scope	*Teachers *Principal	August	May	*Benchmark Scores *STAAR Results
10. Utilize Computer Programs to reinforce STAAR skills (such as Brain Pop, Mimio, United Streaming, Scientific Minds, Imagine Learning, Think Through Math) to help improve performance on the STAAR Test (C2 & C10)	*Computer Lab *Computer Software (gen. and Title I funds)	*Teachers	September	May	*Six Weeks Grades *Benchmark Scores *STAAR Results
11. Have Team Meetings with common core area teachers to share ideas and give support to colleagues (C9)	*Scheduling	*Teachers *Principal	August	May	*STAAR Benchmark Scores *STAAR Results
12. Provide Academy to students that are either at risk of failing any of the STAAR tests, or students identified as needing accelerated instruction for mastery of skills at an Advanced Level. (C2)	*Eduphoria *STAAR prep materials	*Intervention Teacher *Principal *Counselor	March	April	*Benchmark Scores
13. Provide tutoring to students that are either at risk of failing any of the STAAR tests, or students identified as needing accelerated instruction for mastery of skills at an Advanced Level through Extended Day Programming. (C2&C7)	*Stipends for Tutors *Title I \$	*Teachers	January	May	* Benchmark Scores *Report Card *STAAR Results
14. Involve entire school in the STAAR effort by forming Stake holders and assign staff to classes to motivate and encourage student success. (C9 & C10)	*STAAR New Course and Direction *Involvement & Enthusiasm!	*Teachers *Principal	January	May	*Benchmark Scores *STAAR Results
15. Participate in the 'Newspapers in Education' Program sponsored by the <i>Sweetwater Reporter</i> (C10)	*Sponsors	*NIE Staff *Teachers	September	May	*Achievement *STAAR Results
16. Provide motivational incentives for benchmark results and STAAR results per STAAR New Course and Direction (C9 & C10)	*\$1,000. for prizes (Title I) *\$4,000 fundraiser (agency)	*Motivation Committee *Campus Council	January	May	*Continued Student Improvement *Attendance *Achievement *STAAR Results
17. Teachers will conference with each student individually to discuss Benchmark & STAAR strengths, weaknesses and goals (C7)	*Teachers	*Teachers	January	May	*Participation *STAAR Results

<b>18.</b> Meet the needs of LEP students through the ESL program, Intervention Program, STAAR Club (Extended Day Program) & Dyslexia Reading Program <b>(C10)</b>	*Trained Staff *ESL materials (ESL gen. funds)	*ESL Teachers *SOI Teacher & Paras	August	May	*Six Weeks Grades *Benchmark Scores *TELPAS Results *STAAR Results
<b>19.</b> Provide breakfast and STAAR pencils for testing <b>(C10)</b>	*Free Breakfast Cafeteria *\$750 Pencils (Gen. Funds)	*Cafeteria Team *Counselor	March	May	*STAAR Results
<b>20.</b> Teachers will teach, model and practice PBIS and social skills within their home room class. <b>(C2 &amp; C4)</b>	*\$400 for supplies	*Teachers	August	May	*Behavior reports
<b>21.</b> Mimio and other updated technology enhancements to assist in improving student success. <b>(C2 &amp; C4)</b>	*8,000 Title I Funds	*Teachers *Principal	November	May	*STAAR Results
<b>22.</b> Focus on a social skill each week through morning announcements. <b>(C2)</b>	*Morning Announcement Schedule	*Teachers *All SIS staff *Principal	August	May	*Attendance *Behavior reports
<b>23. Implement 3-Tier Behavior Model. A.C.E. rewards, PBIS Interventions</b>	*\$1200 for supplies	*All Staff	September	May	Discipline Referrals Academic Achievement Attendance

# STAFF DEVELOPMENT

ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
1. Provide technology support for staff in utilizing Accelerated Reading, Mimio, Elmo, Eduphoria, TEKS Resource System, and any other programs implemented <b>(C1&amp;C4)</b>	* Region XIV ESC *Mike Marlett	*Teachers	August	May	*Student Success *STAAR Results*PDAS *Walkthroughs
2. Provide technology support in the use of Eduphoria and TEKS Resource System <b>(C4)</b>	*Region XIV ESC *Mike Marlett	*Teachers	October	May	*Benchmark Scores *STAAR Results
3. Continue to develop PBIS program and improve according to school needs <b>(C10)</b>	*Team Meetings	*PBI Team *Counselor *Principal	August	May	*Student Success *Discipline Reports
4. Conduct RtI Meetings to determine student needs within the intervention	*ESL, SOI, Title I, Dyslexia, At Risk,	*RtI team members *Teachers	October	May	*Student Success *Six Weeks Grades

program. (C7)	Migrant, Special Ed, etc.	*Counselor			*STAAR Results
5. Analyze disaggregated STAAR results; make curricular/instructional adjustments for improved achievement of all populations (C8)	*Eduphoria *Benchmark Committee *Curriculum Team Mtgs *Region 14	*Trained Teacher *Teachers	October	May	*Benchmark Scores *STAAR Results
6. Share workshop/conference ideas with campus staff (C4 & C9)	*Team Meetings *Scheduled faculty mtgs	*Teachers *Principal	August As needed	May	*Student Success *STAAR Results
7. Assign new teachers a mentor. (C9)	*Region 14	*Principal *Mentee Teacher	August	May	*Student Success *STAAR Results *PDAS Evaluation
8. Attract and maintain a highly qualified staff & survey the staff (C9)	*Internet / Marketing	*Teacher Hiring Committee *Principal	August	May	*Student Success *STAAR Results
9. Annually survey the staff for feedback on needs, strengths and weaknesses (C1)	*Surveys *Use of Results	*Campus Council *Principal	After 1 <sup>st</sup> Semester	May	*Student Success *STAAR Results
10. Provide Kagan Training for core teachers to facilitate cooperative learning.	*ESC Region 14 *Kagan Training	*Trained Teachers to share/present information to all staff	October	May	*Reading/ELA STAAR results *Reading Benchmark Scores *Writing STAAR results *Writing Benchmark results *Discipline Referrals
11. Provide Balanced Literacy training for core teachers to facilitate the delivery of high quality level Language Arts instruction.	*ESC Region 14 *Balanced Literacy Training	*Trained teachers to share/present information to all staff	September	May	*Reading/ELA STAAR results *Reading Benchmark Scores *Writing STAAR results *Writing Benchmark results
12. Implement T-TESS appraisal system for teachers and Principal to facilitate a climate of self-evaluation and growth by identifying professional areas as proficient, accomplished, distinguished, or developing.	*T-TESS *Principal Appraisal System	*Teachers *Principal *Asst. Superintendent *Superintendent	Ongoing August	June	*Quality of Instruction *Campus Accountability Ratings *School Climate *T-TESS Rubric *Principal Appraisal Rubric

## ADDITIONAL ACKNOWLEDGMENT: STUDENT ATTENDANCE

**GOAL #5:** To maximize student **ATTENDANCE** to improve student academic achievement

**NEEDS ASSESSMENT:** In 2014-2015, SIS had a 96.5% average daily attendance

**GOAL #5: OBJECTIVE #1:** In 2015-2016, SIS will maintain an average daily attendance of 97.5 %

**EVALUATION DESIGN:** Calculate student attendance each six weeks, and revise strategies for student attendance

### IMPROVEMENT PLAN: Attendance Rate

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
1. Use home/school liaisons to facilitate improved student attendance, achievement & parental involvement (C5)	*Attendance records *Parental involvement materials * State Compensatory Education Funds	*Home/School Liaison	August	May	*Attendance Rate *Parents Contact Logs *Student Achievement
2. Send a letter to parents stressing the importance of attendance (C5)	*Paper & Copying	*Home/School Liaison	August	May	*Attendance Rate *Achievement
3. Continue the school wide Breakfast Program	*Breakfast in the Classroom Program	*SIS Cafeteria Team	August	May	*Tardies & Attendance Rate *Achievement
4. Provide awards and recognition for students who have perfect attendance, all A's, AB Honor Roll, and Bringing Up Grades.	*Awards *Kiwanis Club	*Teachers *Principal	Every Six Weeks		*Attendance Rate *Achievement
5. To boost attendance during the last six Weeks and throughout the school year, a drawing will be held for prizes; a student's name will be placed in the drawing for every week of perfect attendance (no tardies or early dismissals)	*\$500 for prizes (Title I & Agency)	*Teachers *Home/School Liaison *Principal *Motivation Committee	April	May	*Attendance Rate *Achievement

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
6. Provide a Clothes Closet for students needing clothing	*Donated Clothing *Donations	*Home/School Liaison *Principal	August	May	*Attendance Rate *Achievement
7. Use available funds for students needing shoes, school supplies, medication, etc. Have the Home/School Liaison assist and target the needs of the homeless students (C5)	*Donations	*Secretary *Home/School Liaison *Principal	August	May	*Attendance Rate *Achievement
8. Provide opportunities for students to participate in extra activities such as: Jump Rope Team, Can food drives, Football Extravaganza, Soil Conservation Posters, Fire Prevention Week, Art Projects, Runners Club, etc.	*Varies according to the activity	*Special Committees	August	May	*Attendance Rate *Achievement
11. Survey students to evaluate programs, activities, etc. (C1)	*Paper & Copying	*Site Base Committee *Principal	May		*Survey Results

## VIOLENCE PREVENTION AND INTERVENTION ON CAMPUSES

**GOAL #6:** To provide a safe, orderly environment in which teachers can teach effectively and students learn without disruption

**NEEDS ASSESSMENT:** Although Sweetwater ISD campuses enjoy safe and orderly environments, campuses must develop strategies to prevent violence.

**GOAL #6, OBJECTIVE:** Each campus will develop goals and methods for violence prevention and intervention.  
 Components will include (1) actions, activities, & strategies  
 (2) resources  
 (3) person(s) responsible  
 (4) time line  
 (5) formative evaluation

**EVALUATION DESIGN:** Analyze the PEIMS Serious Offences Discipline Report and compare totals to previous years

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
1. Implement Capturing Kids Hearts Program to develop self and peer accountability and responsibility. (C1, C2, C3, C7, & C10)	*\$10,000 Program (Title I Funds) *Aide Salaries	All Staff	September	May	*Student Achievement *Six Weeks Grades *STAAR Results
2. Introduce and work on social skills and PBIS rules during classroom tutorial time. (C1 & C2)	*Weekly Bulletin	*Teachers *Counselor *Principal	August	May	*Discipline Problems *Discipline Reports
3. Team Chip will address Character Traits through Tae Kwon Do each year. (C1 & C2)	*Trained Tae Kwon Do instructors	*PE Teachers	August	May	*Discipline Problems *Office Referrals

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
4. Provide Puberty classes for all fifth grade students	*Health Dept. Grant	*Puberty Teacher *5th Grade Teachers	April		*Discipline Problems *Office Referrals
5. Celebrate Red Ribbon Week with dress up days and prizes (C10)	*\$500 (Title I)	*Counselor	October		*Discipline Problems *Office Referrals
6. Maintain the SISD Crisis Management Plan	*Paper & Copying	*Counselor *Principal	August	May	*Discipline Problems *Office Referrals
7. Provide counseling support on campus from MHMR during the school day (C10)	*Facilities	*MHMR Counselors *Principal	August	May	*Discipline Problems *Office Referrals
8. Teach tolerance a Mix-It-Up Day -take a new seat in the cafeteria to Helps students overcome cross the invisible lines of school division meet new people and make new friends.	*tolerance.org *project of the Southern Poverty Law Center	*Counselor	November	April	*Discipline Problems *Office Referrals
9. Lunch Bunch with counselor in small group (5 at a time). Develop counselor student relationships.	*Schedule, invitations, and sign	*Counselor	September	May	*Discipline Problems *Office Referrals
10. Conduct a bullying presentation to all SIS Students	*Title I funds	*Faculty & Staff *Counselor *Principal	Following Event		*Safer Environment *Office Referrals
12. Recess/Lunch Detention and On Campus Suspension Room for disciplinary actions.	*classroom monitor	*Classroom Monitor *Principal *Counselor	August	June	*Discipline Referrals
13. Continue to implement PBIS program focusing on campus common areas and begin working on Tier II(C1, C2, &C10)	*Region 14 consultant * \$1,200 materials	*PBIS committee *Counselor *Principal	August	May	*Staff, parent, and student surveys *Discipline Problems *Office Referrals
14. Continue to implement the school's safety procedures by utilizing the locked door / camera system installed as well as current safety operational policies.	*Automated Locked Door System with Restricted Access *Teacher Duty Schedules *Campus Safety Plan *PBIS Training	*All Campus Staff *Students *Principal *Parents / Visitors	August	May	*Safety Incident Reports *Parent / Staff Surveys

## PARENTAL INVOLVEMENT

**GOAL #7:** Encourage parents to be involved in their children’s education.

**NEEDS ASSESSMENT:** Research indicates that children’s academic achievement levels are higher when parents are regularly involved in the educational process.

**GOAL #7, OBJECTIVE:** Each campus will develop a program to encourage parental involvement.  
 Components will include (1) actions, activities, & strategies  
 (2) resources  
 (3) person(s) responsible  
 (4) time line  
 (5) formulative evaluation.

**EVALUATION DESIGN:** Calculate percentage of parental contacts using each teachers documentation

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
1. Use home/school liaison to facilitate improved parent communication & parental involvement (C5)	*\$13,000 (Title I & SCE Funds), Attendance Records, Materials	*Home/School Liaison (Bilingual) *Principal	August	May	*Log of Parent Contacts
2. Provide each student with a communication folder to organize communication between school and home. (C5)	*\$400 (Title I)	*Teachers *Principal	August	May	*Parent Survey *Daily Communication
3. Send home a campus monthly calendar of events (C5)	*Paper & Copying	*Teachers *Principal	August	May	*Parent Survey
4. Survey the parents to gain input (Provide a Spanish version) (C1 & C5)	*Paper & Copying	*Principal	May		*Parent Survey

ACTIONS, ACTIVITIES & STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIME LINE for Monitoring		FORMATIVE EVALUATION
5. Make personal contact with all parents at the end of the first six weeks to distribute the first report card (C5)	*Paper & Copying *Time *Sign-in Sheet	*Teachers *Principal	October		*Parent Signatures
6. Contact the parents of special education students to remind them of ARD meetings; at least 80% of the parents of special education students will attend ARD meetings (C5)	*Personnel to make reminder phone calls	*Special Ed Teachers *Receptionist	August	May	*ARD Records
7. Provide parent programs @ SIS (STAAR, Student Productions, Watch Dogs) (C5)	*Personnel	*Faculty & Staff	Following Event and/or Activity		*Sign in Sheets
8. Continue to participate and support the PTO @ SIS and continue a DOGS program (Dads of Great Students!) (C5)	*Attendance *\$900 Title I funds	*Receptionist *Counselor *Principal	November	May	*Watch Dog Survey *Participation Numbers
9. Continue to invite parents and visitors to special events at SIS (example: Grandparents' Day and Thanksgiving dinner during lunch) (C5)	*Personnel *Paper & Copying	*Teachers *Cafeteria Personnel *Staff *Principal	September November		*Attendance at Special Events *Parent Survey
10. Teachers will communicate with parents by sending personal notes and monthly calendar of upcoming events (C5)	*Personnel *Paper & Copying *\$600 Title I Funds	*Teachers	September	May	*Parent Survey *Parental Involvement
11. Have school compacts signed by students and parents (C5)	*Paper & Copying	*Teachers *Principal	August		*Signed Compacts in Permanent Folders
12. Teachers will conduct home visits at the beginning of the school year to establish relationships with students and families.	*Scheduling *Time Sheets	*Teachers *Principal	August		*Parent Survey *Parent Involvement *Visitation Logs
13. Campus to host program on Migrant Parental Involvement in Public Schools	*Region 14 Consultant *Program Flyers *Automated messaging to parents about the program	*Region 14 Consultant *Principal *Counselor	August		*Parent Involvement *Parent Survey *Participation Numbers

## Sweetwater Intermediate School Highly Qualified Recruitment and Retention Plan 2016-2017

<b>Goal : Highly Qualified Staff</b>	All students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
<b>Performance Measures (PM)</b>	<ol style="list-style-type: none"> <li>1. 100% of core area teachers will be highly qualified by the end of the school year.</li> <li>2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.</li> <li>3. 100% of new hires will meet highly qualified status prior to employment.</li> <li>4. The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%.</li> <li>5. The percentage of teachers receiving high-quality professional development will be 100%.</li> <li>6. Low-income students and minority students will not be taught at higher rates than other student groups by teachers who are not highly qualified, inexperienced, or out of field.</li> <li>7. 100% of teachers not highly qualified in a core academic subject due to rural and special education flexibility will meet Highly Qualified standards by the end of the school year.</li> <li>8. Provide incentives to attract and retain all Highly Qualified teachers.</li> </ol>
<b>Summative Evaluation</b>	Personnel files and highly qualified worksheets

School-Wide Component	PM	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
Instruction By Highly Qualified Teachers	3	Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent	Local Funds Title II, A	Number of positions posted Number of applications completed Number of visits on the web page counter	Aug. 1, 2016 Feb. 1, 2017  May 1, 2017
Instruction By Highly Qualified Teachers	8	Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Campus Principals	Local Funds Title II, A	Mentor assignments	Aug. 15, 2016
Instruction By Highly Qualified Teachers	1	Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records Teacher interviews	Aug. 15, 2016

<b>School-Wide Component</b>	<b>PM</b>	<b>Strategy/Activity</b>	<b>Target Population</b>	<b>Person Responsible</b>	<b>Budget/Resources</b>	<b>Formative Assessment</b>	<b>Benchmark Timeline</b>
Instruction By Highly Qualified Teachers	7	Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Campus Principals	Local Funds Title II, A	Number of teachers in ACPs Professional Development Records	Aug. 15, 2016
Instruction By Highly Qualified Teachers	2	Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Para-professionals	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records	Aug. 15, 2016
Instruction By Highly Qualified Teachers	2	Require any instructional aides not considered highly qualified to complete paraprofessional training.	All Instructional Para-professionals	Campus Principals	Local Funds Title II, A	Professional Development records Number of paraprofessionals attending training	May 25, 2017
Strategies to Attract Highly Qualified Teachers	8	Pay for teachers to attain ESL certification	All teachers	Superintendent	Local Funds Title II, A	Staff Development records Stipends paid Personnel files	May 25, 2017
Instruction By Highly Qualified Teachers	3	Hire only highly qualified teachers	All teachers	Superintendent/ Campus Principals	Local/ State funds	Personnel files Teachers' credentials	Jun. 6, 2017
Instruction By Highly Qualified Teachers	4 & 6	Change teaching assignments for teachers who do not meet highly qualified requirements for core area subjects to ensure low-income and minority students are not taught by teachers who are not highly qualified	All Teachers	Campus Principals	Local funds	Review of master schedules; review of teachers HQ status	Jun. 6, 2016 Jan. 5, 2017
Instruction By Highly Qualified Teachers	1	Provide staff development release time for teachers who are not highly qualified to become highly qualified	All Teachers	Superintendent Campus Principals	Local/State funds Title II, Part A	Review of staff development certificates; review of Absence From Duty sheets	Aug. 1, 2016 Jan. 5, 2017 Jun 4, 2017
Instruction By Highly Qualified Teachers	1	Replace unexpected teacher vacancies with Highly Qualified staff	All Teachers	Superintendent Campus Principals	Local/State funds	Review Personnel files, professional development records, and teaching credentials	As unexpected vacancy arises

<b>School-Wide Component</b>	<b>PM</b>	<b>Strategy/Activity</b>	<b>Target Population</b>	<b>Person Responsible</b>	<b>Budget/Resources</b>	<b>Formative Assessment</b>	<b>Benchmark Timeline</b>
Instruction By Highly Qualified Teachers	5	Continue yearly training of Dyslexia/Special Education/ESL and all classroom teachers in core academic areas	Dyslexia/ Special Education/ ESL teachers	Superintendent Campus Principals	Local, Title I & Title II A Funds	Professional Development records on file and at Region 14 ESC	Aug. 1, 2016 Jan. 5, 2017 Jun 4, 2017
Instruction By Highly Qualified Teachers	5	Each campus will develop professional development plan based on performance data and teacher input	All Teachers	Campus Principals	Local/State funds	100% of campuses have professional development plan that ensures all teachers will received high quality professional development	November 2016

## **SISD Coordinated Health Program**

The SISD Coordinated Health Program includes eight coordinated health features which are responsive to individual strength, interests, and needs, and provides experiences which are meaningful, relevant, and respectful of the social and cultural context in which children live.

### **These eight Coordinated Health Features include:**

1. A Comprehensive Health Education Curriculum of fitness, nutrition, personal health, family health, community health, consumer health, environmental health, growth and development, mental and emotional health, injury prevention and safety, prevention and control of disease, substance use and abuse
2. Strength, Conditioning and Wellness activities in physical education classes
3. Support of the Curriculums with an emphasis on real world experiences
4. Utilizing the current dietary guidelines with available nutrition and physical activity tools such as MyPyramid, the updated Food Guide Pyramid
5. Health promotion opportunities for the staff such as Walk Across Texas and providing health screening opportunities
6. Counselor participation such as coordinating presentations and programs on nutrition, bullying and drug abuse prevention activities.
7. Activities that promote and foster a safe and healthy school environment
8. Parental and community involvement through activities that require parent participation and engage community resources – Example: Monthly parent letters in English and Spanish

