

**Judson Independent School District**  
**Olympia Elementary School**  
**2016-2017 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Needs Assessment Overview

Continue to improve attendance rates: There was a 2% increase of students who have 5 or more absences for the 2014-15 school-year to date. Mobility rate this year increased from 13% to 29%. There also continues to be an increase in SPED population. Currently at 12% from 9% (+25%).
Decrease in 3 <sup>rd</sup> grade scores from previous years on CBA/benchmarks. Improve in all areas of STAAR in all grade levels across all subpopulations. Increase rigor through TEKS alignment. Data collected throughout the year indicates drops in level III performance in all content areas.
Create and promote student activities such as clubs that are accessible to primary grades. Improve communication and follow-through related to systems, procedures and expectations. Consistency in staff recognition and support for struggling teachers. Students feel disrespect from classmates and sometimes do not tell adults or know how to handle the situation.
Provide consistent support through PD, and monitoring of implementation. Meaningful, applicable and timely professional development. Leadership development.
Continue to improve the RTI process for addressing student academic needs. Grade level teachers to record same assignment/ assessment grades to reflect common planning and evidence of learning. Increase the expectation of authentic student reflection in student journals for in all content areas.
Parent attendance at academic / informational/ ad PTO meeting is low. Build positive, consistent communication with parents and community. Invite community businesses to provide mentors. Keep website current. Improve participation in PTO and attendance at parent meetings.
Increase opportunities for teachers to share insight from professional learning experiences such as book studies, PD, experience.
Increase student accessibility to other technology to integrate and create instructional products.

# Demographics

## Demographics Summary

Priorities:

- Interventions to meet the needs of transitioning students.
- Prioritize the scheduling of students in special programs such as SPED, TAG, at-risk
- Reinforce attendance expectations with parents

## Demographics Strengths

Student enrollment currently at 420. 36.6 % of students are identified as economically disadvantaged. Largest minority population is Hispanic at 44%. At-Risk population is currently 65%. Class size averages at 19-1. There has been a reduction of tardy students due to implementation of tardy policy.

## Demographics Needs

Continue to improve attendance rates: There was a 2% increase of students who have 5 or more absences for the 2014-15 school-year to date. Mobility rate this year increased from 13% to 29%. There also continues to be an increase in SPED population. Currently at 12% from 9% (+25%).

## **Student Achievement**

### **Student Achievement Summary**

Priorities:

- Increase consistency of instructional time in reading, math, writing and science.
- Provide early intervention resources and training in reading and writing to teachers in primary grades.
- Ensure students in STAAR tested grades are provided intervention through RTI, after-school tutoring, teacher assignments, student grouping
- Provide teachers with research-based resources and training to increase rigor and closing the achievement gap.

### **Student Achievement Strengths**

2016 STAAR scores will not be reported until June 2016. Performance trends on CBA's and Benchmarks predict consistent results as previous years. First administration 5<sup>th</sup> grade scores are:

5<sup>th</sup> Reading: 83% (-3% 1<sup>st</sup> admin)

5<sup>th</sup> Math: 84% (-6% 1<sup>st</sup> admin)

Campus consistently performs above performance index target scores in the areas of Student Achievement, Student Progress, Closing Performance Gaps and Postsecondary Readiness. Steady increase in level III performance in 5<sup>th</sup> grade.

### **Student Achievement Needs**

Decrease in 3<sup>rd</sup> grade scores from previous years on CBA/benchmarks. Improve in all areas of STAAR in all grade levels across all subpopulations. Increase rigor through TEKS alignment. Data collected throughout the year indicates drops in level III performance in all content areas.



## **School Culture and Climate**

### **School Culture and Climate Summary**

Priorities:

- Clearly articulate campus-wide expectations for common areas with reward system.
- Provide support for new and new-to-campus staff and students through campus mentoring program.
- Implement school-wide character /social-media education.

### **School Culture and Climate Strengths**

Students feel safe and like school. 97% of students and parents agree that they are challenged academically and that the teachers care about their students. 99% of parents and students agree that interventions are provided for struggling students. Student disciplinary issues are primarily handled at the classroom level.

### **School Culture and Climate Needs**

Improve communication and follow-through related to systems, procedures and expectations. Students feel disrespect from classmates and sometimes do not tell adults or know how to handle the situation.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Priorities:

- Continue to build staff efficacy and leadership.
- Provide continued PD (workshop / clinical model & book studies) in the following areas: Balanced literacy, Daily 5, Reading Readiness, Guided Reading, Writing to Learn, Behavior Management, Writing Across Genres, How to Monitor Student Growth and Needs, SPED Inclusion PD and resources for classroom and inclusion teachers, RTI paperwork and resources for TIER 2 interventions, Math and hands-on science and teacher leadership.

### **Staff Quality, Recruitment, and Retention Strengths**

Olympia has an outstanding staff - child centered and very skilled in their instructional practices. All teachers are highly-qualified. Staff retention is high. Teachers seek opportunities for professional development.

### **Staff Quality, Recruitment, and Retention Needs**

Provide consistent support through PD, and monitoring of implementation. Meaningful, applicable and timely professional development. Leadership development.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Priorities:

- RTI staff (funded by title and Comp Ed) to assist in the facilitation, monitoring and implementation of RTI process to meet the needs of the students.
- Designate staggered RTI times to support instruction and address assessment needs.
- Increase use of interactive notebooks for student learning. Provide teachers & students with resources for journals.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers have a better understanding of deconstructing the TEKS and developing student activities that provide evidence of learning. Teachers follow the district scope and sequence.

### **Curriculum, Instruction, and Assessment Needs**

Continue to improve the RTI process for addressing student academic needs. Grade level teachers to record same assignment/ assessment grades to reflect common planning and evidence of learning. Increase the expectation of authentic student reflection in student journals for in all content areas.



# **Family and Community Involvement**

## **Family and Community Involvement Summary**

Priorities:

- Provide training to staff on parental involvement (virtual and physical)
- Use technology to offer multiple means of involvement and participation to parents
- Ensure means of consistent communication from grade-level teams
- Keep website current.

## **Family and Community Involvement Strengths**

Parental involvement in campus activities is high. Parents feel communication is timely. PTO more active this year than in previous years. There has been an increase in business partnerships with the school.

## **Family and Community Involvement Needs**

Parent attendance at academic / informational/ ad PTO meeting is low. Build positive, consistent communication with parents and community. Invite community businesses to provide mentors. Keep website current. Improve participation in PTO and attendance at parent meetings.

## **School Context and Organization**

### **School Context and Organization Summary**

Priorities:

- Implement structures for staff to share expertise and new learning from professional development.
- Create, implement and monitor a master schedule that ensures maximum instructional time for each content area.
- Create, implement and monitor a duty/responsibility schedule to ensure student supervision and safety at all times.

### **School Context and Organization Strengths**

Students find school to be enjoyable and safe. Teachers participate in decision making process through RPM and Team Leadership. Clear expectations for instruction, collaboration and following campus procedures are shared, reinforced and understood by staff.

### **School Context and Organization Needs**

Increase opportunities for teachers to share insight from professional learning experiences such as book studies, PD experience.

# Technology

## Technology Summary

Priorities:

- Provide teacher training on digital resources, and using technology for parent/student/community communication.
- Provide teacher training for new technology available on campus. Purchase digital notebooks/iPads for student use in TIER III instruction.
- Provide opportunities and resources for student coding and digital media projects.

## Technology Strengths

Campus-wide use of document camera and projectors for instruction. TAG & 5<sup>th</sup> Grade science have laptops for student use. 2 COWS were frequently utilized by all grade levels. All students have access to technology education as part of specials rotation.

## Technology Needs

Increase student accessibility to other technology to integrate and create instructional products.

# 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

## 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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

## Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students of higher education and workforce readiness











**Performance Objective 1:** Improve, sustain, or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness by targeting a 90% passing rate in each content area of the 2017 STAAR, and have advanced performance increase by a minimum of 5 percentage points for each grade level.

**Evaluation Data Source(s) 1:** 2017 STAAR data

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Campus will follow a teaming/departmentalized instructional model in 2-5, with specific teaching assignments made to address gaps in primary and intermediate instruction</p>	8, 9	Principal, AP, RTI facilitator, team leaders	CBAs, informal assessments, campus benchmark, STAAR data				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Our student performance in our SPED subgroup will continue to be a focus for our campus; collaborative planning and assessment between SPED and General Ed teachers will ensure STAAR preparation for our special needs population; Inclusion model of instruction will continue this year.</p>	2, 8, 9	Principal, AP, RTI Facilitator, SPED teachers	CBAs, informal assessments, campus benchmark, STAAR data				
<p><b>Critical Success Factors</b> CSF 4 CSF 7</p> <p>3) 3) Based on STAAR data, professional development will be provided on a continual basis (monthly Pop-up PD) for: Math-fractions and problem solving; Reading-Expository.</p>	1, 2, 4, 8, 9	Principal, AP, RTI facilitator	Lesson plans, PD sign in sheets, 2016-2017 STAAR scores in Math and Reading.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>4) Continue identification, differentiated instruction (K-5), and pull out program for Gifted and Talented students.</p>	4, 10	Principal, TAG teacher	Lesson plans, assessment data on TAG students, PD sign in sheets				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) At-risk population will be identified and monitored by classroom and comp ed teachers. Comp Ed teachers will provide additional support through push in and pull out instruction, in collaboration with classroom teachers.</p>	1, 8	RTI facilitator, Comp Ed teachers	GIST meetings, progress per data points, assessment data				
Funding Sources: 171-7 State Compensatory Education - \$11,295.00							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Campus will continue to promote college and career readiness through student participation in OETV, campus garden club, Career Fair, student council, honor society, yearbook club, and STEM activities (including Robotics)</p>	10	Principal, counselor, club sponsors	Student participation rosters, Career Fair sign in sheets				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) 5th grade students will attend our annual outdoor Science Camp the week of 10/26/15.</p>	1, 9	Principal, 5th grade teachers	STAAR Science scores				
Funding Sources: 199-7 -General Operating - \$10,000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6</p> <p>8) Campus will use campus RPM sessions, extended planning, grade level planning, team leadership meetings, and campus PD sessions to explore ways to further analyze assessment data which will impact individual differentiation, as needed, and ensure growth for all students.</p>	2, 4, 8, 9	Principal, AP, RTI facilitator	Sign in sheets, meeting agendas/notes				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) Instructional intervention materials for at risk students, to be used before, after, and during school tutorials, and in pull out and push in settings; mentoring program, and additional instructional materials for Tier 1, 2, &amp; 3 will be identified and provided to teachers under the direction of RTI facilitator.</p>	1, 8, 9, 10	Principal, RTI facilitator	RTI meetings, progress per data points, assessment data				
Funding Sources: 171-7 State Compensatory Education - \$10,745.00							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) Promote a positive transition from PK to Kindergarten by scheduling "a day in K" for PK student the week of 5/30/17.</p>	7, 10	Principal, PK-K teachers	Master Calendar Lesson plans Collaboration between PK and K teachers				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>11) Hold annual Kinder Kamp for all PK-K students 8/15/16.</p>	6, 7	Principal, PK-K teachers	Attendance at event, sign in sheets				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) Student attendance will be at or higher than 97%. Campus attendance plan will be implemented to monitor progress throughout the year.</p>	10	Principal, AP, PEIMS, Counselor	PEIMS data				

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>13) Based on STAAR composition writing scores, campus will engage in a school wide book study of "Write This Way" and "The Writing Thief".</p>	1, 2, 8, 9	Teachers, RTI Facilitator, Principal	2016-2017 STAAR composition scores; grade level common assessment scores				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>14) Both McKinney-Vento and Migrant students will continually be monitored for attendance, academic and social progress.</p>	9, 10	Counselor; Teachers	Student scores; counselor and teacher records on individual students, and PEIMS attendance records.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>15) Based on LEP denial population, students will be regularly (each grading period) monitored for consistency between grades and assessments. Teachers of those students will be trained in more Sheltered Instruction strategies and integrating language goals into their daily instructional objectives 1/23/17.</p>	8, 9	AP, Teachers of denials	Assessment scores (STAAR, TELPAS, CBAs, common assessments)				
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							



## Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

**Performance Objective 1:** Increase and promote participation for all campus stakeholders which will include a monthly campus newsletters, a minimum of 2 all calls a month, and weekly/monthly newsletters from each grade level/specialty area.

**Evaluation Data Source(s) 1:** Sign in logs, volunteer rosters, copies of communications

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) Continue present communication efforts which include campus web page, monthly newsletter, Parent Center, school wide phone calls, calendars, grade level newsletters, marquee, parent conferences, PTO meetings and newsletters, campus meetings, and introduction of QR codes for additional information.</p>	6	Principal, Campus web master, PTO president, teachers	Parent communication logs, copies of communications				
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>2) Continue to develop business partnerships that may lead to possible grant or funding opportunities.</p>	1	Principal, Site Base Committee	Record of additional funding received by the campus from business partners.				
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 3: To increase employee satisfaction and retention of highly effective teachers and instructional aides**

**Performance Objective 1:** Continue to have low teacher and staff turnover and satisfied employees that is maintained at 5% or less.

**Evaluation Data Source(s) 1:** End of year turn-over rate

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote collegiatlity among staff through recognition and hospiltality events	5	Principal, hospitality committee, PTO	Record of events and those recognized through the year	✓	✓	✓	
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> 2) Distribute a staff survey to identify areas of strength, and areas that need work.	5	Assistant Principal	Survey Results	●			
3) Support new staff members through assignment of mentors and quarterly new staff meetings	5	Principal, AP, Lead Mentor	End of year, turnover rate of 5% or less	✓	✓	✓	

**Goal 4: 4. To spend money wisely, efficiently, and equitably by coordinating and integrating federal state and local funds to improve the overall learning environment**

**Performance Objective 1:** Secretary will continue purchasing procedures that are in place for campus expenditures.

**Evaluation Data Source(s) 1:** Yearly district audit of campus funds.

**Summative Evaluation 1:** Met Performance Objective

**Goal 5: 5. All students will be taught in an environment that is safe, drug-free, and conducive to learning**

**Performance Objective 1:** Students will receive guidance lessons on being drug-free, and on bullying issues during the counselor's weekly lessons.

**Evaluation Data Source(s) 1:** 10% reduction in office referrals for bullying.

**Summative Evaluation 1:**

**Goal 5: 5.** All students will be taught in an environment that is safe, drug-free, and conducive to learning

**Performance Objective 2:** Red Ribbon Week will be celebrated the 3rd week of October (2016).

**Evaluation Data Source(s) 2:** Completion of planned events

**Summative Evaluation 2:** Met Performance Objective







**Goal 6: Improve awareness and access to health and fitness activities for all students and staff members.**

**Performance Objective 1:** Students will regularly participate in student-led wellness activities such as Fitness Fridays and Workout Wednesdays under the leadership of the Mayor's Fitness Council Student Ambassadors.

**Evaluation Data Source(s) 1:** Attendance records, participation logs, completion of planned activities

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Nov	Jan	Mar	June

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p>	10	AP, teachers	Improvement in student fitness performance as measured by Fitness Gram as well as student participation in wellness activities.				
1) Students will lead wellness activities such as Fitness Fridays on OE TV and Workout Wednesdays after-school for all students.			Funding Sources:				
<p align="center">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

## 2016-2017 Campus Shared Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Terri LeBleu	Principal
Administrator	Stephanie Mihleder	Assistant Principal
Classroom Teacher	Shanan Friesenhahn	Teacher
Classroom Teacher	Helen Muhle	Teacher
Classroom Teacher	Yvette Olguin	Teacher
Classroom Teacher	Priscilla St. Romain	Teacher
Community Representative	Jenny Beavers	PTO Board
District-level Professional	Nicole Taguinod	District Testing Coordinator
Non-classroom Professional	Judy Casstevens	RTI Facilitator
Non-classroom Professional	Heather Demian	Librarian
Non-classroom Professional	Dawn Hart	Counselor
Paraprofessional	Rebecca Horner	Secretary
Parent	Jean Bedford	Parent
Parent	Audrey Dix	Parent

## Campus Funding Summary

<b>199-7 -General Operating</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	funding for cost per child and staff; buses		\$10,000.00
<b>Sub-Total</b>					<b>\$10,000.00</b>
<b>171-7 State Compensatory Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Comp Ed staff salaries		\$11,295.00
1	1	9	Instructional Intervention Materials		\$10,745.00
<b>Sub-Total</b>					<b>\$22,040.00</b>
<b>NA</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$32,040.00</b>