

# **SHALLOWATER MIDDLE SCHOOL CAMPUS IMPROVEMENT PLAN**



**2017-2018**

## Shallowater Middle School, Campus Improvement Plan

### Biography

#### **Introduction:**

The Campus Site Base Committee met to approve the campus improvement plan for the 2017-2018 school year in June of 2017-2018. The committee reviewed the TAPR (Texas Academic Performance Reports) data prepared by the Texas Education Agency and other relevant information relating to student success as it pertains to the campus improvement plan.

#### **Demographics:**

Shallowater Middle School is located in the Northern portion of the Shallowater City limits. The campus has an ethnically diverse community with 62% of the students being served White, 36% percent being Hispanic/Latino, 1% Black/African American, and 1% students being Two or More Races. Approximately 42% of students are eligible for free or reduced-price lunches under the National School Lunch Program. Based on the (PEIMS) Public Education Information Management System data as of May 10, 2017, the total enrollment for the middle school for the school year 2017-2018 is 492 students.

#### **Student Success is measured by these data collections:**

The primary instrument for determining student achievement is the STAAR. Another instrument includes IXL. Teachers also use self-created formative and summative assessments. At the time of this CIP update, ratings for the 2016-2017 school year have not been determined. For the 2015-2016 school year, the campus received a rating of Met Standard from the Texas Education Agency.

#### **Parental Involvement:**

Parental Involvement at Shallowater Middle School is necessary for student success. Parents greatly contribute to our campus successes. We hold high our goal of welcoming everyone to our building to provide this firm foundation in student success. Parental Involvement occurs through parent meetings, SST meetings, teaming meetings, advisory presentations, and other informal means of involvement.

#### **Community Involvement:**

Our campus recognizes the importance of community involvement in order to achieve campus effectiveness. Our campus is supported through community involvement activities with such organizations as Peoples Bank, The Ronald McDonald House, Breedlove, and other community organizations.

#### **Vision:**

The vision for our campus is that all students will be proficient in all tested subject areas before moving on to high school.

#### **Mission:**

Our campus motto is "Find Your Purpose." Our purpose as a school is to help each of our students find their own unique purpose and strengths as individuals. Additionally, as a member of the No Excuses University network of schools, SMS places a strong emphasis on college readiness and awareness.

Priority #1: Shallowater Middle School will recruit, support, and retain teachers or principals  
 Smart Goal: SMS will have a 95% staff retention rate for the 2017/2018 school year.  
 Baseline Data: Analysis of how many staff members must be replaced at the end of the academic year.  
 Goal: SMS will effectively recruit and support staff members in a strategic effort to minimize turnover.  
 Data Source: Employment records.  
 LEA Priority: \_\_\_Yes \_\_x\_\_No

(ESSA)

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10)	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Staff openings will strategically be advertised across multiple mediums including the district website, the ESC website, and social media platforms in order to attract quality applicants. 5	Principal	Ongoing	Websites and social media platforms	Successful recruitment of quality staff members.	Successful recruitment of quality staff members.
Successfully support teachers and other staff members through the acquisition of necessary resources and quality professional development. 3,4	Leadership Team	Ongoing	Necessary resources for the classroom and quality professional development options	Observation and anecdotal feedback from staff on ongoing staff needs	Observation and anecdotal feedback from staff on ongoing staff needs
Effectively promote a daily working environment/climate/culture that incentivizes staff members to remain a part of our campus. 1,2,5	Leadership Team	Ongoing	Personnel/Time	Successful (95%+) retention of quality staff members from year to year	Successful (95%+) longevity and stability of staff members

Priority #2: Shallowater Middle School will build a foundation of reading and math.  
 Smart Goal: 90% of all middle school students will demonstrate proficiency on STAAR exams  
 Baseline Data: Test scores  
 Goal: Students at SMS will demonstrate mastery of necessary reading and math skills  
 Data Source: STAAR scores and other formative assessments throughout the school year  
 LEA Priority: X Yes \_\_\_No

(ESSA)

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Ensure the utilization of a guaranteed and viable curriculum to drive instruction in the classroom. 3,4,8,9	Administration and teachers	Ongoing	TEKS Resource Lead4ward	Ongoing analysis of formative assessment data to gauge student mastery of TEKS	STAAR
Develop data-driven tutorial and intervention systems to target all students' learning objective needs including homeless 9,10	Administration and teachers	Ongoing	Teacher identified classroom resources	Ongoing analysis of formative assessment data to gauge student mastery of TEKS	STAAR
Develop valid formative assessments that are aligned with course curriculum maps 8	Administration and teachers	Ongoing	Assorted test bank databases	Ongoing analysis of formative assessment data to gauge student mastery of TEKS	STAAR

Priority Goal #3: Shallowater Middle School will connect high school to career and college.

(ESSA)

Smart Goal: 100% of all SMS students will receive exposure to college and career readiness instruction.

Baseline Data: Numbers of student attendance/participation in college/career focused activities.

Goal: All SMS students will learn about college and career opportunities available to them and how high school will serve as a key time of preparation.

Data Source: Rosters of students who participate in college/career focused activities.

LEA Priority: \_\_\_Yes \_x\_No

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
All student will participate in multiple college campus visits during their 4 years on the middle school campus 2	Principal and Counselors	Ongoing	Monetary resources to cover expenses for travel/lunches/etc.	Successful participation in focused activities	Successful participation in focused activities
Continue to develop ACT preparation program to provide students with valuable practice and exposure to the exam 6,8	Principal and Counselors	November	ACT Prep materials	Successful participation	Successful participation
Continue promotion of and participation in Duke TIPS program 6	Principal and Counselors	October-February	Duke TIPS program materials	Successful participation	Successful participation

Long-Range Goal #4: Shallowater Middle School will improve low-performing schools.

(ESSA)

Smart Goal: Shallowater Middle School will reduce the gap between subpopulations of students to within 5% on all STAAR tests.

Baseline Data: STAAR test scores

Goal: Students at Shallowater Middle School will demonstrate proficiency on State exams at equal percentages regardless of demographic.

Data Source: TEA Score Reports

LEA Priority: \_\_\_Yes \_\_\_x\_\_\_No

Annual Performance Objective #4.1: To ensure that all stakeholders of SISD are involved, well informed, and have opportunities to provide input.

INITIATIVES: Strategies (Steps) Title 1 School Wide Component #1-10	PERSON RESPONSIBLE	TIME LINE	RESOURCES	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Instructional practices in the classroom will honor and reflect the diversity among students in order to ensure equal learning opportunities for all 3,9,10	Teachers	Ongoing	Instructional materials	Observation and assessment data	Observation and assessment data
Teachers will participate in quality, ongoing professional development focused on meeting the instructional needs of diverse students in the classroom 4	Leadership team and teachers	Ongoing	Professional development	Observation and assessment data and teacher feedback	Observation and assessment data and teacher feedback
Develop data-driven tutorial and intervention systems to target students' learning objective needs 8	Administration and teachers	Ongoing	Teacher identified classroom resources	Ongoing analysis of formative assessment data to gauge student mastery of TEKS	STAAR

- TAPR Campus Rating for 16-17: **Met Standard**
  - **Distinctions for ELA/Reading, Math, Science, Student Progress, Closing Performance Gaps, Postsecondary Readiness**

Student Information: all percentages below are spring 2017 STAAR Scores.

2016-2017 STAAR Scores

5 <sup>th</sup> Grade	Reading	Math
All students	90	99
African/American	100	100
Hispanic	75	93
White	90	99
Eco Dis	73	93

8 <sup>th</sup> Grade	Reading	Math
All students	93	93
African/American	N/A	N/A
Hispanic	85	86
White	97	95
Eco Dis	80	86

Student Information

2016-2017 STAAR Scores

	Reading	Math	Writing	Science	Soc. Studies	All Tests
All students	88	94	85	86	73	86
African/American	na	na	na	na	na	na
Hispanic	80	90	73	62	53	69
White	95	96	90	93	85	93
Eco Dis	81	90	70	65	50	71

**Goals to meet are: TAPR and Federal System Safeguards of state performance rate target of 60%; federal performance rate of 87%.**



# State System Safeguards Measures and Targets

Indicator	All Students	African Amer.	Amer. Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races	Eco. Disadv.	ELL	Special Ed.
<b>Performance Rates – State*</b>											
Reading	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Mathematics	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Writing	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Science	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
Social Studies	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
<b>Participation Rates*</b>											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
<b>Federal Graduation Rates (includes improvement targets)</b>											
4-year	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%	83.0%
5-year	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%	88.0%
<b>District Limits on Use of Alternative Assessment Results <i>Not Applicable for 2015</i></b>											
Reading – Alternate	n/a	<i>Not Applicable</i>									
Mathematics – Alternate	n/a	<i>Not Applicable</i>									

\*STAAR results for mathematics, grades 3–8 and results of STAAR A and STAAR Alternate 2 for all subjects are excluded from state accountability in 2015.

## Scoring Summary

- TELPAS 16-17 ( RPTE and TOPS) – Data indicates that 19 ESL students tested scored:

Overall Composite Score which includes Reading, Speaking, Listening and Writing:

5th grade – 3 Advanced High, 1 Intermediate, 1 Beginning; 3 went up to AH, 1 stayed at INT, and 1 tested for the first time

6th grade – 2 Advanced High, 2 Advanced, 1 Intermediate; 2 stayed at AH, 1 stayed at ADV, 1 stayed at INT, 1 went down from AH to ADV

7th grade – 1 Advanced High, 1 Advanced; Both stayed at the same level as the previous year

8th grade – 1 Advanced, 1 Intermediate; 1 stayed at I, one dropped from AH to ADV

Certified Standards teacher status at this campus: 100% of teachers in core academic areas meet State Requirements for Certification in 2016-2017

- Certified Standards Teacher status in 16-17: 100% completed.
- Highly Qualified Paraprofessional status in 16-17: 100% completed.

Surveys from parents and staff would like:

Staff Development:

Alignment between campuses

Technology training for the classroom

Parents would like:

Communication to continue through various mediums

Facilities are within OCR compliance. Some needs or wants included:

Increased technology for the classroom

<p><b>Problem Statement:</b> Eighth grade students are performing at 56% meets expectations on the 2017 math STAAR.</p>	<p><b>Root Cause:</b> Students lack access to tools providing prescriptive instruction in the area of mathematics.</p>																											
<p><b>SMART Goal:</b> The percentage of eighth grade students performing as meets expectations on the math portion of the 2018 STAAR will increase from 56% to 59%.</p> <p><b>Baseline Data:</b> 56% meets expectations on 2017 math STAAR.</p> <p><b>Goal:</b> 59% meets expectations on 2018 math STAAR.</p> <p><b>Data Source(s):</b> 2017 and 2018 STAAR results TAPR Report.</p>	<table border="1"> <thead> <tr> <th data-bbox="699 342 909 423">Program/ Activity</th> <th data-bbox="909 342 1104 423">Estimated Cost</th> <th data-bbox="1104 342 1304 423">Funding Source</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 423 909 675">Equip each classroom with a minimum of 10 technology tools.</td> <td data-bbox="909 423 1104 675">\$25,000</td> <td data-bbox="1104 423 1304 675">*199 Instructional Funds *Grants</td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Program/ Activity	Estimated Cost	Funding Source	Equip each classroom with a minimum of 10 technology tools.	\$25,000	*199 Instructional Funds *Grants																					
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Does the need/ goal mentioned above fit into one of the following? Circle which one.

<p><b>Commissioner Priority 1:</b> Recruit, support and retain teachers or principals</p>	<p><b>Commissioner Priority 2:</b> Build a foundation of reading and math</p>	<p><b>Commissioner Priority 3:</b> Connect high school to career and college</p>	<p><b>Commissioner Priority 4:</b> Improve low- performing schools</p>	<p><b>LEA Priority</b></p>
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**\*\*Funding Source Options Include: Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A, Grants**