

Rayburn Elementary Campus Improvement Plan – Summary of Campus Needs Assessment

Demographics

Need to encourage and provide opportunities for parents to further their education

Need to improve level of parent involvement

Teachers needs to set high expectations for students and explain opportunities

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School Culture and Climate

Celebrate Student Success more

Improve customer service with visitors and library

Improve campus security (playground doors, front entry access, Watch DAWGS)

Improve parent communication and interaction through home visits and parent conferences

Need to improve vertical alignment of curriculum and instruction on campus

Need to provide co-curricular options such as clubs for students

Tardiness and absenteeism continue to be problems

Need to foster a "college going" environment

Continue to improve anti-drug and anti-bullying programs

Student Achievement

Intervention support across campus by instructional coaches to provide more hands-on instruction for students and modeling for teachers

Improve and streamline the RtI process to improve intervention support provided to students.

STAAR scores are low compared to state.

Teachers need more embedded professional development in order to provide more effective teaching.

Tutoring program is not effective and should be re-evaluated.

Teacher Quality

Match professional development to needs identified in data

Design and implement a mentor program

High student/teacher ratios, particularly in lower grade levels

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Curriculum, Instruction and Assessment

Collaborating with team horizontally and vertically needs to be consistent

Uniform lesson plan document for lower grades and upper grades

PLCs need to be longer

PLCs needs to have a professional discussion that is frank and humble about the needs/interventions of students

Consistent implementation of tiered instruction to reach all learners in the classroom via proper lesson planning.

Core instruction needs to be of high quality through all professionals knowing their TEKS and applying guided instruction.

School Context & Organization

Lunch schedule causes congestion/noise in hallways

Teaming - Some teacher teams have personality conflicts

Formal leadership - Needs to show more modeling (of what?) and follow up (in what form?)

Afternoon dismissal of 2nd-5th grades is disorganized

Support services - Increase academic clubs and opportunities for students

Family & Community Involvement

Need to increase teacher involvement in parent events (PTA, Morning Chat)

Need to increase parent participation in scheduled activities and events

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Technology

Need a better and more stable schedule for lab

Professional development for teachers in the use of technology for instruction

Need to improve student use of basic software programs

Need to improve access to C.O.W. and computer lab

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Rayburn Campus Improvement Plan 2014-2015



Harlandale: A family working together to create a high quality education where all students graduate to become productive and successful citizens for the 21st century.

District Goals

- Provide staff development programs that prepare our employees to provide an exemplary teaching and learning environment.
- Foster a culture that prepares students for higher education and work force readiness.
- Effectively and efficiently use all district resources to maintain sound fiscal policies and practices.
- Create innovative instructional facilities that engage the evolving needs of our students.
- Embrace community involvement and effectively promote "The Harlandale ISD."

Campus Annual Performance Objectives – 2014-2015 School Year

1. **AEIS and Non AEIS: Reading** – At least 80% of students will pass, and 20% will reach Advanced Performance on, STAAR Reading assessments in 3rd-5th grades and benchmarks in 1st and 2nd grades. At least 80% of Kinder through 2nd grade students will be in Tier I and II on iStation reading assessment by May 2015 and at least 80% of students in Kinder through 2nd grades will successfully achieve “on grade level” Reading as measured by DRA assessments by May 2015.

Spring 2014 STAAR Results at Phase-in Standard:

3rd Grade – 57% at Level II; 6% at Level III 4th Grade – 49% at Level II; 4% at Level III 5th Grade – 76% at Level II; 21% at Level III

2. **AEIS and Non AEIS: Language Arts** – At least 80% of students in each grade, 1st-5th, will earn a rating of 4 out of 8 each cycle on assigned writing prompts provided by a campus writing committee based on rubrics established by said committee. At least 80% of 4th grade students will achieve the Level II standard on the STAAR writing test and at least 20% will achieve the Level III standard.

Spring 2014 STAAR Results at Phase-in Standard:

4th Grade – 54% on Personal Narrative Composition; 43% on Expository Composition; 62% at Level II Phase-in Standard; 1% at Level III Standard

3. **AEIS: Mathematics** – At least 80% of students will pass, and 20% will reach Advanced Performance on, the STAAR Math assessments in 3rd-5th grades, benchmarks in 1st-2nd grades, MClass in Kinder, and EMat+ in Pre-Kinder by April 2015.

Spring 2014 STAAR Results at Phase-in Standard:

3rd Grade – 43% at Level II; 4% at Level III 4th Grade – 50% at Level II; 11% at Level III 5th Grade – 84% at Level II; 21% at Level III

4. **AEIS: Science** – At least 90% students will pass, and 25% will reach Advanced Performance on, the Science STAAR assessment in 5th grade and benchmarks in 1st-4th grades by April 2015.

Spring 2014 STAAR Results:

5th Grade – 76% at Level II; 12% at Level III

5. **AEIS: Special Education** – All special education students in 4th and 5th grades will achieve “met” or “exceeded” in progress measures for Reading and Math on STAAR assessments.

Spring 2014 STAAR Results:

4th Grade – Math 100% Met/Exceeded; Reading N/A

5th Grade – Math 50% Met/Exceeded; Reading 75% Met/Exceeded

6. **Non-AEIS: Social Studies** – Provide grade-appropriate, TEKS-aligned field experiences and interactive, literature-based instruction for students in K-5.
7. **Non-AEIS: Attendance** – Attendance Rate: Increase student ADA to 97%. Decrease the number of daily student tardies to less than 5%.
8. **Non-AEIS: Parent Involvement** – Increase parent participation in parent involvement events to 100-200 parents at each event. Increase parent involvement in parent trainings to 20 or more parents at each event.
9. **Non-AEIS: Discipline** – Decrease the number of referrals in Stage I and II to less than 100 in 2014-2015.
10. **Non-AEIS: Student Engagement** - At least 75% of 3rd-5th grade students will be active participants in at least one student club or extracurricular activity during the 2014-2015 school year.

Curriculum, Instruction, Assessment & Student Achievement

Ideal State: Goal(s) #1-4					
Objective(s): Students will be encouraged and challenged to meet their full educational potential AND through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma AND the state’s students will demonstrate exemplary performance in the comparison to national and international standards AND a well-balanced and appropriate curriculum will be provided to all students.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
Provide time and opportunities for horizontal and vertical curriculum alignment.	Grade level chairs, faculty	Substitute teachers	Vertical alignment at least 2x per year	STAAR Index 2	2,4,8
Teachers shall use a standard lesson plan format via Eduphoria Forethought.	Administration and faculty	Eduphoria	Weekly	Review of lesson plans	2
Continue implementation of Professional Learning Communities structure including provision of additional meeting time for teams and professional development to support the common understanding of the framework within which professional dialogue should occur.	Administration, grade level chairs	Substitute teachers, Professional Development consulting funds, materials and supplies for PLC room	PD Fall and Spring, Weekly meetings	Alignment of instruction to TEKS and student progress toward campus performance objectives	2,4,8,9
Implement Guided Reading/Balanced Literacy framework for Reading instruction Pre-Kinder through 5 th grade, including purchase of Guided Reading book sets for teacher use in small group instructional setting, additional books to improve classroom libraries for independent reading, and supplemental teacher guidebooks (The Book Whisperer, Igniting a Passion for Reading, and What is it about me you can’t teach?) to provide teachers with guidance on implementing high quality reading programs for at-risk student populations.	All faculty	Guided Reading materials	Implementation beginning in August 2014	Reading assessments each 6-week cycle indicating progress toward campus performance objectives	2,7,8,9
Implementation of 6-Trait writing model in Pre-Kinder through 5 th grade, including purchase of materials to support the model and professional development for teachers.	All faculty	Substitute teachers, Professional Development funds, 6-Trait writing resources for teachers and students	Implementation beginning in August 2014	Writing assessments each 6-week cycle indicating progress toward campus performance objectives	2,7,8,9

Ideal State: Goal(s) #1-4					
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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
Improve implementation of data walls for students and class data. Create cards with teacher input.	Rtl Interventionist, Instructional Coaches, GLCs	Data cards	Beginning in August 2014	Impact on achievement toward campus performance objectives	2,8,9
Ensure that 100% of 4 th -5 th students are administered the ISIP monthly and that 100% of 1 st -5 th students are administered the Star assessment monthly.	Faculty, Reading Coach	Computer lab and/or COW access	Monthly beginning in September 2014	Completion of assessments monthly	8
All common assessments administered must be submitted through the Eduphoria Aware System.	All faculty and administration	Scanners and laser printers	Every three weeks	Availability of assessment data in Eduphoria Aware	8
Students who are at risk for Reading failure will have intervention time using the iStation curriculum for at least four hours per month in 4 th - 5 th grade. At-risk students will have access to RAZKIDS via A-Z reading to increase independent reading through leveled readers. Students will provided tutoring afterschool to target specific reading skills.	All faculty, Reading Coach Full-time tutors	Computer access, After school tutoring	Monthly beginning in September 2014	Student progress toward Tier I and II in ISIP	2,7,8,9,10
RTI interventionist will provided direct support to 1 st , 2 nd , 3 rd grade students to provide effective intervention strategies and modeling, as well as to ensure that interventions are providing appropriate support for struggling learners. Instructional coaches will provide strategies and modeling to teachers.	Rtl Interventionist, Admin Instructional Coaches	Intervention Materials	Beginning September 2014	Number of students at risk for failure in Reading and Math monthly	2,3,4,8,9
Improve the Rtl process through regularly scheduled meetings, improvement of intervention planning, progress monitoring, and use of data wall for tracking student progress.	Rtl Interventionist	Intervention Materials, Data Wall cards	Beginning 8/25/14	Number of students at risk for failure in Reading and Math monthly	2,8,9
The campus will continue to supply and use a cutout maker in order to: -create phonics activities using word parts and individual letters	Admin	Cutout Maker Lifetime subscription	September 2012	Requisition & Class Observations	2,8,9

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
-present content for English Language Learners in a less language dependent method -create reusable manipulatives for reading, math, and science instruction -create displays with cutouts to track student progress -use cutouts to create matching activities that review numbers and their values -create counting manipulatives to help students with one-to-one correspondence, addition, subtraction, multiplication and division					
Improve academic performance of students in the Science curriculum through purchase and use of supplemental materials and supplies for the Science lab as well as TEKS-aligned supplemental student workbooks to improve their understanding and use of Science related vocabulary.	Science teachers	EDUsmart STEM scope workbook and online resources	Purchase in August 2014 and use throughout school year	Science STAAR results – Level II and Level III performance rates	2,7,8,9
Improve student understanding of the structure of non-fiction text, thus improving comprehension, by teaching Social Studies and Science using TEKS aligned supplemental reading periodicals		Time for Kids Studies Weekly	Purchase subscription in August 2014		2,7,8,9

School Culture & Climate

Ideal State: Goal(s) State goals #1-4					
Objective(s): School campus will maintain a safe and disciplined environment conducive to student learning.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
Celebrate student and employee success regularly during Leadership Rally, morning announcements, and faculty meetings.	Counselor, administrators, faculty	Certificates, prizes, spirit sticks	Ongoing	EOY Climate Survey	5,10
Improve customer service for parents, students, and employees in order to foster a positive supportive environment in all aspects of the school operations.	Administration, Counselor, all faculty and staff	Staff development	Ongoing	EOY Climate Survey	4,5,6
Improve attendance through improved communication with families regarding truancy via phone calls and home visits.	Homeroom teachers	Edulink phone system	Monitored every three weeks	EOY campus attendance and tardiness profile	6,9
Foster a “college-going” environment by having guest speakers from colleges and universities speak to students and displaying College and University banners in the cafeteria, and hosting a career day.	Counselor, Student Lighthouse Team, Community volunteers	State/National colleges, volunteers,	Beginning August 2014	Displays placed in the cafeteria	
Provide additional co-curricular options for students.	Teacher sponsors, parent volunteers	Boy Scouts, Girl Scouts, chess, dance, Hockey, Patrols, Robotics, Running, After School challenge, Newspaper	Ongoing	Monitoring of student participation in activities	6
Continue to improve anti-drug and anti-bullying programs through guidance lessons provided to every class every three weeks.	Counselor, Social worker	Curriculum materials	Every three weeks throughout school year	Schedule of lessons, referrals for bullying and intimidation type behaviors	Safe School
Continue to implement the Leader in Me program, embedding the 7 Habits in all aspects of school operations and culture. Provide professional development to all employees to improve and refine implementation.	Counselor, Lighthouse Team, Admin, All employees	Leader in Me license, instructional materials for guidance lessons, professional development funds	Ongoing	Progress toward Lighthouse school designation	2,4,5,7

Demographics

Ideal State: Goal(s) State goals #1-4					
Objective(s): Students will be encouraged and challenged to meet their full educational potential.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
Increase the communication of high expectations and opportunities. Celebrate student success regularly throughout the year through the leadership rally and morning announcements.	All teachers, Elevate Team	Morning announcements, Panther Prowler 7 Habits	Ongoing	Discipline referrals, student participation in activities and programs, EOY climate survey	10

Family and Community Involvement

Ideal State: Goal(s) State goals #1-4					
Objective(s): Parents will be full partners with educators in the education of their children.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
Improve communication and coordination with parents through use of Informational Boards on A-frames at East and West wings and front of school updated regularly with information about upcoming school events, activities, and parent engagement needs.	All staff	Parent Involvement Funds	Purchased in August 2014	Parent Participation in School events and activities	6
Improve campus security and engage of male family members through the "Watch Dawg" program.	Counselor, Social Worker	Parent volunteers, shirts	Beginning August 2014	Number of parents volunteering for participation	6
Improve parent communication and interaction through regular parent conferences and team home visits for at risk students and families.	Social worker, counselor, teachers, administration		Ongoing – Parent conferences at least quarterly	Percentage of students not meeting Tier I/II standards on ISIP, below grade level on other assessments	6
Provide parenting classes and parent training in English and Spanish based on topics which are needed and for which parents have expressed interest.	Counselor, social worker, administration	Books, handouts	Monthly meetings	Sign in sheets and parent evaluations	6
Encourage higher levels of participation in PTA meetings.	Counselor, social worker, administration, teachers	Incentives for parent attendance at meetings	Monthly	Sign in sheets	6
Continue to offer services for at-risk students and their families, including Elf Louise, Food Bank, Angel Tree, and Blue Santa.	Counselor, Social worker	Donations	Annually for each service/event	Number of families assisted	6
Increase teacher involvement in scheduled parental involvement activities and events.	Counselor, Administration, Faculty		All school events and activities	Sign-in sheets	6

School Context & Organization

Ideal State: Goal(s)
State goals #1-4
District goal: Create innovative instructional facilities that engage the evolving needs of our students.

Objective(s):
School campuses will maintain a safe and disciplined environment conducive to student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
Improve student behavior in hallway by raising expectations. All faculty and staff will communicate the expectation that there should be no talking in the hallways during transitions.	All faculty and staff		Beginning August 2014	Level of noise in hallways	
Create additional co-curricular opportunities for students, including academic related clubs including student patrols.	Teachers		Fall 2014	Student participation in clubs	9
To ensure appropriate instruction when teachers are absent, emergency sub plans will be provided to grade level chairperson, maintained in a location known by the grade level team. The plans must include detailed daily schedule and meaningful instructional activities for students.	Grade Level Chairs		By 8/25/14	GLCs will report compliance to campus principal	2
Daily intervention period will be provided for each grade level in Reading. During the intervention period, all students will be provided instruction at their instructional reading level. Materials will be aligned to TEKS.	Admin, Rtl Interventionist	Intervention workbooks, leveled readers, Dolch word lists, Reading A-Z	Beginning August 2014	ISIP, DRA, Star, STAAR	2,9

Staff Quality

Ideal State: Goal(s)					
State goals #1-4					
Objective(s):					
Qualified and highly effective personnel will be recruited, developed, and retained.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
Teachers will participate in professional development which is specifically aligned to campus needs and goals as outlined in CIP, including active engagement strategies.	Admin, GLCs, ICs	Professional Development Funds	Throughout school year	Student achievement	2,4,5,9
Improve new teacher induction & mentoring by providing coverage for mentors and GLCs to observe and provide feedback to new teachers.	Admin, Mentors, ICs	Substitute teachers	Twice annually	Student achievement	2,4,5
Provide opportunities for teachers to share information obtained at professional development with other relevant faculty members during PLC and/or Faculty Meetings.	Admin, Teachers		Ongoing		2,4
Provide professional development to assist teachers in the specific area of handwriting instruction.	Admin, GLCs, Reading Coach	Substitute teachers, Professional Development funds	Fall 2014	Writing achievement	2,4,7

Technology

Ideal State: Goal(s)					
State goals #1-4					
District goals – All					
Objective(s):					
Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evaluation	Title I Schoolwide Components (Code by #)
Provide instruction in the computer lab twice per six-week period through use of a paraprofessional to assist students in learning to use various software programs.	Admin	Paraprofessional scheduled in lab on Fridays	Beginning 8/25/14	Schedule	2
Provide professional development on the integration of technology into TEKS-aligned core content instruction.	Admin	Professional development funds and substitute teachers	Ongoing	Professional development certificates	2
Purchase of Computer on Wheels in order to enable teachers to consistently administer whole class reading and math assessments, as well as to provide opportunity for students to use core content technology programs including Think Through Math, iStation, and Reasoning Mind.	Admin	Funds to purchase computers and cart	On campus ready to use by 8/25/14	Student achievement in Reading and Math	2
All teachers will updated their websites quarterly in order to provide timely information to parents regarding their class and upcoming events, as well as academic information.	All faculty, campus technology rep.		Quarterly	Quarterly review of teacher websites	6