

Schertz-Cibolo Universal City Independent School District

John A. Sippel Elementary

2017-2018 Campus Improvement Plan



Mission Statement

Sippel Elementary School,

Together with parents and community, teaches

All children to become

Leaders with a

Life-long love of learning

In a safe environment where

Our students master challenging academic material and all

Needs are met to become

Successful, productive citizens.

Vision

Building Leaders and Life-long Learners One Child at a Time

Core Beliefs

- *We believe all students have the capacity to learn and be successful.*

- *We believe a safe, secure environment is paramount to learning.*
- *We believe living our core values of leadership, character, commitment, service and learning, result in the ability to set and achieve life-long goals.*
- *We believe quality instruction addresses the individual needs of students.*
- *We believe engaging, interactive, and authentic teaching, creates empowered, active learners prepared for our changing world.*
- *We believe embracing technology as a relevant tool enhances learning in and beyond the classroom.*
- *We believe in a Professional Learning Community (PLC) culture that allows time to collaborate and share best practices in order to improve continually.*
- *We believe good communication is critical to success.*
- *We believe life-long learning enriches staff through professional development.*
- *We believe measures of our success go beyond standardized testing.*
- *We believe public education is defined by the local community, with limited state involvement.*

Comprehensive Needs Assessment

Demographics

Demographics Summary

See district fact sheet in plan addendums.

[http://www.scuc.txed.net/files/filesystem/2016%20District%20Fact%20\(as%20of%202-15-17\).pdf](http://www.scuc.txed.net/files/filesystem/2016%20District%20Fact%20(as%20of%202-15-17).pdf)

Student Academic Achievement

Student Academic Achievement Summary

EOY Data -Reading below Grade Level 2016-2017

Kinder - 35.5%

1st - 24.43%

2nd - 17.78%

STAAR Reading, Math, and Writing Data (Students who did not meet grade level standards)

3rd - (R) 18.25% (M) 15.33%

4th - (R) 21.64% (M) 13.43% (W) 33.83%

Student Academic Achievement Strengths

Strengths:

- Becoming more effective with working as PLC's.
- Consistently moving up in the district in comparison to other elementary schools.

Weaknesses:

- Ensuring we are doing the right PLC work.
- Time for learning different templates used in planning protocols.

- We aren't where we want to be, YET.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Sippel has a need for a common language dictionary and planning protocols across grade levels. **Root Cause:** Confusion has been created by the plethora of new information presented to staff as well as lack of opportunity to master new learning.

School Processes & Programs

School Processes & Programs Strengths

Strengths:

Leader in Me to relate behaviors to.

Weakness:

Inconsistent implementation of behavior consequences. (positive and negative)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need to align our understanding of discipline expectations with Leader in Me and RTI behavior. **Root Cause:** We have new staff on campus and we want to align discipline expectations with Leader in Me.

Perceptions

Perceptions Summary

There is still confusion about who is being referred to in the survey. (Ex: Manager? Supervisor?)

The results were perceived fairly neutrally, but give us some direction for our strategic planning.

Perceptions Strengths

Strengths:

We know where we need to improve.

We are heading in the right direction.

Weaknesses:

PTiC (lack of help)

Lack of trust and/or understanding

Negativity

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More negativity than any of us wants is present on campus. **Root Cause:** Lack of understand and engagement of the Parent PTiC.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

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
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio
- PDAS and/or T-TESS

Goals


Goal 1: Priority 1: High Achievement for All Students/Quality

Performance Objective 1: Increase % of all students who meet or exceed minimum STAAR standards combined over all tested subject areas.

Evaluation Data Source(s) 1: Leading Data: District Common Assessments
2017-18 STAAR Testing Data - Index 1

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure well deployed and consistent systems of interventions which develops instructional methods for all student groups not achieving their full potential - At Risk.						
2) Required Strategy for methods for addressing needs of students for special programs: Can add through attachments: Suicide Prevention Conflict Resolution Violence Prevention Dyslexia Treatment Programs Pregnancy Related Services						
3) Required Strategy for student Attendance.						
4) Required Strategy for Dropout Reduction						
5) Required strategy for integrating technology in instruction.						
6) Required strategy for discipline management program.						
7) Required strategy for addressing plan for any system safeguards in the district.						
8) Build systematic approach(s) to ensuring a guaranteed and viable curriculum, utilizing feedback from the 2017 Curriculum audit.						

9) Build a balanced assessment plan which includes: District Common Unit Assessments and Clear/Transparent Grading Guidelines.						
10) Utilize the Texas-Teacher Evaluation System (T-TESS) in a way that aligns to four critical questions (PLC) and SCUC Belief Statements.						
						

Goal 1: Priority 1: High Achievement for All Students/Quality

Performance Objective 2: 90% of students reading on Grade Level by the End of 2nd Grade.

Evaluation Data Source(s) 2: Istation

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure well deployed and consistent systems of interventions which develops instructional methods for all student groups not achieving their full potential - At Risk.						

Goal 1: Priority 1: High Achievement for All Students/Quality

Performance Objective 3: Increase the average daily attendance rate to 97% or above.

Evaluation Data Source(s) 3: Weekly attendance reports.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Official parent letters stating the number of absences and tardies every 9 weeks.	Teachers - sending letters home Admin - creating lesson template Teaching staff how to run attendance reports - Grade Level Gradebook Member, Sunnye Krug.	Better understand by parents of the effect student's absences and tardies has on their learning potential.				
						

Goal 1: Priority 1: High Achievement for All Students/Quality

Performance Objective 4: Create a Common Language Dictionary and a Common PLanning Process to ensure consistent appropriate PLC planning.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Capture language that needs to be defined. PLC's will follow "The Blue Sheet" during meetings and planning. Develop a way to show how "The Blue Sheet" and CCD's work together. Create a checklist/agenda for each meeting.	ILT	Consistency with planning and PLC meeting structures with a deep understanding and commitment to the CCD.				


Goal 2: Priority 2: High-Performing and Engaged Workforce

Performance Objective 1: 80% of participants who respond in top 3 (of 7) scoring bands in workforce satisfaction on SCUC annual staff survey.
 Areas of Focus: Engagement, Alignment, Effectiveness, Connection, Basics, and My Manager (Workplace Dynamic Survey)

Evaluation Data Source(s) 1: Team 1 District Services Survey, Workplace Dynamic Survey Results, Staff Turnover Rate

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Required Strategy for Staff Development for all professional staff.						
2) Required strategy for Harassment and Maltreatment of Children policies - can attach in addendum.						
3) Required strategy for recruitment of highly qualified teachers.						
4) Senior Leaders will participate in Rounding with all campuses and departments in the fall and spring semesters to gather feedback through 4 questions: 1. What's working well? 2. Is there anyone I could recognize that has been helpful to you? 3. Do you have the resources to do your job? 4. Is there anything we could do better?	Executive Leadership Team					
5) Develop and deploy a formal protocol for defining the path to leadership in every campus and department (system-wide). This will include Aspiring Leadership Academies for Instruction and Operations.						
6) Work to ensure that benefit package is the most robust that SCUC ISD can afford to undertake. This includes a robust communication protocol for this item.						
7) Work to ensure a valid, reliable professional evaluation instrument is developed and deployed for every employee group.						


8) Campus and Department staff advisory groups will participate in a Stop/Start/Continue exercise in the fall and the spring with a focus on the lowest statement for each themes in the Workplace Dynamic Survey.	Chief Human Resources Officer					
9) Utilize the staff advisory process to gather feedback relating to Workplace Dynamic and Studer Surveys.	Chief Human Resources Officer					
10) PTC Night at Open House. Schedule the PTC Advisory Council Meetings.	PTC Advisory Council (TBD) Admin (scheduling meetings)	A strong and functional PTC.				
						

Goal 2: Priority 2: High-Performing and Engaged Workforce

Performance Objective 2: Increase parent engagement and involvement to decrease staff negativity.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PTC Open House PTC Advisory Council	PTC Advisory Council Admin (Open House)	Decreased negativity among staff associated with a lack of parental involvement.				
						

Goal 3: Priority 3: Effective and Efficient District and Campus Operations

Performance Objective 1: Increase percentage of respondents to District Questions on the community and student engagement survey(s) responding with overall satisfaction.

Evaluation Data Source(s) 1: Parent/ Community Satisfaction Survey, Student Satisfaction Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Required strategy for Career Education.						
2) Develop and maintain a systematic process designed to share the district's success stories of our students and community with internal and external customers and stakeholders.						
3) Develop and deploy systematic processes to provide opportunities to listen, learn, learn and respond to customer and stakeholder feedback.						
4) Ensure systematic processes are developed and deployed to foster continued organizational development through two-way communication with District Partners and Collaborators.						



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Title I

Schoolwide Program Plan

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).

2. Schoolwide reform strategies that:

a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

b. Use effective methods and instructional strategies based on scientific research that:

- Strengthen the core academic program in the school.
- Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
- Include strategies for meeting the educational needs of historically underserved populations.

c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:

- Counseling, pupil services, and mentoring services.
- College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
- The integration of vocational and technical education programs.

d. Address how the school will determine if such needs have been met.

e. Are consistent with the state plan and any local improvement plans.

3. Instruction by highly qualified teachers.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel,

parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).

5. Strategies to attract highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level 9. of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.

10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.