



Eldorado Elementary School Campus Improvement Plan

2016-2017

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

We believe in providing a challenging environment that promotes high expectations through instruction and independent thinking. We pride ourselves in the ability to meet the needs, interests, and abilities of all students by providing a safe and positive learning environment.

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on January 3, 2017

Participants in Attendance	Data Source
Lyndi Massey	AEIS/TAPR Federal Accountability Data for AYP State Assessment Data—disaggregated District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and /or Student surveys Student attendance data Benchmark testing data Referral percentages for students in Special Ed IStation data Campus parent participation record Community education program records <i>Truancy data</i> <i>Homeless population analysis</i> <i>Teacher retention data</i> <i>Fitness Gram Data</i>
Laryn Gibson	
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Comprehensive Needs Assessment: Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
Availability of Technology	Campus Survey
Attendance Rate	PEIMS, AEIS
Class Sizes Small than the State average	AEIS, PEIMS
Highly Qualified Staff	HQ data
Areas of Concern	
Economic Disadvantaged State Assessment Scores	AEIS
Hispanic State Assessment Scores	Campus Survey
High number of At-Risk Students	PEIMS, AEIS
Increase Parent Involvement	AEIS
Vertical alignment of curriculum/ instruction in core subject areas	AEIS, STAAR Data,

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total FTEs funded through SCE at this District/Campus_ \$

The process we use to identify students at risk is:

PEIMS Coordinator, 504 director, Special Ed. Instructor, ESL coordinator, Campus counselor, and Campus principal, economically disadvantaged data, I-station data, STAAR data

The process we use to exit students from the SCE program who no longer qualify is:

PEIMS Coordinator, 504 director, Special Ed. Instructor, ESL coordinator, Campus counselor, and Campus principal, economically disadvantaged data, I-station data, STAAR data

*Optional for Title I Schoolwide schools:
At Eldorado Elementary School State Compensatory Funds are used to support Title I initiatives.*

Program Evaluation/Needs Assessment
Grades __3-4__

STAAR	Math % Met Standard	Reading/ELA % Met Standard	Writing % Met Standard	Science % Met Standard	Social Studies % Met Standard
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	2016	2016	2016	2016	2016
Students At-Risk	80%	68%	75%	—	—
Students Not At-Risk	97%	93%	89%	—	—

	Drop Out Data		Completion Data	
	2016	2016	2016	2016
Students At-Risk	0	0	100%	100%
Students Not At-Risk	0	0	100%	100%

The comprehensive, intensive, accelerated instruction program at this campus is tutorials for students at-risk, enrichment lessons, and additional software supplements

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title VI, Part B</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants</i>

Goal 1: All students will be encouraged and challenged to meet their full educational potential.

Objective 1: By May 2017, 83% of all students grade 3-4, including all sub-groups, will achieve at least the satisfactory performance on the STAAR Mathematics assessment.

Summative Evaluation: 83% of all students, in each subgroup, will pass the math portions of the state tests and the Campus will meet all the Indexes of state accountability.

Data 2016	All Students	H	W	AA	ED	Migrant	ELL	Spec. Ed.	GT	Male	Female
% Met Standard	89%	87%	95%	–	82%	–	–	–	100%	90%	87%

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide tutorial times for students who are at risk of failure in core subject areas	2,9	Teachers, Principal	Every 3 weeks	Federal Focus Grant	Schedule, Walkthroughs	Improved six weeks grades, Reduced failure rate
Provide flexible, focused small group instruction in math	2,9	Teachers, Principal	Every 3 weeks, Primetime	Local Funds	Lesson Plans, Walkthroughs	Classroom grades, benchmarks
Utilize teacher generated based and curriculum based and benchmark test	8	Teacher, Principal	End of 2 nd and 6 th six weeks	Local Funds	Eduphoria reports, grade book records, collaboration meetings	State Assessment Scores
Meet in grade level collaboration groups to monitor student academic process	2,9	Teachers, Principal	Once every six weeks	Local Funds	Collaboration notes	Classroom grades
Meet by subject groups to monitor curriculum alignment	2,9	Teachers, Principal	Once every six weeks	Local Funds	Lesson plans, Scope and Sequence	Lesson Plans, Walkthroughs

Participate in Think Through Math	2,9	Teacher, Principal	Weekly	Local Funds	Think Through Math Report	Classroom grades, Benchmarks, State Assessment
Participate in Study Island	2,9	Teachers, Principal	Weekly	Local Funds	Study Island Results	Classroom Grades, Benchmarks, State Assessments
Utilize paraprofessional and teachers for extra classroom assistance for At-risk, ESL and special ed students	1,9	Principal	Every three weeks	Title I Funds, Special Ed Funds	Grade book, Benchmarks	Classroom grades
Utilize RTI to provide a targeted, researched based intervention with struggling students at all grade levels	1	Teachers, Principal	Every three weeks	Local Funds	Progress reports, Benchmark test, State Assessments	Classroom Grades, Benchmarks, State Assessments
Provide staff development for teachers to implement technology in the classroom	1	Teachers, Principal	Every semester	Local Funds	Sign-in Sheets	On going
Provide staff development for teachers to improve the performance Economic Disadvantage Students	1	Teachers, Principal	Every Semester	Local Funds	Sign-in Sheets	On going

Goal 1: All students will be encouraged and challenged to meet their full educational potential.

Objective 2: By May 2017, 84% of all students grade 3-4, including all sub-groups, will achieve at least the satisfactory performance on the STAAR Reading assessment.

Summative Evaluation: 84% of all students, in each subgroup, will pass the math portions of the state tests and the Campus will meet all the Indexes of state accountability.

Data 2016	All Students	H	W	AA	ED	Migrant	ELL	Spec. Ed.	GT	Male	Female
% Met Standard	80%	75%	100%	–	67%	–	–	-	100%	84%	75%

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide tutorials for students who are experiencing difficulty mastering the state standards	2,9	Teachers, Principal	Monday-Friday	Local Funds	Classroom Observations, Schedule	Classroom grades, State assessment, Istation reports
Provide flexible, focused small group instruction in reading	2,9	Teachers, Principal	Monday-Friday	Local Funds	Lesson Plans, Walkthroughs	Classroom grades, benchmarks
Utilize teacher-generated assessment for both curriculum based and benchmark test.	8	Teachers, Principal	End of 2 nd & 5 th Six Weeks	Local Funds	Eduphoria reports, grade book records, collaboration meetings	State Assessments
Meet in grade Level collaborative groups to monitor student academic progress	8	Teacher, principal	Once each six weeks	Local Funds	Collaboration Notes	Classroom grades, Benchmarks, State Assessments

Use Accelerated Reader in the library to promote reading	2,9	Teachers, Librarian, Principal	Daily	Local Funds	AR reports, individual goals setting and monitoring	Classroom grades, Benchmarks, State Assessments
Provide Accelerated Reading parties to celebrate students reaching their goals	2,9	Teacher, Principal	End of the Six Weeks	Local Funds	AR reports, campus calendar	Classroom grades, Benchmarks, State Assessments
Participate in Study Island	2,9	Teachers, Principal	Weekly	Local Funds	Study Island Results	Classroom Grades, Benchmarks, State Assessments
Utilize paraprofessional and teachers for extra classroom assistance for At-risk, ESL and special Ed students	1,9	Principal	Every three weeks	Title I Funds, Special Ed Funds	Grade book, Benchmarks	Classroom grades
Utilize RTI to provide a targeted, researched based intervention with struggling students at all grade levels	1,2,10	Teachers, Principal	Every three weeks	Local Funds	Progress reports, Benchmark test, State Assessments	Classroom Grades, Benchmarks, State Assessments
Utilize ISatation Reading to strengthen reading skills	1, 2	Teachers, Principal	Monthly		ISatation Report, Schedule	Classroom grades, Benchmarks, State Assessment
Continue to provide support for dyslexic students.	2,9	Teachers, Counselor, Principal	Monday-Friday		Dyslexia reports, schedules	Classroom Grades, Benchmarks, State Assessments

Provide staff development for teachers to implement technology in the classroom	1	Teachers, Principal	Every Semester	Local Funds	Sign-in Sheets	On going
Provide staff development for teachers to improve the performance Economic Disadvantage Students	1	Teachers, Principal	Every Semester	Local Funds	Sign-in Sheets	On going

Goal 2: At Eldorado Elementary 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers and 100% of paraprofessionals with instructional duties will meet NCLB requirements. The LEA will recruit and retain highly qualified teachers.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Data 2016-2016	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Conduct recruitment activities to ensure highly qualified staff in all positions.	3, 4, 5	Principal, Human Resources Department, Superintendent	Beginning of each semester	Local Funds	All staff are Highly Qualified	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Analyze data from all teacher's certification, testing, staff development, and service records to ensure that all meet highly qualified status.	3, 4	Principal, Human Resources Department, Superintendent	Beginning of each semester	Local Funds	All staff are Highly Qualified and certified	All staff are Highly Qualified and certified
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	3, 4	Principal, Human Resources Department, Superintendent	Beginning of each semester	Local Funds	All staff are Highly Qualified	All staff are Highly Qualified

Goal 3: All students in Eldorado Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: 100% of the staff will provide an environment that is conducive to learn.

Summative Evaluation: Positive learning environment by 100% of staff

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
<i>Provide the District Student Handbook</i>	6	Technology Director, Teachers, Principal	August	Local Funds	Internet link, parent signatures of receipt	Reduction in PEIMS and discipline referrals
Create a Positive Behavior Support Team	10	Teachers, Counselor, Principal	August	Local Funds	Reduce discipline referrals	Reduce discipline referrals
Review and enforce school rules	10	Teachers, Counselor, Principal	Throughout the school year	Local Funds	School posters	Increase student knowledge of behavioral expectation

Goal 4: Parents and Community will be partners in the education of students at Eldorado Elementary.

Objective 1: By May 2017, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity with their child.

Summative Evaluation: School records indicate that at least 80% of students’ parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Provide State assessment results to parents in a language they can understand	6	Counselor, Principal	Within 10 days of receipt of reports	Local Funds	Postage Receipts	Parents receive reports of assessment results
Host a Kindergarten Orientation to educate parents on the responsibilities and expectation in kindergarten	6, 7	Teachers, Counselor, Principal	August	Local Funds	Sign-in Sheet,	Kindergarten student success
Hold two Parents Breakfast to welcome parents into the school.	6	Teachers, Counselor, Principal	November, May	Local Funds	Sign-in Sheet,	Increase parent involvement
Schedule parent conference day.	6	Teachers, Principal, Counselor	October, January	Local Funds	Sign-in sheet, conference logs	Increase student achievement and increase parental involvement
Conduct a Meet the Teacher Night	6	Teachers, Counselor, Principal	August	Local Funds	Sign-in Sheet,	Increase parent involvement

Provide Pre-K and Kindergarten Round Up.	6, 7	Teachers, Counselor, Principal	April	Local Funds	Enrollment forms	Enrollment in Pre-K
Host Polar Express Event with Pre-K	6	Teachers, Principal	December	Local funds	Sign-in sheets	Parent involvement