

E.E. Sims Elementary
Improvement Plan
Evaluation

2010-2011

October 17, 2011

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 academic excellence 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

The mission of Bridge City Independent School District -- A progressive, Family/Community-supported educational system, is to provide a comprehensive, well-balanced instructional program in a safe learning environment to ensure the development of caring, responsible, productive graduates capable of contributing in a global society.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Term Begin/End Date	Signature
Kelly McBride	Principal	10-12	
Patsy Dowden	Counselor	09-11	
Stacy Prouse	Teacher	10-11	
Wendy Fontenot	Teacher	10-12	
Charlotte Potter	Parent	09-11	
Rana Miller	Community Member	09-11	
Brandy Slaughter	Business Member	09-11	
Carrie Martin	Central Office Member	10-11	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 7, 2010.

Participants in Attendance	Data Sources Examined
<i>Kelly McBride</i>	<i>AEIS</i>
<i>Patsy Dowden</i>	<i>RETENTION RATE</i>
<i>Stacy Prouse</i>	<i>DISCIPLINE REFERRALS</i>
<i>Wendy Fontenot</i>	<i>ATTENDANCE DATA</i>
	<i>PARENT PARTICIPATION RECORDS</i>
	<i>HOMELESS DATA</i>
	<i>BENCHMARK TESTING DATA</i>
	<i>ITBS</i>
	<i>OLSAT</i>
	<i>TPRI</i>
	<i>GRADING/FAILURE REPORTS</i>

**Comprehensive Needs Assessment:
Summary of Findings**

Prioritized Areas of Concern	
Areas of Concern	Data Source
AIMS WEB Math Scores for all students	AIMS WEB Results
Reading TPRI Scores for all students	TPRI Results
Continued implementation of RtI	Program data, PBMAS
Communication with parents	Blackboard Connect data

In this plan, the term “student groups” refers to students who are H, W, AA, ED, At-Risk, Migrant, LEP, G/T, and Special Education

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 SCE funds allotted to this District/Campus \$58,035

Total FTEs funded through SCE at this District/Campus 3

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

- Student performance increase of 110% on TAKS after having failed TAKS previous year
- Student passes TAKS after having failed Pre K – 2 assessments
- Student no longer LEP
- Student no longer Homeless.

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

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 3 – 5**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Students At-Risk	86%	93%	95%	93%	97%	92%	95%	96%	96%	88%	94%	95%	n/a	n/a	n/a
Students Not At-Risk	96%	97%	96%	97%	97%	95%	98%	92%	97%	96%	100%	95%	n/a	n/a	n/a

	First Grade TPRI 2009		Second Grade TPRI 2009	
	BOY	EOY	BOY	EOY
Percent of Developed according to Screening	75%	90%	72%	95%
Percent of student reading at Instruction or Independent Level	67%	96%	99%	99%
Percent of students reading at set fluency goals: 1 st grade – 60 wpm 2 nd grade – 90 wpm	7%	40%	10%	34%
Percent of Developed on Reading Comprehension	43%	75%	71%	87%

The comprehensive, intensive, accelerated instruction program at this campus consists of title programs, Voyager program that is used with RTI, and an ESL program.

Upon evaluation of the effectiveness of this program the committee finds that the above activities should continue and training be provided in order to provide teachers with strategies in classrooms to decrease gaps in learning and to assist special needs students – both behavior and instructional.

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
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) – Cooperative with Region 5</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Stimulus finds</i>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<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 – Cooperative with Region 5</i>

Goal 1: (BCISD District Goal) Leadership – Academic Goal: Continue to work with all stakeholders to show an overall increase in TAKS scores across all subject areas, with emphasis on Math and Science. *BCISD* will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

OBJECTIVE 1: – Aggregate TAKS and benchmark scores and will improve, with specific targeted improvement of 3% in every area that is not exemplary.

Summative Evaluation: 90% of all students pass all portions of benchmark tests, including TPRI and end-of-year exams.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide targeted instruction for students who are at risk through the Title 1 program	2, 3, 9	Title Teachers Title Aides	Ongoing	Title 1 Funds SCE Funds	Title reading and math classes used tiers of instructions for intervention of at-risk students to help improve grades and failure rates.
Provide Tiers of Intervention for qualifying students	2, 8, 9	Principal Teachers Title 1 Teachers Title 1 Aides Tier III Teacher	Ongoing	Title 1 Funds SCE Funds	Title reading and math classes used tiers of instructions for intervention of at-risk students to help improve grades and failure rates.
Administer benchmark assessments throughout the year	1, 8	Teachers Title Tier II and III	Ongoing	Title 1 Funds SCE Funds	Teachers administered benchmark test and used aware data system to disaggregate
Increase fluency rate and comprehension rate in grades 1 & 2	2, 3	Teachers Title Tier II and III	Ongoing	TPRI Test Fluency Probes	40% of 1 st grade students and 34% of 2 nd grade students reached fluency goals – 1 st grade is 60 wpm; 2 nd grade is 90 wpm

Administer end-of year exams in reading and math and use AWARE to enter scores	1,8	Ms. Mannino Principal Teachers	May	Benchmark test	1st grade Reading – 65%, Math – 79%, Writing – 74% 2nd Grade Reading – 81%, Math – 82%, Writing – 75%
--	-----	--------------------------------------	-----	----------------	--

Goal 2: In Bridge City ISD 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, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

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

Data 2009-2010	% 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	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals with advertisements and participate in ASU job fair	5	Superintendent	At time of job openings	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Provide a yearly stipend of \$100 to teachers who are retained in the district	3, 5	Superintendent	May, 2009	Local Funds Title II Funds	Incentive used to retain teachers to our district.
Mentor Teacher Program will ensure new teachers are successful and will help to retain HQ teachers	4, 5	Principal Asst. Super. Department Chair	June 2010	Grade Level Chair	Mentor program provided new teachers support – all were retained

Goal 2: In Bridge City ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Summative Evaluation: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal, Staff Development Dept.	End of each semester	ESC XV Local Funds State Funds Title I Funds Title II Funds	Needs assessment was used to develop sessions for cardinal conference
All G/T teachers will have required G/T hours for certification	4	Asst. Super. Principal Department Chairs	Ongoing	Professional development funds In-service training and release time Campus training	Both GT teachers have their district certification/training and annual 6 hour update
Continue implementation of CSCOPE, and attend trainings of who to best serve our students through CSCOPE	2, 3, 4, 8	Curriculum Dept. Principal Teachers	Continually through out the year	Title 1 Funds IDEA Funds	A teacher representative went to the CSCOPE state training in San Antonio

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

Objective 1: By May 2010 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be under 10% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data 2010-2011	All Students
Discipline/Incidents	8 PEIMS Reports

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Counsel and encourage students to report incidents of bullying	10	All staff	August-May	Developmental guidance program	number of documented instances of student harassment and fighting stayed the same
Provide C.P.I. training for key staff members	10	Special Ed. Director Asst. Principal	October 2010	Special Ed funds	No staff needed training this year
Counselor and teachers will utilize the Kelso's Choice – conflict management program	10	All staff	Ongoing	Kelso's Program	number of documented instances of student harassment and fighting stayed the same

Goal 4: (BCISD District Goal) School/Community Relations—Continue the practice of open communications between the school, the community, and the media. Promote BCISD through a variety of methods. Include marketing the district through various media, publications, and signage. Focus on district strengths, including students, staff, and academic and extra-curricular achievement.

Objective 1: By May 2011, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students’ parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results in both English and Spanish as appropriate
Provide opportunities for parents to visit campus and interact with their students teachers	6	Principal Teachers Staff	Continually throughout the year	Title 1 Funds PTA Open House	84 % of parents attended open house
Use Blackboard Connect to communicate with parents more affectively	6	Principal Secretary Attendance Clerk	Continually throughout the year.		Attendance used Blackboard Connect to communicate with parents more affectively – also important info was shared

Goal 5: Continue to work with all stakeholders to show an overall increase in benchmark scores across all subject areas, with emphasis on Mathematics and Science, to ensure that all students in BCISD will graduate from high school. Sims will prepare students in order for BCISD to have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

Objective: Provide students with all grade level appropriate TEKS in order to prepare them for the next grade.

Summative Evaluation: 90% of all students pass all portions of the standardized tests, meet ARD expectations, and the Campus/District will meet AYP.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Disaggregate benchmark test results	8	Principal Grade level Chairs Teachers	Ongoing	AWARE Staff workday time	Data distributed annually to all Faculty
Provide student identification via data based tracking system/AWARE	2, 8	Assistant Principal At-Risk Coordinator Parent/students	Ongoing	Campus Guidance Program EDP Discipline	V.S.I. was utilized to view demographics
Update At-Risk student student profile information	9	Title teachers Principal Counselor	August 2010	Title classes	At-risk students showed small gains on benchmark tests

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide campus list of special needs students to required/necessary staff	2	Principal Counselor Diagnostician	August 2010	Special Ed Listing report	List supplied to teachers by Diag. along with modifications
Monitor daily and weekly attendance rates of individual and all student groups and contact families of students not in attendance	2	Attendance Clerk Teachers Nurse Administration	Daily	Attendance Reports Phone, Mail, Black Board Connect or Personal Home Contacts	Attendance rate was 95.7%
Initiate local court and law enforcement action to reduce truancy/absenteeism	2	Principal Asst. Principal District Attendance Officer	Ongoing	District Attendance Officer Communications city/Justice of the Peace Court	Used the court system once to reduce the amount of absenteeism/truancy