# Cameron Independent School District

# Ben Milam Elementary

# 2018-2019 Campus Improvement Plan

# Table of Contents

# Comprehensive Needs Assessment

## Needs Assessment Overview

Ben Milam Elementary Needs Assessment Summary

The data reviewed to develop the Needs Assessment for the 2018-19 Ben Milam Campus Improvement Plan included the following:

Star Early Literacy

Renaissance Star

TEMI

CLI Engage

TAPR CES

3rd Grade STAAR

PEIMS

ESTAR

Lead4ward data

Safe and Civil Schools Observations/Input

# Demographics

## Demographics Summary

Cameron ISD is a rural district with a low socio economic student population consisting of 53 percent Hispanic, 30 percent white, and 17 percent African American population.  The district has an agrarian base with, manufacturing, and ranching industries but also is home to government housing and a majority of students with limited background knowledge and a burgeoning population of English language learners.  Our district is rich with an experienced professional staff.  We have tremendous community support for all of our student programs and adequate budgets to facilitate improvement measures.

## Demographics Strengths

Cameron ISD serves as a cohesive or central focus of identity as everyone in Cameron identifies with YOE High School regardless of heritage.  We feel that heritage is rich here in Cameron for all ethnicities.  We have a strong religious presence within the community and a large percentage of our population that chooses to remain in Cameron and make it their home.  Support for students at all levels is consistent throughout the district and we have a strong community commitment to improvement.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1**: Student literacy **Root Cause**: lack of background knowledge, vocabulary, and parental support combined with a need for a viable curriculum/and fidelity of instruction

# Student Academic Achievement

## Student Academic Achievement Summary

Formative; our formative assessments are used to target student needs through identifying areas of limited knowledge. Mathematics formative information is gathered through the TexasEarly Mathematics Inventiory. TEMI assesses number recognition, sequencing, and magnitude comparison, place value, and addition and subtraction. Once national standards are mastered then students will be able to attack multi step problems after master these basic skills. Once they are screened students below 25% they are targeted with pull outs to target foundational skills and the TEMI targets problem solving skills. TEMI in simple words drives instructional intervention.

Our current processes for Literacy development utilizes STAR Early literacy identifies student stregths and weaknesses: phonics, phonological awareness, alphabetic principles, sentence/paragraph comprehension, and vocabulary. Star Early Literacy drives student intervention/extension activities. This diagnostic allows teachers to target instruction by providing insight into readiness skills. Ben Milam also conducts numerous fluency assessments each month in classroom and through instructional coordinator developed test. We need to understand the difference between fluency and speed as comprehension is a challenge.

The teachers conduct Common formative assessments to monitor instruction/student learning. These assessment are done approsimately at the unit midway point to adjust and drive intervention and extension activities/lessons. We are measuring mastery of our priority teks with these assessments.

## Student Academic Achievement Strengths

We have made literacy a focus and have implemented Dolch sightwords at all grade levels and are tracing progress. Students are making significant gains with this as a new expectation for pre k and all classes should be implementing Wilson phonics. We are working toward fidelity of instruction in regards to Wilson phonics and the guided reading. Teachers will be provided further professional development on the guided reading processes for grouping through data driven processes. We will monitor instructional effectiveness through our diagnostics on student progress and observations of instructional practices performed by administration. Our district wide literacy grade level rate is 39% while our campus rate is higher we are monitoring our processes to reduce or limit gaps as they move forward through grade levels.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1**: Our most pressing problem is low literacy/below grade level **Root Cause**: Experiences/background knowledge/unstructured home environment/limited vocabulary/mobility/aligned curriculum/Instructional fidelity

## School Processes & Programs

**School Processes & Programs Summary**

Instructional practices include development of a consistent grade level curriculum, retaining quality professional staff, providing administrative support through professional growth opportunities, curriculum development, special programs focused on early intervention for speech or literacy impairments including dyslexia.

Cameron ISD offers competitive salaries and conducts analysis of local districts to maintain salary schedules conducive to attracting quality teachers.

We are providing support through interventionist for student/teacher support and monitoring of progress with curriculum and planning support provided to assist teachers with planning.  There has been a complete review of systems processes that we are currently engaged to monitory and a adjust instruction, learning, behavior, and all associated aspects of the learning environment to promote student learning and also an environment attractive to prospective professionals.

interventionist

curriculim coordinator

dyslexia teacher for each campus

district curriculum initiative

technology, smartboards, ipads, computer lab pullouts

rti early identification

behavior specialist

**School Processes & Programs Strengths**

Currently Ben Milam Elementary we have three interventionist that utilize various assessments to monitor student strengths and weaknesses that drives their intervention strategies.

RTI- our response to intervention begins at pre k with CLI circle data and teacher observations of letters and sounds mastery.  We will recommend students

for tier 2 intervention based on these criteria. We continue with Star Early literacy for language targets and the TEMI for math diagnostics. We see our RTI program as a strength but are continuing to study our processes to make it more efficient.

Curriculum Coordinator- Our curriculum is being monitored and developed with oversight and guidance from our IC who demonstrates rigorous lesson development with activties that are student centered with technology integration designed with proven high yield strategies and focused around the identified priority teks.

District curriculum initiative-collaborative curriculum design for consistent curriculum with a goal of gradel level consistency.

Our teachers have access to smartboards and ipads; the IC is designing activities for student use of the technology.

We are hiring a behavior specialist with a goal of inclusion and providing all students with a learning environment where they can thrive and maximizes their potential.

Speech intervention- coop services

dyslexia-diagnostics/intervention through the DIP program.

# Perceptions

## Perceptions Summary

Our goal is for every student to be successful!  We are currently in the midst of a change process driven by changing demographics.  The change process is difficult but we have committed to the end goal of educating the students that occupy our classroom seats and we will make no excuses that limit our instruction.  We must know our students and conduct community outreach programs.  We are currently performing Cameron Connect community meetings to solicit community input into our needs.  We have embarked on YOE Nation Reads initiative, Latino Literacy program, summer reading campaigns including a mobile library.  We also use SeeSaw which is a student Facebook social media outlet for bridging the gap between home and school.

Our current climate is in need of improvement as teachers are stressed due to challenges and difficulties of changing demographics and socio economic levels.  We are working to help support through interventionist, curriculum development, behavior specialist support, and administrative support through continued campus needs analysis.

Cameron ISD is the beneficiary of community wide support and a professional staff that is quality but in need of continued growth and a desire analyze data for instructional design focus.  We believe that we can raise these scores and we have acknowledged and committed to change as an administrative staff and teachers are beginning to come aboard the movement to change and improvment.

## Perceptions Strengths

Our current perception is that we are struggling with teacher morale due into low student performance.  The inefficancy of testing has lead to student and teacher stress.   The testing needs alignment in regards to classroom teacher assessments, interventionist assessments, and instructional coordinator assessments are limiting instructional time as assessment are consuming too much our allotted instructional minutes.  We recognize the need for progress monitoring but feel there is a redundancy of fluency test, and we would like to streamline progress monitoring as our students are very young but we are noticing stress among these little ones due to frequency of progress monitoring.  We would like to reduce STAR Early literacy to three assessments per year, share fluency data to streamline efficiency, and if we are not using data from ESTAR to drive instruction or assess in later grades our recommendation is to reconsider this test.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1**: Literacy rates/teacher perceptions **Root Cause**: The root cause of our literacy rates is resistance to change and failure to identify the problems with curriculum/instruction as we were delayed in adjusting to demographic shifts for low socio economic and the growing EL population. teacher perception of this is a teacher problem vs an instructional delivery/alignment/fidelity issue that is impacting student learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Domain 3 - Closing the Gaps

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
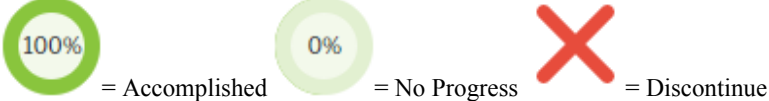- Study of best practices

# Goals

## Goal 1: Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 1:** Objective 1.1 Improve reading scores on C2L benchmarks and Star Reading Assessments

> **Evaluation Data Source(s) 1:** formative results from universal screening assessments.

> **Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Analyze DMAC data to determine teks not mastered to plan classroom intervention | Principal. Assistant principal and staff | Improved instruction that is targeted to individual needs and is teks specific. | | | |
| 100% = Accomplished 0% = No Progress ✗ = Discontinue | | | | | |

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 2:** Objective 1.2 Improve writing instruction

**Evaluation Data Source(s) 2:** Student writing comparisons to TEKS expectations.

**Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
| --- | --- | --- | --- | --- | --- |
| | | | Dec | Mar | May |
| 1) empowering writers, implement empowering writers video support series, collaborative dialogue in PLC's to improve writing instruction. | Principal. Assistant Principal, Connie Thompson, curriculum specialist will model and support | develop written communication skills at specified goals for each grade level. | | | |
| 100% = Accomplished       0% = No Progress       ✕ = Discontinue | | | | | |

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 3:** Objective 1.3 Build student background knowledge and vocabulary.

**Evaluation Data Source(s) 3:** STAR data, TEKS checks, C2L benchmarks, Progress monitoring Wilson foundation, RTI universal screening tools offer continuous feedback on effectiveness of instruction and student learning.
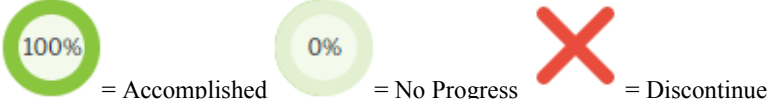
**Summative Evaluation 3:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) guided reading strategies, Implement accelerated reader | Principal. Assistant Principal, and instructional specialist, with teachers oversight | increased literacy and foundation knowledge through best practices for guided reading | | | |
| 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 4:** Objective 1.4 Student performance measurement tools will be reevaluated for effectiveness in design and implementation

**Evaluation Data Source(s) 4:** STAR Data, Early STAR Early Literacy Test, TEMI math, C2L locally developed benchmarks

**Summative Evaluation 4:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) Review how often the Renaissance Star is taken by students each year analyze data from progress monitoring Early Star Literacy and other formative assessments, Lead4ward reports | Teachers. Principal, Assistant Principal | Assess the effectiveness and correlation of current curriculum and instructional practices to student achievement. | | | |
| 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 5:** Objective 1.5 Implementation of Lead4ward data analysis/instruction tool to guide instruction.

**Evaluation Data Source(s) 5:** PEIMS Data

**Summative Evaluation 5:**
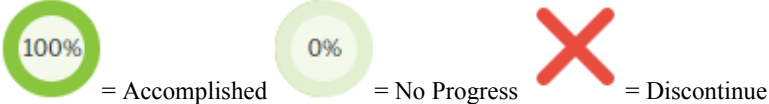
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| **Comprehensive Support Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) PLC collaboration, utilize Lead4ward to analyze data by tek Staar4ward Student learning reports, heat maps and leader report cards to drive instruction | Principal. Assistant Principal, Curriculum Specialist and teachers | Developing consensus through shared ideas and strategies for pacing, sequencing, instructional strategies | | | |
| 100% = Accomplished      0% = No Progress      ✗ = Discontinue | | | | | |

**Goal 1:** Goal 1. Ben Milam is establishing a culture of academic excellence

**Performance Objective 6:** Objective 1.6 Revisit and emphasize measures of growth and a measurement tool for each subject/grade level.

**Evaluation Data Source(s) 6:** TEMI, TPRI, STAR, DMAC, CLI

**Summative Evaluation 6:**
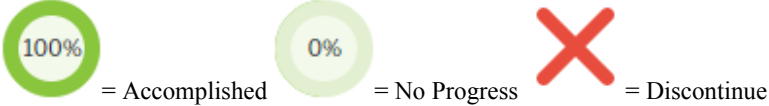
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) benchmarking RTI | Principal. Assistant Principal will work with interventionist to coordinate testing for literacy/math progress utilizing universal screeners to progress monitor instructional effectiveness. | Continued monitoring of the impact of programming and instruction on student learning. | | | |
| 100% = Accomplished | 0% = No Progress | ✕ = Discontinue | | | |

# Goal 2: Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 1:** Objective 2.1 Use Discipline RTI to improve student behaviors

**Evaluation Data Source(s) 1:** RTI, Discipline referrals, and restorative discipline practices.

**Summative Evaluation 1:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) restorative discipline strategies, and RTI discipline initiatives Partner with Burleson Milam Special Services to provide behavior intervention for regular education students PEIMS data as a base evaluation | Principal. Assistant Principal, teachers and counselor | Create quality classroom climate, while preventing loss of instructional time. Reduce out of class discipline numbers. | | | |
| 100% = Accomplished          0% = No Progress          ✗ = Discontinue | | | | | |

**Goal 2:** Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 2:** Objective 2.2 Improve the cafeteria atmosphere.

**Evaluation Data Source(s) 2:** Observations, cafeteria referrals.

**Summative Evaluation 2:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
|---|---|---|---|---|---|
| | | | Dec | Mar | May |
| 1) A system will be developed to reduce noise level and behavior in the cafeteria | Assistant principal paraprofessionals | reduction in behavior problems | | | |
| 100% = Accomplished | 0% = No Progress | ✗ = Discontinue | | | |

**Goal 2:** Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 3:** Objective 2.3 Increase parent understanding and participation in efforts to keep students safe.

    **Evaluation Data Source(s) 3:** Parent surveys, Facebook, newsletters and other social media to communicate protocol and safety procedures. Parent conferences offer face to face opportunities

    **Summative Evaluation 3:**

**Goal 2:** Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 4:** Objective 2.4 Insure consistent practice and review of safety drills.

    **Evaluation Data Source(s) 4:** Observation of drills and coordinate with local emergency response teams including police and fire departments.
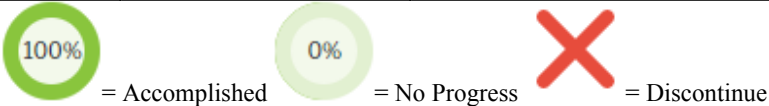
    **Summative Evaluation 4:**

**Goal 2:** Goal 2. Ben Milam is providing a safe and disciplined learning environment for all students.

**Performance Objective 5:** Objective 2.5 Implementing Safe and Civil Schools Process campus wide.

    **Evaluation Data Source(s) 5:** Staff data and observations/staff dialogue formative observation.

    **Summative Evaluation 5:**

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Formative Reviews | | |
| --- | --- | --- | --- | --- | --- |
| | | | Dec | Mar | May |
| 1) The entire school is involved in the safe and civil schools to address all safety concerns for the campus | Principal. Assistant Principal/teachers/all staff | increase preparedness for various emergency response situations. | | | |
| 100% = Accomplished    0% = No Progress    ✖ = Discontinue | | | | | |

**Goal 3: Goal 3. Ben Milam will develop a consistent viable curriculum ; written this summer by our teachers and delivered with fidelity as evidenced by observations and progress monitoring using various progress monitoring data and locally developed benchmarks.**

**Performance Objective 1:** Objective 3.1 will use Grade level teams, and instructional coordinators and administration to collaboratively design curriculum focused on priority teks that is measured through student learning data.

    **Evaluation Data Source(s) 1:** Star Renaissance; TEMI, CFA's, and other locally developed assessments in combinations with teacher /administration documentation.

    **Summative Evaluation 1:**

**Goal 4: Goal 4. Ben Milam will develop the Professional Learning Community process focusing on a collaborative approach to data driven instruction. Common Formative Assessments will drive data analysis improving student academic performance.**

**Performance Objective 1:** PLC agendas and Common Formative Assessments will be reviewed

    **Evaluation Data Source(s) 1:** PLC agendas and Common Formative Assessments and observations combined with universal screening and progress monitoring. TEMI; STAR Renaissance; CLI Engage

    **Summative Evaluation 1:**

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 5 | 1 | PLC collaboration, utilize Lead4ward to analyze data by tek Staar4ward Student learning reports, heat maps and leader report cards to drive instruction |

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

**1.1: Comprehensive Needs Assessment**

The comprehensive needs assessment was completed by committee with a review of our demographics and progress monitoring data supplied by Renaissance data. Our focus is literacy and overcoming low socio economic factors that have proven to create a gap in student progress measures as these children on average have limited life experiences and exposure to vocabulary. Our focus remains on our time, community outreach, curriculum, and instruction. We are focused on community outreach, writing curriculum, implementing high quality strategies utilizing uniform grade level lessons with prioritized learning objectives, and vertical alignment. Demographics plays a role in this needs assessment as our first step in the process is to define who we are and how we must attack student learning. We will implement systems in Response to Intervention including academic and behavior components with the addition of a Behavior Specialist. Special Education services through our Burleson Milam coop will also be another systemic component as we delve into our inclusion practices and monitor push ins and responses to behaviors and academic impact on all learners. Our PLC process is critical to our needs as collaborative dialogue that our school community engages in is critical and should be focused on student learning and the impact of instructional delivery including activities utilized to drive student engagement with our priority objectives and grade level expectations remaining a constant. Our Title 1 funds are specifically used for staff including special education teachers, paraprofessionals, and three interventionist that provide specific targeted instructional strategies and monitor screeners and informal assessments to drive student learning.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

**2.1: Campus Improvement Plan developed with appropriate stakeholders**

The campus improvement plan has been developed with all committee members collaboratively inputting ideas as appropriate numbers of educators and community members shared in the discussion that include community outreach and student learning with ideas shared on bridging the school community gap. We will revisit the progress of our smart goals and CIP throughout the year and adjust accordingly.

**2.2: Regular monitoring and revision**

The campus plan will be reviewed at the end of the first quarter/Mid October and again at the end of the 3rd quarter or March to allow for adjustments and progress monitoring toward goals. Our tiered intervention system is consistently utilized as we use teacher developed common formative assessments/unit assessments/universal screeners to assess student learning which is the heart of the campus plan.

**2.3: Available to parents and community in an understandable format and language**

All campus communication will be offered in English and Spanish upon request or home language survey data. We will continue to designate parent conference days in conjuction with Title 1A compliance meetings to communicate parental rights in regards to public accessible information.

### 2.4: Opportunities for all children to meet State standards

A continued effort is made by our staff including interventionist, counselor, and teachers, instructional coordinators, and administration to build a curriculum that is delivered with fidelity including grade level rigor and the progress of all students is closely monitored as RTI systems are in place to intervene and extend where appropriate. Our monitoring is inclusive of race, ethnicity, socio economic status, and identified disabilities. We have speech pathologist closely monitoring learning and mastery of objectives and a constant collaboration between the teachers, interventionist, and special education staff to seek remedy to all student needs based on progress monitoring assessments both formal and informal.

### 2.5: Increased learning time and well-rounded education

There has been an emphasis on increased instructional times as indicated by our commitments within our master schedule. We are committed to 150 minutes of reading each week. The curriculum is comprised of balanced literacy instruction utilizing whole language and phonics instruction. The learning/instruction is assessed continuously with common formative assessments and unit assessments. Student progress monitoring is ongoing with Renaissance being used for the universal screening process. Curriculum development is ongoing with monitoring driving revisions. Our workshop approach consists of read aloud, shared reading, guided reading, and independent reading. We will utilize short mini lessons followed by student activity and a quick formative at the end of learning sessions.

### 2.6: Address needs of all students, particularly at-risk

We have implemented a tiered intervention student that combines behavior and academic progress monitoring. Our district has added a behavior specialist,, SRO, Truancy Officer and a Family Liaison. Through these additional positions within our district we hope to provide families with resources and contacts to meet their needs. We will continue to use our campus counselor and these additional resources to access government agencies for necessities that help meet basic needs: Food, shelter, clothing, basic medical including vision and hearing. Our tiered intervention system utilizes universal screeners and specific interventions delivered by classroom teachers or one of our campus level interventionist.

## ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

### 3.1: Develop and distribute Parent and Family Engagement Policy

We have included this document on the parent compact which will be disseminated through our joint PRE K parent night and Title 1 information meeting. Our purpose at this meeting is to disclose all requirements for Title 1A including parental access to teacher credentials upon request and a detailed session outlining campus expectations for student learning that explains our PK-2 curriculum. This will serve as an opportunity to discuss intervention systems and the CHAMPS safe & civil schools model.

### 3.2: Offer flexible number of parent involvement meetings
Parents night open house

Latino Literacy for EL students and parent engagement

PTO Dinosaur Live

Book A Palooza

Parent conferences

# Plan Notes

campus Improvement is a collaborative effort involving all stakeholders including, teachers, parents, students, and support staff.  BME has implemented RTI complete with universal screening processes to progress monitor learning and to assess the the effectiveness of our instructional strategies.  Professional Learning communities systems are in place as we develop our guaranteed viable curriculum and build common assessments to establish consistency across all grade levels.  We are working to improve parent involvement and fine tuning professional learning communities with the implementation of best practices including Fundamental Five and planning and instructional strategies and data tools utilizing Lead4Ward programming.  We have provided high quality professional development that will not only be sustainable throughout k-12 environment but will help make systemic changes that we believe will yield significant gains as they are research based and grounded upon best practices.