

MILES ELEMENTARY CAMPUS IMPROVEMENT PLAN



2017-2018

Board Reviewed - November 13, 2017

Board Approved - November 13, 2017

Mission Statement

The Miles Independent School District exists because of the students and therefore our thinking, our activities, and our endeavors are centered on the general welfare and safety of all students.

The purpose of this school, in partnership with parents and community, is to educate all students physically, mentally, morally, and emotionally and to expect high levels of academic performance. Appreciation for the heritage and basic traditions of the community is emphasized. The curriculum provides for sustained individual growth and development of the whole student.

We accept the responsibility to teach all students regardless of sex, handicap, race, color, or national origin, so they may attain their maximum educational potential.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.
Tiffany Ivey	Teacher
EvaLee McCulloch	Teacher
Leslie Glass	Teacher
Tiffany Riddle	Teacher
Shaunessey Martinez	Teacher
JaNelle Lange	Professional non-teacher campus
Randell Maberry	Professional non-teacher district
Joan McCleery	Professional non-teacher district
Catherine Becker	Parent
Sharla Abbott	Principal

Comprehensive Needs Assessment

The initial Comprehensive Needs Assessment for the 2017-2018 school year was conducted in spring 2017. An electronic survey was submitted to all staff members to identify the top three CNA components to be analyzed.

Participants in Each Committee	Data Sources
Student Achievement (Joan McCleery)	<ul style="list-style-type: none"> ✓ <i>Grade distribution report</i> ✓ <i>PD participant summary report</i> ✓ <i>TX educator certificates</i> ✓ <i>Local enrollment form</i> ✓ <i>2013-2016 TAPR reports</i> ✓ <i>Years of experience report</i> ✓ <i>Master schedule</i> ✓ <i>Teacher attendance reports</i> ✓ <i>Curriculum planning sheets</i> ✓ <i>TPRI data</i> ✓ <i>Special education data</i> ✓ <i>Curriculum (basal series)</i> ✓ <i>STAAR student achievement document</i> ✓ <i>STAAR data</i> ✓ <i>504 data</i> ✓ <i>Benchmark data</i> ✓ <i>mSTAR, eSTAR data</i> ✓ <i>Study Island, iStation, Think Through Math, Lexia, DMAC, First in Math data</i> ✓ <i>TELPAS data</i> ✓ <i>Local grades/failure lists</i> ✓ <i>Classroom and program assessments</i> ✓ <i>State school report cards 2013-2016</i> ✓ <i>Promotion/retention rates</i>
Courtney Lange – 6 th grade teacher	
Threasa Ray – 6 th grade teacher	
Ashley Crocker – 5 th grade teacher	
Katie Bearden – 5 th grade teacher	
Staff Quality, Recruitment and Retention (Sharla Abbott)	
Joan Tate – PreK teacher	
Kimberly Martin – PPCD teacher	
Alison Gibson – Kindergarten teacher	
Curriculum, Instruction, and Assessment (Alysa Lair, Victoria Fritze, Tiffany Ivey)	
Lacy Ellison – 1 st grade teacher	
Jennifer Hinds – 1 st grade teacher	
Shaunessey Martinez – 2 nd grade teacher	
Tiffany Riddle – 3 rd grade teacher	
Candice Yancy – 3 rd grade teacher	

Comprehensive Needs Assessment: Summary of Findings

Based on the findings from the comprehensive needs assessment, the campus committee finds that the elementary campus has many strengths. Some of the strengths include the following: experienced and high quality teachers, good student to teacher ratios, a cohesive and collaborative staff, experienced instructional aides, a structured RTI program, data-driven instruction, systems for progress monitoring, research-based interventions, vertical alignment, high expectations, STAAR scores that surpass the state average, and Miles Elementary was selected as a National Blue Ribbon School. However, the campus has some weaknesses as well that will be continuously monitored and addressed. The committee has identified the following priority needs: address teacher salary to attract and retain high quality teachers, improve the consistency of common academic vocabulary and problem-solving strategies across grade levels, refine the RTI program, incorporate at least one “scheduled” vertical teaming meeting per six weeks, improve writing across the grade levels, increase fluency rates of first through third grade students, and assign classroom grades that reflect TEKS mastery.

STATE COMPENSATORY EDUCATION

The State Compensatory Education Program in Miles ISD provides supplemental services to the regular education program for students identified as at risk of dropping out of school. Each campus, along with its site-based decision making committees, will decide how the money can best be spent to provide compensatory, intensive, and accelerated instruction for the students in an at-risk situation for the purpose of increasing the academic achievement and reducing the dropout rate of those students who meet the eligibility criteria for being at-risk.

State of Texas Eligibility Criteria:

A student under 21 years of age and who:

1. is in pre-kindergarten – 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 alternative education program during the preceding or current school year
7. has been expelled in accordance during the preceding or current school year
8. is currently on parole, probation, deferred prosecution or other conditional release
9. was previously reported through the Public Education Information Management System to have dropped out of school
10. is a student of limited English proficiency
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement officials
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

MILES ELEMENTARY CAMPUS

STATE COMPENSATORY FUNDS: The total amount of funds for the 2017-2018 school year allocated as SCE funds for the Miles Elementary campus is \$77,872. Using the small school ESEA flexibility provision, the state compensatory education funds are divided equally among the seventeen teachers who serve students in an at-risk situation.

IDENTIFICATION: The special programs coordinator monitors the current list of students identified as students in an at risk situation and adds new students as they meet the eligibility criteria established by the state.

EXITING FROM THE PROGRAM: The special programs coordinator exits students from the state compensatory education program when they no longer meet eligibility criteria established by the state.

State Compensatory Education Program

STAAR	Math % Met Standard				Reading/ELA % Met Standard				Writing % Met Standard				Science % Met Standard			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
Students At-Risk	30/36 83%	32/38 84%	25/33 76%	39/48 81%	31/37 84%	31/38 82%	23/33 70%	34/48 71%	5/7 71%	4/6 67%	2/7 29%	4/9 44%	6/9 67%	3/9 33%	2/5 40%	10/15 67%
Students Not At-Risk	79/79 100%	80/81 99%	95/108 88%	85/88 97%	78/79 99%	80/81 99%	96/108 89%	82/88 93%	15/16 94%	21/22 95%	23/34 68%	25/26 96%	21/22 95%	14/15 93%	21/24 88%	18/20 90%

The comprehensive, intensive, accelerated instruction program at this campus consists of after-school tutorials and the implementation of Accelerated Math, Lexia, Read Naturally, Study Island, RTI, and small group instruction during the school day.

Federal, State and Local Funding Sources

Federal funding sources 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 – “Improving Basic Program Operations by the District”</i>
<i>Title I, Part C – “Education of Migrant Students” - SSA</i>
<i>Title II, Part A – “Teacher and Principal Training & Recruitment”</i>
<i>Title III – “English Language Acquisition”</i>
<i>Title IV – “Student Support and Academic Enrichment Grant”</i>
<i>IDEA B – “Individuals with Disabilities Act”</i>
<i>IDEA B PreK – “Individuals with Disabilities Act”</i>
<i>SRSA – “Small Rural School Achievement” Program</i>
State Programs/Funding Source
<i>State Compensatory Education</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source

MILES ELEMENTARY CAMPUS GOALS

1. All students will attain maximum student achievement through relevant and rigorous instructional programs.
2. At Miles Elementary, 100% of core academic classes will be taught by appropriately certified teachers, and the certified staff will be maintained.
3. All students will read on grade level by the end of the second grade and will meet fluency expectations at the end of the first grade, second grade, and third grade.
4. Miles Elementary will maintain an attendance rate of 97% or above.
5. All students at Miles Elementary will be educated in learning environments that are safe, drug-free, and conducive to learning.
6. Parents and community will be partners in the education of students at Miles Elementary.
7. Miles Elementary will integrate technology in all subject areas to increase student performance and achievement.

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 1: By May 2018, 100% of all students and each student group (H, W, ED, EL, Sped) will pass (“Approaches Grade Level”) all portions of the state assessment.

Summative Evaluation: By May 2018, 100% of all students and each student group (H, W, ED, ELL, Sped) passed all portions of the state assessments.

Data 2016-2017	All Students	H	W	AA	ED	EL	Spec. Ed.
Approaches	88%	83%	91%		81%	83%	80%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorials for students who are at risk of failure on STAAR and in core subject areas	Core subject teachers	Every 3 weeks	Local Funds Title I Funds	Report card grades Progress reports At-risk report
Give benchmark assessments two times per year prior to state assessments per grade level	Principal Testing Coordinator 3-6 Teachers	January March	TEA released items DMAC Lead4ward	Benchmark results
Develop targeted instruction and provide supplemental, research-based support materials in areas of weakness (reading, ELA, writing, math, science) for all students including those in special education	Principal Testing Coordinator Teachers	November	DMAC reports/data ESC XV	Lesson plans RTI plans/rosters
Implement C-8 Sciences program for students identified with memory and/or attention difficulties	Principal Teachers Special Programs Coordinator	August January	C-8 Science	C-8 reports

Provide support and supplies for migrant students to ensure academic success during the school year and summer school	Special Programs Coordinator ESC XV	August	Local Funds Title I Part C -SSA	Progress reports Report cards STAAR results TELPAS results
Provide summer school for 5 th graders who failed STAAR math or reading	Principal Superintendent Teachers	June	Local Funds Title I Funds	Summer school attendance records State assessment results
Provide tutorials in content areas for migrant students	Special Programs Coordinator ESC XV	October	Title I Part C - SSA	Report cards
Screen students and provide small group interventions to address math, reading, and language deficiencies during the school day + incorporate enrichment for higher-performing students (Instructional Preparation +RTI)	Principal Reading Specialist Special Programs Coordinator	August	Local Funds Title I Funds	Progress monitoring reports RTI rosters Number/list of students referred for special ed.
Maintain a Sensory Motor Lab to address the unique needs of learners and prepare them for learning	Principal Aides	August	Local Funds	Master schedule Progress reports Report cards Discipline referrals
Provide aides as instructional support (small-group, individualized, and computer-aided instruction) for at-risk students, including ESL students	Superintendent Principal	August	Local Funds Title I A Funds State Comp. Ed.	Aide schedules
Provide professional development and instructional materials to increase student performance in writing and spelling	Principal Teachers	August January	Local Funds	Report cards TPRI reports STAAR reports

Develop and implement common teaching strategies for writing to be implemented across all grade levels	Principal Teachers	August	Local Funds	Writing samples STAAR writing scores
Provide opportunities for teachers to collaborate regularly regarding common academic vocabulary and strategies	Principal Teachers	August October November January February April	Local Funds	Teaming Minutes Vocabulary Word Bank
Serve special education students in the educational setting determined by ARD in order to bridge the gap between the disability and grade-level TEKS and prepare them for state assessments	Teachers Sped teacher	August	State/local sped Funds	Class rosters IEP progress reports

Goal 1: All students will attain maximum student achievement through relevant and rigorous instructional programs.

Objective 2: At least 25% of students will meet the requirements for advanced performance (Masters Grade Level) on state assessments.

Summative Evaluation: By May 2018, 25% of students met the requirements for advanced performance (Masters Grade Level) on state assessments.

Data 2016-2017	All Students	H	W	AA	ED	ELL	Spec. Ed.
Masters	28% (+)	19%(+)	35%(+)		23%(+)	*	*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Analyze state assessment data to determine areas with lowest concentrations of “masters grade level”	Principal Testing Coordinator Teachers	August	DMAC reports/data	List of targeted areas
Provide support materials and staff development to address identified areas	Principal Testing Coordinator	August	Released tests DMAC Region 15 Title II Webinars	Benchmark assessment results Long-range planning sheets
Implement Study Island during RTI at SSI grade level	Principal Teachers	January	SRSA Funds	Benchmark assessment results
Reinforce math and reading concepts/strategies during Instructional Preparation Time and RTI during the school day	Principal Math/Rdg teachers Aides	August	Local Funds Title I Funds	RTI reports and rosters Progress monitoring sheets
Benchmark students to track preparedness for state assessments	Math/Rdg teachers Aides	Fall Spring	Local Funds Region 15 DMAC	STAAR math and reading results

Goal 2: At Miles Elementary, 100% of core academic classes will be taught by appropriately certified teachers, and the certified staff will be maintained.

Objective 1: All core academic classes will be taught by appropriately certified teachers; all paraprofessionals with instructional duties will meet ESSA requirements, and all of the certified staff will be maintained.

Summative Evaluation: One hundred percent of core academic classes were taught by appropriately certified teachers, and the certified staff was maintained.

2016-2017	% Classes taught by Certified Teachers	% Certified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit certified teachers, professionals, and paraprofessionals	Principal, Superintendent	June	State Funds Local Funds ESC XV Website	Texas Teacher Certifications
Provide incentives to encourage teacher/staff retention	Superintendent Principal	Monthly	Local Funds	Staff Roster
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	Principal	August	Local Funds State Funds	Master schedule Class rosters
Develop and implement strategies/activities to retain certified staff by funding a portion of health benefits, continuing the step increase for teachers with 20+ years of service and offering a yearly stipend for advanced degrees in education.	Superintendent Principal	July	Local	TAPR STAAR results Benefits package

Goal 2: At Miles Elementary, all core academic classes will be taught by appropriately certified teachers, and the certified staff will be maintained.

Objective 2: All teachers and paraprofessionals with instructional duties will receive high quality professional development during the 2017-2018 school year.

Summative Evaluation: All teachers and paraprofessionals with instructional duties did receive high quality professional development during the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide local meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal Superintendent	August January Summer	ESC XV Local Funds Title II A Funds	Staff development sign-in sheets and/or certificates
Partner with ESC 15 to best utilize Title II funds for teacher and principal training and recruitment	Principal Special Programs Coordinator ESC 15	Beginning and end of each semester	Local Funds Title II Funds (ESC contract)	Applications Budget Sheets Certificates
Provide teachers with multiple, high-quality professional development opportunities to increase their knowledge base in content areas	Principal ESC 15	August January	Local Funds Title II Funds (ESC contract)	Course offering list Certificates
Provide stipends to assigned teachers to serve as mentors – providing instructional coaching and support	Principal	August January	Title II Funds (Mentors for new 5th grade teachers)	Budget Sheets Mentoring documentation

Goal 3: At Miles Elementary, all elementary students will read on grade level by the end of the second grade and will meet fluency expectations at the end of the first grade, second grade, and third grade.

Objective 1: All students in second grade will exhibit grade-level reading skills on the TPRI assessment at the end of the 2017-2018 school year.

Summative Evaluation: All second grade students were reading on grade level at the end of the school year.

EOY TPRI (1-3) Independent/Independent	Grade 1 – 74% (-) Grade 2 – 80%(-) Grade 3 – 94% (+)
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EOY TPRI (2 nd grade) Independent readers	80%
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue literacy centers in all K-2 classrooms	Principal K-2 teachers	August January	State Funds Local Funds	Lesson plans Performance on TPRI Progress monitoring checklists
Implement Saxon Phonics, Lexia and Read Naturally in large and small group settings	Principal Rdg Specialist K-2 teachers	August January May	ESC XV Local Funds Title I Funds	Lesson plans Increased performance on TPRI
Provide additional reading instruction through small RTI groups	Principal K-2 teachers Reading Specialist	August January May	Local Funds State Funds Title I Funds	Lesson plans TPRI results Rdg Specialist schedule RTI schedule
Serve special education students in the regular education setting integrating technology to improve performance	Principal Tech. Director Sped teacher	August	IDEA	IEP goals (show progress)

Implement Bright Beginnings Program for migrant three-year-old children	Teacher Special Programs Coordinator	Weekly	Title IC - SSA	End-of-year report
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Goal 3: At Miles Elementary, all elementary students will read on grade level by the end of the second grade and will meet fluency expectations at the end of the first grade, second grade, and third grade.

Objective 2: First through third grade students will show a 5% increase in fluency rates by the end of the school year (May 2018).

Summative Evaluation: The fluency rate for first through third grade students increased by 5%.

Baseline Data 2016-2017	36/94 students in grades 1-3 read at the expected fluency rate as evidenced by TPRI. 38%
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*Expected Fluency rates by grade level = 1st grade (60 wpm), 2nd grade (90 wpm), 3rd grade (120 wpm)

*Students had to have been enrolled at Miles and had to have taken all three administrations of the TPRI to be included in the calculation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide support to assist teachers with instruction, practice, interventions, and feedback to develop appropriate reading fluency	Principal Special Programs Coordinator	August January	State Funds Local Funds Title I Funds	Lesson plans Increased performance on TPRI (fluency) Progress monitoring checklists
Provide teachers and students access to a reading specialist for instructional strategies, progress monitoring, and interventions	Principal	August January	Local Funds Title I Funds (Reading teacher)	
Partner with ESC 15 to utilize and manage Title I funds to improve academic achievement of disadvantaged students	Principal Special Programs Coordinator	August January	Local Funds Title I Funds (ESC contract)	

Goal 4: Miles Elementary will maintain an attendance rate above 97% during the 2017-2018 school year.

Objective 1: By May 2018, all students will maintain a daily attendance rate of 97% or above.

Summative Evaluation: The attendance rate was 97% or above for the 2017-2018 school year.

2015-2016	All Students	H	W	AA	ED	Sped	ELL
Attendance Rate	97.5%	97.1%	97.8%	*	96.7%	96.9%	96.3%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Notify parents of state attendance laws and consequences for non-compliance	Principal	August	Local Funds Student Handbook	Attendance reports
Recognize students with perfect attendance	Principal	January May	Local Funds	Perfect attendance list
Recognize the class with the highest percentage of attendance each six weeks	Principal	September October November December February April	Local Funds	Perfect attendance charts
Notify parents in writing regarding excessive absences	Principal	Upon 5 absences within a semester	Local Funds	PEIMS data Notification letters

Goal 5: All students at Miles Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2018, the number of discipline referrals will be reduced by 10% as measured by the administrative discipline log.

Summative Evaluation: Discipline referrals were reduced by 10% from the prior school year.

	2015-2016	2016-2017
Discipline Referrals	36	36

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff members who have not been trained	Principals	August	Local Funds ESC 15 Law Enforcement	Staff development documentation Sign-in sheets
Implement programs to help prevent bullying and harassment and provide access to an electronic bullying reporting system	Superintendent Principal Counselor	August January	Local Funds Title IV	Scheduling documentation Student/teacher feedback STOPit data
Maintain a discipline tracking system (to include monitoring of sped trends) and expand disciplinary options	Principal	August January	Local Funds	Discipline log
Provide assemblies and/or student awareness sessions regarding drugs and alcohol during Red Ribbon Week	Principal Counselor	October	Title IV (Programs/Speakers) Local Funds	Student materials Calendar of events
Incorporate character education at every grade level (to include relationship-building skills)	Principal Teachers Library aide	September- May	Local Funds Title IV (books, curriculum)	Lesson Plans Library schedule Book lists

Goal 6: Parents and Community will be partners in the education of students at Miles Elementary.

Objective 1: By May 2018, at least 90% of all students' parents and/or family members will participate in at least one school-sponsored educational activity for/with their child(ren).

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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Provide state assessment results to parents in Spanish and English	Principal Testing Coordinator	Within 10 days of receipt of reports	Reports from testing company	Dissemination of results documentation
Provide multiple formats of communication for parents in English and Spanish	Principal	Monthly	Local funds	Samples of parent notifications
Host at least two parental involvement activities	Principal	Fall Spring	Local funds	Parent sign-in sheets and agendas
Host an Orientation/Meet the Teacher event for parents	Principal Teachers	August	Local funds	Newspaper article Parent sign-in sheets
Hold parent-teacher conferences for each child at least annually	Teachers	August-May	School-Parent Compacts	Conference documentation
Host a PreK/kindergarten round-up for parents of students entering PreK and kindergarten	Principal PreK teacher K teachers	May	Local funds	Newspaper article Parent sign-in sheets
Provide monthly parent involvement newsletters in English and Spanish	Principal	Monthly	Region XV	Copies of parent newsletters

Goal 7: Miles Elementary will integrate technology in all subject areas to increase student performance and achievement.

Objective: By May 2018, 100% of all students in grades K-6 will have access to technology and be trained in using it.

Summative Evaluation: 100% of students in grades K-6 exhibited age-appropriate technology skills at the end of the 2017-2018 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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Use effective digital learning and assistive technology for the delivery of specialized or rigorous academic courses	Principal Technology Coordinator Teachers	August January	Local funds Title IV (devices, software)	Lesson plans
Provide technical support and training for teachers	Technology Coordinator	August January	Local funds	Staff development documentation
Teach grade-level Technology TEKS	Principal Instructional support staff K-6 teachers	August January	TEKS Ele computer lab	Lesson plans
Build capacity and infrastructure by purchasing devices, equipment and software in order to address readiness shortfalls	Principal Technology Coordinator	August January	Title IV (devices, software)	Hardware/software inventory
Provide resources for underserved students to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Principal Technology Coordinator Teachers	August January	Title IV (devices, software)	Schedules Hardware/software inventory