

WEST SABINE ELEMENTARY

Campus Improvement Plan

2020/2021

Together Inspiring Growth in Education Resulting in Successful students!



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WEST SABINE ELEMENTARY

Mission

Developing well rounded, character developed learners to better lead this world for tomorrow.

Vision

Our vision is every child known, safe, inspired, challenged and empowered.

Nondiscrimination Notice

WEST SABINE ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

WEST SABINE ELEMENTARY Site Base

Name	Position
Lane, Debbie	Principal
Smith, Misti	Assistant Principal
Collins, Tracee	Parent
Dudley, Jessica	Teacher
Hall, Brittney	Teacher
Latham, Dorothy	Community Member
Lee, Shannon	Dyslexia Specialist
Malone, Bristol	Parent
Myrann, Kristina	Teacher
Roddam, Kellie	Teacher
Smith, Amanda	Teacher
Smith, Glenda	Paraprofessional/PEIMS Clerk
Smith, Marie	Teacher
White, Shelby	School Nurse
Burrow, Samantha	Teacher/Interventionist/Counselor

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Disaggregated STAAR Data
PEIMS Reports

Demographics Strengths

- The average class size in Grades PK-5 are 14.9 compared to the State average of 19.3.
- The Mobility Rate is 12.1% compared to the State average of 15.4%.
- Expenditures for instruction are \$5,545 and above the state average of \$5,492.00.

Demographics Weaknesses

- The student population for Economically Disadvantaged is 85.3% compared to the state average of 60.6%.
- The student population for Special Education is 11.4% compared to the state average of 9.6%.
- The At-Risk population is 30.4%.
- Attendance rate is 95%.

Demographics Needs

- Increase daily attendance rate from 95% to 96% in grades PK-5.
- Reduce chronic absenteeism in PK and Kindergarten by educating parents/guardians.

Demographics Summary

West Sabine Elementary is located in Pineland, Texas and currently serves 299 students. The demographics over the last few years have remained relatively unchanged. Our student population consists of 10% African American, 5.4% Hispanic, 81.3% White, 0.3% American Indian, and 3% Two or More Races. The Economically Disadvantaged population is 85.3% and the Special Education population is 11.4%. The daily attendance rate is 95% and needs to increase with special attention to early childhood grade

Comprehensive Needs Assessment

Demographics Summary (Continued)

levels.

Student Achievement

Student Achievement Data Sources

Accountability Ratings
Disaggregated STAAR Data
Report Card Grades
Special Student Populations
Summary of Student Progress (Local Assessment)

Student Achievement Strengths

- Campus Distinction in Reading for Grades 3-5 STAAR test.
- Academic Growth above the state average in Reading and Math for all sub-population categories.
- "B" Accountability Rating
- Class sizes are smaller than the state average.

Student Achievement Weaknesses

- Decrease in STAAR Math scores in Grades 3-5 for African-American students at the Approaches, Meets, and Masters Grade Level. Decrease in STAAR math scores in Grades 3-5 for Economically Disadvantaged students at the Approaches Grade Level.
- Campus vertical alignment in Math.
- Math instructional time comparable to Reading instructional time.

Student Achievement Needs

- Increase Math time from 60 to 90 minutes per day.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- Comparable intervention times for Math and Reading.
- Professional development for Math content area teachers.

Student Achievement Summary

Based on the data collected from the 2018-2019 School Report card, the campus is growing in Math and Reading. Reading is excelling and growing at a higher and faster rate.

School Culture and Climate

School Culture and Climate Data Sources

Staff/Parents/Community/Business members with SBDM
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

- Based on campus data teachers feel safe and valued.
- Positive and effective learning environment academically and behaviorally.

School Culture and Climate Weaknesses

- Decline of student achievement in math.
- Lack of technology to increase student achievement in all instructional areas.

School Culture and Climate Needs

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- Lack of adequate instructional materials and curriculum.
- Lack of math intervention.
- Lack of technology.

School Culture and Climate Summary

Students and staff members feel safe and valued, therefore creating a positive and effective learning environment in all areas of the campus. However, due to the lack of technology and instructional materials the ability to provide rigorous instruction in math is compromised causing a decline in student achievement.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Disaggregated STAAR Data
Highly Qualified Staff
Staff Development
Summary of Student Progress (Local Assessment)
Teacher Turnover Rates

Staff Quality, Recruitment and Retention Strengths

- Based on general data reflection there is an increased growth in STAAR Reading scores.
- 82% teacher retention.
- Professional development as needed to support staff.

Staff Quality, Recruitment and Retention Weaknesses

- No formal mentor program in place for new teachers to the district/campus.
- Instructional support to increase STAAR Math scores.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

- Campus wide increase in math rigor.
- Create a mentor program for new teachers.

Staff Quality, Recruitment and Retention Summary

Ongoing campus wide professional development will continue to support staff. Staff retention is 82% for the year. Staff will continue current instruction in Reading and receive increased instructional support in Math to provide rigorous instruction and increase STAAR scores.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data
Report Card Grades
Standardized Tests
Summary of Student Progress (Local Assessment)

Curriculum, Instruction and Assessment Strengths

- Students are increasing reading fluency and comprehension based on local and state assessments.
- Teachers create data reflection forms twice each six weeks to determine instructional strategies needed for reteach.
- Assessments are aligned with TEKS Resource Systems and built using TAG in DMAC.

Curriculum, Instruction and Assessment Weaknesses

- Lack of consistent internet/WiFi and technology hardware in the classroom creates the inability to implement TEKS Technology Applications standards in the classroom.
- Lack of instructional materials for the classrooms.
- Adopted math curriculum that is specific to our campus needs.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

- Consistent technology capabilities for instruction in the classroom.
- Align math curriculum specific to campus and student needs..
- Utilization of data to guide instruction and to close learning gaps in students.
- Use of guided math and guided reading for small group instruction.

Curriculum, Instruction and Assessment Summary

Based on a campus survey, the majority of teachers are using TEKS Resource and data from DMAC to guide instruction and reteach in the classroom and most feel that it is effective. Only 69% of teachers are using and implementing guided instruction. Technology is available inconsistently and 50% of teachers report that their smartboards and/or projectors are in working order. The need to provide a vertically aligned math curriculum is a high priority with the need for technology to facilitate instruction and align the standards for Technology Applications with TEKS.

Family and Community Involvement

Family and Community Involvement Strengths

- West Sabine Elementary provides a minimum of eight (8) parent/community involvement events per year.
- West Sabine Elementary communicates academic progress and extra-curricular activities with parents consistently through technology (Class Dojo, social media, email), report cards, progress reports, parent/teacher conferences, and mail.
- Translators are available to meet the needs of all family and community members.

Family and Community Involvement Weaknesses

- Lack of a parent based support/volunteer group such as PTO, Watchdogs, or PRIDE to promote parent involvement.
- Use of surveys to determine the needs, ideas, and interests of parents and community members regarding school and community partnership.

Family and Community Involvement Needs

- Organize a parent involvement group.

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

- Utilize technology to gain input from stakeholders.

Family and Community Involvement Summary

Parent/Teacher communication and relationships are at the core of our school community. In order to further promote the relationship between the school and stakeholders the organization of a school based volunteer organization would be beneficial to all. This can be done by surveys through the call out system or email.

School Context and Organization

School Context and Organization Strengths

- Collaboration of campus stakeholders through faculty meetings, grade level meetings, and Campus Leadership Team to determine campus needs, schedules, and policies.
- Campus is safe and orderly for all staff and students.
- Open door policy for all stakeholders to be heard.

School Context and Organization Weaknesses

- Vertical alignment in core subjects.
- Time in master schedule provided for Math instruction.

School Context and Organization Needs

- Increase Math instructional time.
- Professional Learning Community built into the master schedule to vertically align core subjects and grade level curriculum.

School Context and Organization Summary

Comprehensive Needs Assessment

The campus is safe and orderly for all students while providing the opportunity for all stakeholders to have a voice. Based on campus data it is determined that there is a need for vertical alignment of core subjects and an increase in time for math instruction. By forming PLC's and building time into the master schedule it will provide the opportunity for staff to align content vertically and across grade levels.

Technology

Technology Strengths

- All staff and students are able to execute all software programs and equipment for educational instruction when operational.

Technology Weaknesses

- Inability to utilize technology in the classroom consistently.
- Consistent loss off Internet/ WiFi capabilities.
- Lack of sufficient classroom computers.

Technology Needs

- Working computers in classrooms and computer lab for staff and students.
- Consistent access to Internet/WiFi for classroom instruction and safety.
- Working whiteboards and/or projectors.

Technology Summary

Due to the lack of and limited technology capabilities on campus, staff and students are unable to incorporate technology in the classroom consistently. The amount of technology work orders submitted as well as the completion time per order creates an even further gap in the amount of time students and staff are able to utilize technology. Staff is unable to provide the required TEKS Technology Application in the classroom consistently and the impact this creates causes our students to lag behind comparable districts.

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Goal 1. (Daily Attendance Rate) West Sabine Elementary grade levels Pre-Kindergarten through Fifth Grade will maintain a 96% daily attendance rate.

Objective 1. (Campus Level) All students in PK-5 will increase daily attendance from 95% to 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide an orientation for Pre-K and Kindergarten students and families with a focus on the importance of attendance. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: PRE K,K) (Strategic Priorities: 4)	Assistant Principal(s)	August 2020	Local Funds	Criteria: Attendance rates over the course off the school year, verified through PEIMS reports.
2. Campus incentives for students that have perfect attendance each six weeks grading period. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Campus Principal	End of each Six Weeks	Local Funds	Criteria: Six week grading period daily attendance reports.
3. Campus incentives for students that have improved attendance each six week grading period. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	ALL West Sabine Elementary Employees	May 2021	Local Funds	Criteria: Six Weeks grading period daily attendance rate for individual students' improvement.

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Goal 2. (Reading Performance) West Sabine Elementary students in grades 3-5 will increase the grade level standard on the 2020 STAAR Reading test by 17%.

Objective 1. (Reading Performance) The percentage of West Sabine Elementary students achieving the STAAR percentage at the Mastery standard for grades 3-5 will increase from 15% to 29% and the STAAR percentage at the Meets standard will increase from 35% to 52%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students in grades PK-5 will receive additional Reading instruction through the SRA Reading Mastery program. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	ALL West Sabine Elementary Employees	May 2021	State Compensatory	Criteria: Overall student performance based on the results of the STAAR Reading test.
2. Response to Intervention and after school tutorials will be implemented for all students performing below grade level. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Classroom Teachers, Counselor, Principal	May 2021	Local Funds	Criteria: Tutorial attendance rosters, RTI documentation, and student achievement.
3. Teachers will utilize the Measurements of Academic Performance determined by RIT and percentiles to drive instruction. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Classroom Teachers, Principal	May 2021	Local Funds	Criteria: NWEA Map scores and testing.
4. Ongoing professional development with ELA/R content specialists from the region service center prior to the beginning of each grading period to ensure instructional content delivery and vertical alignment between grade levels. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Teacher(s)	May 2021	Local Funds	Criteria: Professional Development sign in sheets and certificates.

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Goal 3. (Technology) West Sabine Elementary will utilize consistent technology in order to meet the standard requirements for Technology Applications as mandated by the TEKS for all students.

Objective 1. Increase the availability and use of technology in all classrooms in order to fully implement the Technology Applications TEKS.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will incorporate technology into classroom instruction to ensure mastery of TEKS Technology Applications for all students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Campus Principal, Teacher(s)	May of 2021	Local Funds, Technology Resources	Criteria: Teacher lesson plans and student assessments.
2. Teachers will create and utilize Google Classroom for all students to ensure continuity of instruction when students are not in attendance. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Classroom Teachers	September 25, 2020	Technology Resources	Criteria: Google Classroom rosters.
3. Teachers will participate in ongoing professional development to ensure effective instructional delivery and support for all students. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	ALL West Sabine Elementary Employees	May 2021	Local Funds	Criteria: Professional development completion certificates.

WEST SABINE ELEMENTARY

Goal 4. (Math Performance) West Sabine Elementary students in grades 3-5 will increase the grade level standard on the 2020 STAAR Math test by 12%.

Objective 1. The percentage of West Sabine Elementary students achieving the STAAR percentage at the Mastery standard for grades 3-5 will increase from 15% to 29% and the STAAR percentage at the Meets standard will increase from 40% to 52%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ongoing professional development with math content specialists from region service centers prior to the beginning of each grading period to ensure instructional content delivery and vertical alignment between grade levels. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Assistant Principal(s), Principal, Teacher(s)	May 2021	Local Funds	Criteria: Sign in sheets, service center summaries, and student achievement.
2. Response to Intervention and after school tutorials will be implemented for all students performing below grade level. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Teacher(s)	May 2020	Title I, State Funds	Criteria: Tutorial attendance rosters, RTI documentation, and student achievement.
3. Teachers will utilize the Measurements of Academic Performance determined by RIT and percentiles to drive instruction. (Title I SW Elements: 1.1,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Classroom Teachers, Principal	May 2021	Local Funds	Criteria: NWEA Map scores and testing.

WEST SABINE ELEMENTARY

Goal 5. (Family and Community Involvement) West Sabine Elementary will partner with parents, families, and community members to increase community support and engagement in school activities.

Objective 1. West Sabine Elementary will organize and implement parent involvement/volunteer groups with stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Survey parents, families, and community members to determine interest in potential volunteer opportunities and parent education topics. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	ALL West Sabine Elementary Employees, Assistant Principal(s), Campus Principal, Counselor, Food Service Director, School Nurse, Superintendent	September 2021	Local Funds, Technology Resources	Criteria: Survey results and parent/community involvement.
2. Develop and organize a College/Career day for students in grades 3-5 in order to reach students at an early age to ensure their knowledge and understanding of college and careers. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: 3rd,4th,5th) (Strategic Priorities: 3,4)	Assistant Principal(s), Elem Teacher, Principal, PTO	May 2021	Local Funds	Criteria: Total number of volunteers, groups, and participation for the event.
3. Develop and organize a Parent/Teacher organization to serve the campus. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	ALL West Sabine Elementary Employees, PTO	September 2021	Campus-Level Stakeholders Meetings	Criteria: Total number of volunteers, groups, and participation.

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Goal 6. (School Safety) West Sabine Elementary will provide a safe and secure learning environment and prepare all staff and students with practice plans to ensure preparedness in emergency situations.

Objective 1. (Emergency Preparedness) To prepare West Sabine Elementary staff and students for required drills based on the requirements of TEC Chapter 37.114 as created by Senate Bill 11 and TEA Government Code 61.1036 Section 3F.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. One fire drill will be conducted each month for a total of 10 months to ensure compliance with TEA Government Code 61.1036 Section 3F regarding mandatory school fire exit drills. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All)	ALL West Sabine Elementary Employees	Monthly	Local Funds	Criteria: Completion of drills and appropriate forms each month.
2. Complete at a minimum 1 Lockout per year, 1 Lockdown per semester, 1 Evacuation per year, 1 Hazmat Shelter-In-Place, 1 Shelter for Severe Weather per year, and 1 Hold per year. (Title I SW Elements: 1.1,2.2) (Target Group: All)	ALL West Sabine Elementary Employees	May 2021	Local Districts	Criteria: Completion of drills and required documentation.

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Goal 7. (Mental and Physical Health) West Sabine Elementary will support a learning environment that promotes the physical and mental health of all staff and students.

Objective 1. (Mental and Emotional Health) Provide learning opportunities that address the mental and emotional health of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A minimum of five (5) lessons/activities per year concerning social/emotional health will be implemented. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Counselor	May 2021	Local Funds	Criteria: Lesson plans and digital component delivery methods (login).
2. Character Education will be implemented once weekly. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4)	Classroom Teachers, Counselor	May 2021	Local Funds	Criteria: Character Education lesson plans and delivery.
3. Create and maintain Mental Health Resource List for dissemination on website and campus publications. (Title I SW Elements: 1.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Counselor	May 2021	Local Funds	Criteria: Campus and website publications.
4. Proide and Interventionist for academics and behavior. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Principal	May 2021	Local Funds	Criteria: Human Resources documentation.

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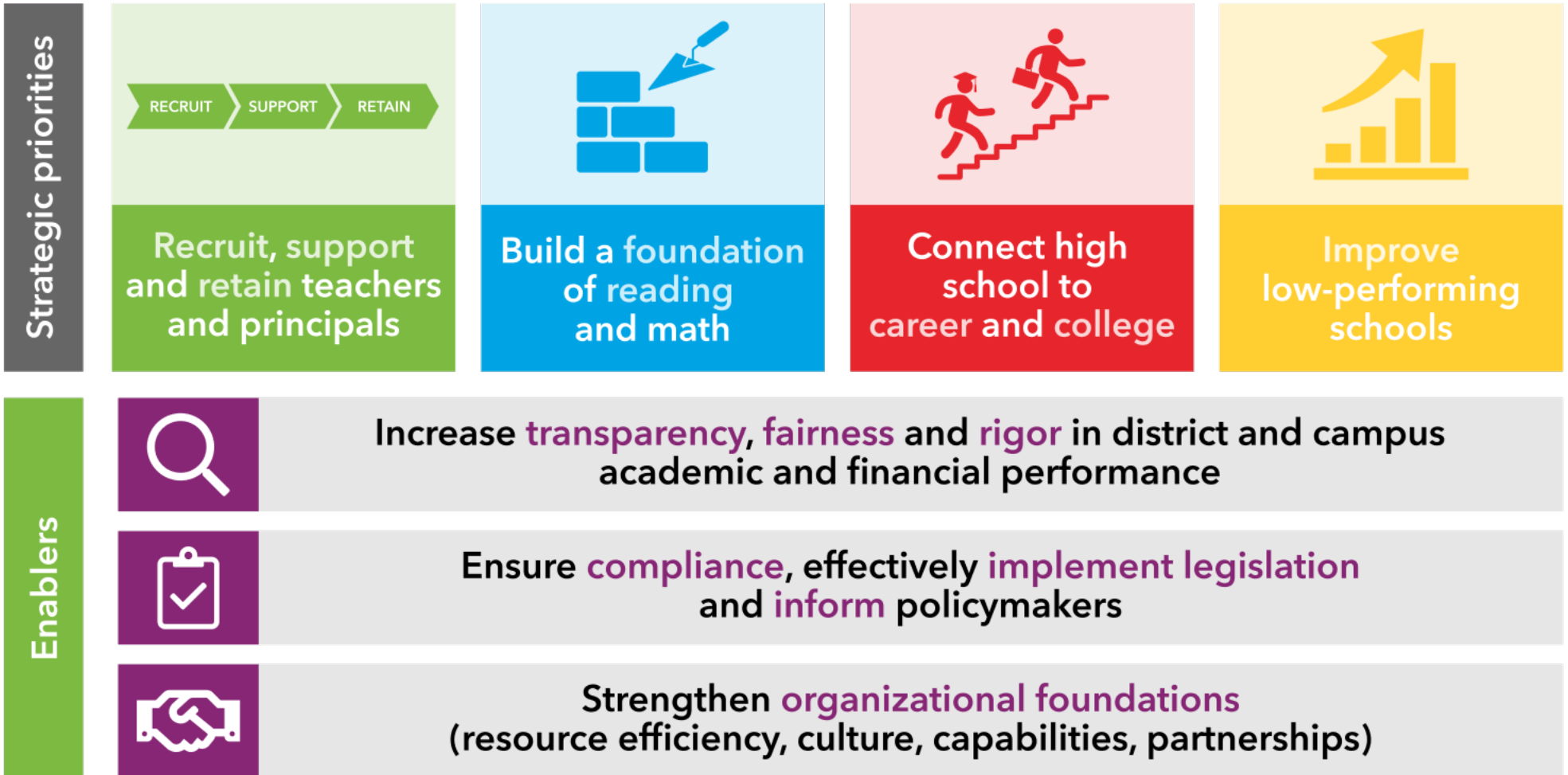
- Goal 7.** (Mental and Physical Health) West Sabine Elementary will support a learning environment that promotes the physical and mental health of all staff and students.
- Objective 2.** (Physical Health) Provide staff, parents, and community members with information/resources that address student physical health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and implement one (1) 'Family Wellness Night' per year. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	ALL West Sabine Elementary Employees	May 2025	Local Funds	Criteria: Sign in sheets for attendees.
2. Create and maintain Mental/Physical Health Resource List for dissemination on website and campus publications. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	School Nurse	May2025	Local Funds	Criteria: Website and campus publications.
3. Provide staff training for seizures, Stop the Bleed, Epipen, and blood borne pathogens. (Title I SW Elements: 1.1,2.3,3.2) (Target Group: All)	School Nurse	September 2021	Local Funds	Criteria: Attendance sheets

Resources

Resource	Source
Federal Funds	Federal
Title I	Federal
Local Funds	Local
State Compensatory	State
State Funds	State

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*