

Rice CISD

Sheridan Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Sheridan Elementary School will provide a learning environment where all students will prepare for their next level of education, academically, physically, socially and emotionally. All teacher, support staff and administration and students work together towards the common goal of exemplary academic achievement.

Vision

Sheridan Elementary provides an exemplary learning environment where teachers encourage students to listen, speak, read, write, think and reason in order to achieve a high level of student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sheridan Elementary is part of the Rice Consolidated ISD located in Colorado County, Tx. We are a very small community of approximately 400 people. The school currently has an enrollment of 81 students in grades K through 5.

For 2022-2023, 32 of our students are Hispanic, 32 are White, 1 child is African American, 0 immigrant, 8 mixed race, 1 Asian, and 1 Native American. 3 homeless and none listed as migrant and 12 at risk. 80% are economically disadvantaged. We have 7 students who attend as out of district transfers and 2 as in district transfers. We have had a population increase of 8 students, most of whom are in the 4th grade.

We have 1 students who receives special education services in the regular ed classroom. We currently have 7 students identified for speech trtherapy.. Of the student population 38 are boys and 43 are girls.

At Risk: 15 students, 4 students are ESL and 2 are monitored ESL. 1 students receive dyslexia services and 1 student receiveds ST services

Attendance Rates: The attendance Rate for 2021-2022 was 93.7%. This is 2 percentage points below that level expected by TEA for elementary school; however due to Covid -19 and remote learners not complying with attendance requirements sest forth by TEA, the attendance rate for most schools dropped below normal rates before Covid-19. .

100% of the classroom teachers on the Elementary campus are white; 7 female full time classroom teachers. We have 1 minority staff members.

Average class size is 13 students.

Most of our students reside within the town of Sheridan although we do have approximately 10 students who live farther than 2 miles and ride the bus.

Special education referrals are only done when RTI has not been unsuccessful over time.

Demographics Strengths

Our demographic strength is that we have a very balanced enrollment of Caucasian and Hispanic students. All students relate well together and function daily in a cooperative environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The staff at Sheridan does not reflect the student enrolment. All teaching and administrative professionals are Caucasian on the elementary campus. **Root Cause:** The root cause for this situation is that no minority professionals have applied for teaching positions on the elementary campus.

Student Achievement

Student Achievement Summary

Student STAAR Achievement at Sheridan Elementary for reading and math were as follows: Approaches State Standard Reading 77% Math 93%, Meets Standard Reading 53% Math 79% and Masters Reading 25% Math 48%. These scores are much improved over the 2021-2022 school year.

Student Achievement Strengths

Campus Mathematics performance is very strong up to the meet standard category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement in reading needs to be improved so that more students score in the meets and masters level of the STAAR Test. **Root Cause:** Inferencing and abstract thinking are difficult because student cannot prove their answers directly from text.

School Culture and Climate

School Culture and Climate Summary

Students who were interviewed described the campus as a fun place to be. They enjoyed going to school here although they did not always like the homework or class assignments.

Students felt they knew what the expectations were for behavior and academics. They also believed they were respected by all staff and treated fairly with regard to discipline.

Most matters of discipline on the campus are very minor. There have been no fights, no weapons, no drugs and no DAEP placements either discretionary or mandatory.

School Culture and Climate Strengths

We have a very active PTS that helps us with school projects, academic and attendance rewards, as well as financial assistance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Very little recruiting for the campus occurs due to the extremely low turnover rate of personnel. Due our size and present grade configuration, we have one teacher per grade level with the principal teaching one fifth grade science class.

Employee attendance rates are good.

Professional development for our employees comes from a variety of sources such as face to face at Region 3, district provided professional development, Net 3 video from the Region Center, attending conventions as well as on site activities.

Teachers are given professional development surveys so they may identify which areas they wish to receive training in. This information is used to guide district provided professional development during the year. Other professional development opportunities are usually provided by the Region Center. Teachers attend these sessions on an as needed basis. At times they are asked to share what they learned with other staff members.

Teachers are evaluated using the T-TESS appraisal system.

A single new professional ELAR position was hired for the 2021-2022 school year

All of our teachers are very good. We do not have any teachers who are struggling.

Campus principal teaches 1 classes (5th Science)

Staff Quality, Recruitment, and Retention Strengths

Our greatest strength is the experience of the staff. The average years of teacher experience on the campus is over 17+.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting and hiring an elementary music teacher is a annual event. Hired music teachers do not stay in the district very long. **Root Cause:** Most music teachers are seeking a band director's position and the nature of the elementary music schedule on four different campuses makes this position less attractive than a similar position in other districts with single campus positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers at Sheridan Elementary follow the TEKS resource system for their scope and sequence. They have the flexibility to use what they wish as teaching materials. Second through fifth grade math uses the Sharon Wells curriculum.

Assessment results, universal screeners and nine week grades are used to determine students who would benefit from tutorials and/or RTI. Students who are receiving RTI receive the interventions during the regular class or from a teacher pullout at certain times of the day. Students who are in need may also receive after school tutorials. These students are monitored closely with Star tests, benchmarks and classroom assessments to see if improvement is being made. Depending on the level of improvement or lack of improvement based on the various tests students will change tiers either up or down and the committee will determine the next course of action.

The implementation of Istation and Study Island for ELAR and science as well as the recent implementation of Reading plus for all students in grades 3-5.

Our ELL students receive class modifications as necessary and a pull out class for reinforcement and help.

Instructional strategies and programs are selected according to perceived need at the district and/or campus level. When we implement a new program or activity it is based on the premise it will be beneficial to the students which in turn will be beneficial to the campus and ultimately the district.

Before and after school tutoring benefits many of our students who have difficulties. We use before and after school tutorials to help students with math and reading concepts in small group instructional settings.

We are using Sharon Wells math from 2nd through 5th grade. We also use Reading Eggs, I-Station, Math Seeds, Accelerated Reader, and Learning.com

Commercial materials were purchased for 5th gr. Science and 3rd gr. Reading. These materials will hopefully ensure the rigor and relevance of our instruction.

We exceeded all target scores on the performances index with distinction designations in 4 areas (Math, Science, Comparative Academic Growth, and Post Secondary Readiness)

All local and state assessments are disaggregated to reveal strong and weak areas so we can adjust our instruction.

The Fundamental 5 process is used school wide.

Curriculum, Instruction, and Assessment Strengths

TEKS resource system for curriculum alignment, , Accelerated Reader, Reading Eggs, Math Seeds, I-Station and Learning.com are all programs we use. Regular benchmarks, screeners and 9 weeks tests are used to determine our strengths and weaknesses. We have introduced the Leach Literacy model in our reading classes as well as implemented the Reading Plus RTI reading program for all students in grades 3-5.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Masters level reading performance is at 15% and meets performance is at 50%. Student performance in both designations needs to be increased by at least 10%. **Root Cause:** Students have difficulty thinking abstractly to successfully complete inferencing questions on state assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

The majority of our usual meetings through out the year have been usurped by COVID-19 - we are using technology to reach out to parents as much as possible.

The Sheridan school is a family friendly place. Parents and grandparents come to school often to eat lunch with their child/children and volunteer to help with parties, field trips, etc. We also have a PTS sponsored activity that raises considerable money for the students on the campus. This activity is supported by the entire community. We also have several open houses during the year. For the past several years we have Pappa John's pizza available to purchase as a fundraiser for our Student Leadership.

We have both a community and business member on the site based team who participate in the decision making process.

100% of our parents sign the school -parent compact.

We will host a parent STAAR night for reading and math during the spring.

We are a very small campus and we have a number of students who do not have internet access after school. Our campus calendar is kept up to date for all others. We also send letters home with the students in English and Spanish.

We also have a number of parents who are not able to help their children with homework. That is why we have teachers who volunteer to stay after hours to help those who wish to stay. I have been told on a number of occasions by parents "I don't care about those tests". This makes things difficult when these parents don't support their child's overall academic achievement. As small as we are every student counts.

School Context and Organization

School Context and Organization Summary

Most students, parents and teachers believe this is a good place to learn.

K-2 teachers have a common planning time and 3-5 teachers have a common planning period.

Breakfast and lunch duty is done by an aide or the Principal. We try to give teachers as much time as possible for instruction and tutoring. All teachers have duty when the last bell of the day rings to get students away from the building safely.

Teachers are very protective of their teaching time and student learning time. All classes receive equal time on the schedule. If more time is needed by students for classwork it can come after school, before school, or other time of day when it does not interfere with another academic class.

The goal for the campus and district is to receive the highest accountability rating possible. All we do at our school is directed at achieving this goal.

Our goal is for all students to pass all tests.

School Context and Organization Strengths

In 2021-2022, teachers with enjoy joint planning periods which allows for vertical planning of instruction, and it also allows for the administration to meet with multiple teachers at a designated time to follow up on school business, instructional discussions, short professional development and student data reviews.

Technology

Technology Summary

High speed internet/wireless is available in all classrooms as well as the library, DAEP and computer lab. Accelerated Reader, Istation, Reflex math, Reading Plus are an integral parts of the student's daily routine. IPADS are being used in the classroom for Accelerated Reader and math testing from K-3. We currently have 56 iPads which are used each day by all grade levels.

Each classroom is equipped with an elmo, lcd projector, smart board and smart slates. Most teachers use the smart technology on a daily basis. Teachers have received training in the use of all technology equipment.

DMAC has been implemented as a disaggregation program for tracking benchmark testing.

All grades have a technology period where they work on Learning.com, Reading Plus, I-Station, Reflex Math, Math Seeds or Reading Eggs.

We have one computer lab with 27 computers. We have a computer lab aide/librarian.

Teachers have received new laptop computers for the 2019-2020 school year.

Technology Strengths

An increase in the number of IPADS on campus allow more students to access supplemental programs without having to leave the classroom. This allows for less disruption in the classroom as well as in the computer lab when other classes are have their technology classes.

Problem Statements Identifying Technology Needs

Problem Statement 1: Sheridan elementary is not completely one-to-one with IPADS. **Root Cause:** Unit affordability and sustainability makes a total one-to-one program difficult.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Sheridan Elementary School Will provide effective instruction

Performance Objective 1: By the Spring of 2022, at at least 70% of all students and all student groups will meet or exceed state and federal accountability standards in ELAR and Mathematics.

Evaluation Data Sources: STAAR Results from the 2021 indicate that at least 70% of student in grades 3 through 5 met the approaches level in Reading and 50 % met the meet level of the STAAR Reading assessment. 2021 STAAR result show that 80% of students met the approaches level of achievement and 61% met the meets level of achievement. This is an increase over the performance of the 2019 STAAR.

Summative Evaluation: Exceeded Objective

Strategy 1 Details		Reviews			
Strategy 1: Based on HB4545 those students who failed a STAAR test will receive at least 30 hours of accelerated instruction in the discipline that they failed to master. Strategy's Expected Result/Impact: Student should perform at a higher level than last year. Staff Responsible for Monitoring: Classroom teachers, Special Education Teacher and Principal. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Dec	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Sheridan Elementary School Will provide effective instruction

Performance Objective 2: By the Spring of 2022, at least 90% of students in the 3rd through 5th grade will demonstrate at least one year's growth as indicated by the state STAAR Assessment.

Evaluation Data Sources: STAAR Test final results in 2022 as compared with the 2021 results.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Using effective teaching strategies such as the Fundamental Five and Leach Literacy to increase reading proficiency and Sharon Wells , IStation and Study Island to improve Math and Science knowledge. By using benchmarks and screeners to obtain growth data, teachers will target instruction to help students move forward. Strategy's Expected Result/Impact: We expect to see student progress to their expected mastery level of the grade level curriculum and to be able to perform at a meets or masters level of the STAAR test. Staff Responsible for Monitoring: Principal, Teachers, Special Education Teacher TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Sheridan Elementary School Will provide effective instruction

Performance Objective 3: By the summer of 2022, all students served in Special Education will successfully meet the standards as listed in PBMAS with 100% compliance for all services rendered.

Evaluation Data Sources: RDA results will indicate that all Special Education students successfully met the standards and the district had 100% compliance for all services rendered.

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Review IEPs on a 9 weeks basis and annually at ARD to ensure compliance for all services required by each student. Strategy's Expected Result/Impact: Student will receive their required services. Staff Responsible for Monitoring: Principal, Special Education Teacher/coordinator. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Dec	Feb	Apr	June
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Goal 1: Sheridan Elementary School Will provide effective instruction

Performance Objective 4: By the Spring of 2022, the attendance rate for Sheridan elementary School will meet or exceed 97% as indicated on state accountability reports.

Evaluation Data Sources: TAPR information for the campus will indicate that attendance was 97% or higher.

Strategy 1 Details	Reviews			
Strategy 1: Work with District Attendance Coordinator to communicate with parents about attendance requirements to get habitually absent students to school. Strategy's Expected Result/Impact: Higher attendance rates Staff Responsible for Monitoring: Campus secretary, Principal, PEIMS clerk, District Attendance coordinator. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Sheridan Elementary School Will provide effective instruction

Performance Objective 5: Sheridan School will maintain an aggressive recruitment and professional development plan that ensures all teachers/paraprofessionals meet ESSA highly qualified standards.

Evaluation Data Sources: Submitted PEIMS data will indicate that all teachers/paraprofessionals meet ESSA highly qualified standards.

Strategy 1 Details	Reviews			
Strategy 1: We will continue to post instructional openings in the appropriate areas and carry out rigorous interviews to select the best person possible for as particular position. Strategy's Expected Result/Impact: Continue to employ quality instructional staff at Sheridan Elementary School. Staff Responsible for Monitoring: Principal.	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 1: Sheridan Elementary School Will provide effective instruction

Performance Objective 6: By the Spring of 2022 all English Language Learners students will increase in their English language proficiency by at least one ability level..

Evaluation Data Sources: Testing results from RPTE and TELPAS will indicate that ELL students have attained at least one ability group level in growth from previous testing.

Strategy 1 Details	Reviews			
Strategy 1: Using a pull out time during technology period, ELL student will receive extra instruction in language, reading and math. Strategy's Expected Result/Impact: ELL students should achieve a growth level of on ability level from last year's TELPAS and RPTE assessments. Staff Responsible for Monitoring: All Classroom Teachers and the ESL monitor.	Formative			Summative
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Stacey McInnis	Para-professional	Library/Technology	1