ELKHART INTERMEDIATE
Campus Improvement Plan
2014/2015

"Elkhart Intermediate is a Great Place to Learn"

Date Reviewed: 11/05/14   Date Approved:

ELKHART INTERMEDIATE

Mission

We will continue to improve through high expectations so all students can learn in a safe, orderly environment.

SCHOOL MOTTO
"Student Centered and Results Driven!"

Vision

Every child will work and learn at his/her fullest potential with his/her age appropriate peers in a cooperative family atmosphere where differences are celebrated and focus will be on individual strengths. At the intermediate school we are successfully educating all students.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2014/2015 school year.)

Goal 1.   By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2.   All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3.   By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4.   All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5.   All students will graduate from high school.

Campus Site-Based Committee Members

Name	Position
Allen, Shelia	Teacher
Allison, Wes	I.T. Director
Bridges, Karen	School Secretary
Collins, Danna	Teacher
Collins, Julia	Parent Representative
Cooper, Janette	Nurse
Crouch, Renee	Teacher
Douglas, Karrie	Business Representative
Gabbard, Jessica	Teacher
Herring, Greg	Principal
Homann, Dianna	Teacher
Langley, Amy	Teacher
Singer, Melissa	Teacher
Smith, Kelly	Counselor
Swaim, Gretchen	Parent Representative
Walters, Susan	Teacher

Resources

Resource	Source
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IID Technology	Federal
Title IV Safe and Drug Free	Federal
Academic Support Lab	Local
Beginning year Staff In Service	Local
Benchmark Test	Local
Counseling	Local
Electronic Marquee	Local
Local	Local
Modern Woodsman of America	Local
One -on one tutorial	Local
SDFSCA	Local
ARI/AMI	Other
Character Network Organization	Other
Compact Study Island	Other
DMAC, Study Island, ASL, Inclusion, Mainstream	Other
EOC & DMAC Results	Other
On Hand	Other
Region 7	Other
SCE	Other
SCF	Other
SHAC	Other
Technology Fund	Other
TEKS TAKS & EOC	Other
Anderson Co. Special Education Coop	State

2014-2015 Campus Goals

Goal 1: By 2015, 85% of the students in grades 3, 4 & 5 will meet or exceed the passing standards for STAAR-tested content areas (Reading, Writing, Math & Science).

Goal 2: By 2015, Elkhart Intermediate School will achieve exemplary attendance and enrollment data.

Goal 3: By 2015, campus and community-wide communication will be perpetual.

Goal 4: By 2015, Elkhart Intermediate School will provide ongoing staff development that impacts student learning and achievement.

Goal 5: By 2015, Elkhart Intermediate School will have established an extensive School Safety and Preventative Maintenance Program.

Goal 6: By 2015, Elkhart Intermediate School will appropriately identify the needs of students served in special programs based on the Campus Needs Assessment.

Elkhart Intermediate School

CAMPUS IMPROVEMENT PLAN   2014 – 2015

1. CAMPUS GOAL: By 2014, 85% of the students in grades 3, 4 & 5 will meet or exceed the passing standards for STAAR-tested content areas. (Reading, Writing, Math and Science)			Objective: In 2014-2015 students will meet or exceed the following expectations on STAAR tests:			
Subject	**All**	**African Am.**	**Hispanic**	**White**	**Eco. Dis.**	**2012-2013 year**
Reading	85%	75%	67%	96%	93%	82%
Writing	83%	75%	67%	84%	74%	89%
Math	77%	73%	91%	95%	91%	76%
Science	87%	80%	71%	95%	87%	86%

History of Scores for 2012/2013/2014															
	All			**African American**			**Hispanic**			**White**			**Economically Disadvantaged**		
	2014	**2013**	**2012**	**2014**	**2013**	**2012**	**2014**	**2013**	**2012**	**2014**	**2013**	**2012**	**2014**	**2013**	**2012**
Reading	85%	82%	88%	75%	54%	71%	67%	64%	78%	88%	85%	90%	77%	82%	85%
Writing	83%	89%	*	75%	80%	*	67%	67%	*	84%	91%	*	74%	89%	*
Math	77%	76%	92%	47%	40%	82%	70%	66%	94%	80%	77%	92%	70%	75%	90%
Science	87%	86%	*	50%	80%	*	86%	67%	*	89%	88%	*	83%	86%	*
	Male			**Female**			**Sp. Ed.**								
	2014	**2013**	**2012**	**2014**	**2013**	**2012**	**2014**	**2013**	**2012**						
Reading	84%	81%	91%	87%	83%	89%	56%	75%	66%						
Writing	82%	90%	*	84%	87%	*	*	80%	*						
Math	76%	76%	94%	79%	74%	92%	37%	45%	69%						
Science	85%	89%	*	89%	84%	*	64%	80%	*						

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Goals

1. 1. CAMPUS GOAL: By 2015, 85% of the students in grades 3, 4 & 5 will meet or exceed the passing standards for STAAR-tested content areas. (Reading, Writing, Math and Science)

2. By 2015, Elkhart Intermediate School willExceed state standard in attendance and enrollment data.

3. 3. CAMPUS GOAL: By 2015, Elkhart Intermediate, district, and community wide communications will be perpetual.

4. 4. By 2015, Elkhart Intermediate School will provide ongoing staff development that impacts student learning and achievement.

5. By 2015, Elkhart Intermediate School will have established an extensive School Safety and Preventative MaintenanceProgram.

6. By 2015, Elkhart Intermediate School will appropriately identify needs of students served in special programs based on Campus Needs Assessment.

Objectives

1.1. Objective: In 2014-2015 students will meet or exceed the following expectations on STAAR tests:

2.1. Elkhart Intermediate will meet or exceed 97% attendance for the 2014-2015 school year.ATTENDANCE HISTORY: 2012 97%,   2013 97%,   2014 Pending AEIS Report

3.1. In 2014-2015, Elkhart Intermediate will increase parental and community involvement through school-based activities.EXPECTED OUTCOMES:1. Lines of communication will be improved for campus, district, and community.2. Scheduling of events will involve fewer conflicts.3. Attendance at school events will increase.

4.1. In 2014-2015 Elkhart Intermediate will provide professional and paraprofessional staff development opportunities for student achievement.EXPECTED OUTCOMES:1. Increased student academic achievement.2. Fewer discipline referrals.3. Increased parental participation in school activities.

5.1. Objective: In 2014 – 2015 Elkhart Intermediate will maintain a drug free,safe and orderly classroom and school climate.EXPECTED OUTCOMES:1.Administrators, teachers, and staff members will be prepared to deal with school crisis situations.2.Students and their parents will experience the security of a safe school environment under the supervision of safety trained adults.

6.1. In 2014-2015 Elkhart Intermediate School will have updated/revised the special program plans with cooperation of the district special programs director.EXPECTED OUTCOMES: 1. Administrators, teachers, and staff members will appropriately serve the needs of students in special programs.2. Students and their parents will receive exemplary services in their child's special program(s).3. Administrators, teachers, and staff members will have heightened awareness of the needs and/or use of effective strategies for children in each special program.

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Goal 1. 1. CAMPUS GOAL: By 2015, 85% of the students in grades 3, 4 & 5 will meet or exceed the passing standards for STAAR-tested content areas. (Reading, Writing, Math and Science)

Objective 1. Objective: In 2014-2015 students will meet or exceed the following expectations on STAAR tests:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate as grade levels, cross level, and vertical teams •Financial Accountability •Prioritizing School Needs (Title I SW: 4) (Title I TA: 4) (Target Group: 3rd, 4th, 5th) (NCLB: 3)	Inclusion Specialist, Instructional Assistants, Principal, Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, (L)Local, (S)Anderson Co. Special Education Coop	Formative - FORMATIVE EVALUATION: Monthly Meetings of grade levels, faculty and teams SUMMATIVE EVALUATION: Accomplishment of objectives as measured by AYP and AEIS Reports
2. Utilize tutorial opportunities for all students – during and after school. We also provide homework helpers for economically disadvantaged and at risk students. (Title I SW: 1) (Target Group: All, ECD, AtRisk) (NCLB: 1,2,5)	Content Mastery Teachers, Instructional Assistants, RTI Teachers, Special Ed Teachers, Teacher(s)	Each 6 Weeks	(F)Title I, (L)Local, (L)One -on one tutorial, (O)ARI/AMI, (O)SCF	Formative - 85% or better passing rate on Reading, Math, and 85% or better passing rate on Science, and Writing STAAR tests
3. Accelerate instruction of students identified as at risk: *I-Stations *Think Through Math *Learning Ally *CBA's each 6 Weeks *Study Island (Title I SW: 1,2) (Title I TA: 1) (Target Group: All, ECD, SPED, AtRisk, Dys, 3rd, 4th, 5th, 504) (NCLB: 1,2)	Content Mastery Teachers, Inclusion Specialist, Instructional Assistants, Special Ed Teachers, Teacher(s)	3 Times a Year	(F)Title I, (L)Benchmark Test, (L)Local, (O)ARI/AMI, (O)Compact Study Island, (O)DMAC, Study Island, ASL, Inclusion, Mainstream, (O)SCE	Formative - 85% or better passing rate on Reading, Math, and 85% or better passing rate on Science, and Writing STAAR tests
4. Offer summer school for students who fail to meet SSI or campus requirements (Title I SW: 1,2) (Title I TA: 1,8) (Target Group: 3rd, 4th, 5th) (NCLB: 1,2,5)	Principal, Teacher(s)	June 2015	(F)Title I, (L)Local	Formative - 85% passing rate on 2015 STAAR reading and math tests or campus released tests for 3rd , 4th, and 5th grade
5. Support Title I school-wide program with state comp. ed funds (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All) (NCLB: 1,4,5)	Instructional Assistants, Principal, Teacher(s)	August-June	(F)Title I, (O)SCE, (S)Anderson Co. Special Education Coop	Formative - Results of state assessments

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Goal 1.   1. CAMPUS GOAL: By 2015, 85% of the students in grades 3, 4 & 5 will meet or exceed the passing standards for STAAR-tested content areas. (Reading, Writing, Math and Science)

Objective 1.   Objective: In 2014-2015 students will meet or exceed the following expectations on STAAR tests:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Utilize Response To Intervention Lab for Tier 3 struggling students. (RTI) in reading and math (Title I SW: 1,2) (Title I TA: 1,4) (Target Group: ECD, SPED, AtRisk, Dys, 3rd, 4th, 5th, 504) (NCLB: 1)	Content Mastery Teachers, Instructional Assistants, Pre-referral Committee, RTI Teachers	Monthly	(L)Academic Support Lab, (L)Local, (O)SCE	Formative - Universal Screenings, R.T.I. documentation
7. "Power Hour" – RTI, Dyslexia, Special Ed., Enrichment, & struggling students. (Title I SW: 1,2) (Title I TA: 1,2,3,4,5,8) (Target Group: All) (NCLB: 1,2)	Content Mastery Teachers, Instructional Assistants, Principal, RTI Teachers, Special Ed Teachers, Teacher(s)	August-June	(F)Title I, (L)Local, (O)SCE	Formative - Monthly SAC meetings – notes, Grade level assess., Progress Monitoring, I- stations, Think Through Math

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Goal 2.   By 2015, Elkhart Intermediate School willExceed state standard in attendance and enrollment data.

Objective 1.   Elkhart Intermediate will meet or exceed 97% attendance for the 2014-2015 school year.ATTENDANCE HISTORY: 2012 97%,   2013 97%,   2014 Pending AEIS Report

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Call parent if student is absent more than 2 consecutive days.	PEIMS Coordinator	Daily	(O)On Hand	Formative Evaluation: Annual Attendance Reports Summative Evaluation: Accomplishment of goal as measured by AEIS results.
2. Computer check-in for tardies and/or early release	Principal	Daily		Formative - Computer logs
3. Recognition will be given to students with perfect attendance.	Principal, Teacher(s)	Each 6 weeks and end of the year		Formative - Attendance Reporting
4. Health Awareness Program Cause of absences *Lice issues *Cold and Flu *Shots/Vaccination requirements *Proper Hyugiene *Nutrition *Access to Community Resources *School Webpage	Counselor(s), School Nurse, Teacher(s)	August-May		Formative - Parent Surveys

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Goal 3. 3. CAMPUS GOAL: By 2015, Elkhart Intermediate, district, and community wide communications will be perpetual.

Objective 1. In 2014-2015, Elkhart Intermediate will increase parental and community involvement through school-based activities.EXPECTED OUTCOMES:1. Lines of communication will be improved for campus, district, and community.2. Scheduling of events will involve fewer conflicts.3. Attendance at school events will increase.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parent newsletter on timely topics: *Computer Safety *Literacy *Academics *Health Awareness (Title I SW: 1,6) (Title I TA: 7)	Assistant Technology Director, Content Mastery Teachers, Counselor(s), Principal, School Nurse, Teacher(s)	August-June	(F)Title I, (L)Local	Formative - SUMMATIVE EVALUATION: Accomplishment of goals as measured by Needs Assessment Survey Results. Parent and Computer sign in sheets, Parent Surveys
2. Hold activities to involve family and community members to promote college and career opportunities. (Title I SW: 6) (Title I TA: 7)	Librarian, Principal, Teacher(s)	August-June	(F)Title I	Formative - Parent and computer sign in sheets
3. Have goal setting conferences to share areas of strength and opportunities for student growth; promote parent partnerships to set goals. (Title I SW: 6) (Title I TA: 7)	Principal, Teacher(s)	October-April	(L)Local	Formative - Parent and Computer sign in sheets
4. Improve communication through parent workshops regarding parent training, parent involvement and educational updates.	Principal, Teacher(s)	Weekly/Monthly	(L)Local	Formative - Lesson Plans, parent contact logs, newspaper articles, Needs Assessment Survey Results * Parent STAAR Sneak Peak
5. Assist 5th grade students in the transition from Intermediate to middle school. (Target Group: 5th)	Counselor(s), Teacher(s)	Spring	(L)Local	Parent permission sheets
6. Assist 3rd grade students in the transition from elementary to intermediate. (Title I TA: 2) (Target Group: 3rd)	Counselor(s), Teacher(s)	Fall	(L)Local	Formative - parent permission sheets
7. Create list of parents email addresses, home phone numbers, and cell numbers to send important campus and district information through electronic newsletters and phone lines (Remind 101).	PEIMS Coordinator, Teacher(s)	August-June	(L)Local	Formative - Record of emails sent Record of phone messages to and from parents. Parent participation in campus events.
8. Provide opportunities for leadership among intermediate students. (Title I TA: 2) (Target Group: 3rd, 4th, 5th)	Counselor(s), Principal, Teacher(s)	August-June	(L)Local	evaluation-ongoing

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Goal 3.   3. CAMPUS GOAL: By 2015, Elkhart Intermediate, district, and community wide communications will be perpetual.

Objective 1.   In 2014-2015, Elkhart Intermediate will increase parental and community involvement through school-based activities.EXPECTED OUTCOMES:1. Lines of communication will be improved for campus, district, and community.2. Scheduling of events will involve fewer conflicts.3. Attendance at school events will increase.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Promote district pride through Elk History projects. (Title I SW: 3) (Title I TA: 1) (Target Group: 3rd, 4th, 5th)	Teacher(s)	August-June	(F)Title I	Parent/Student surveys
10. Provide students with examples of multi-cultural heroes, role models, and historical figures. (Target Group: 3rd, 4th, 5th)	Counselor(s), Principal, Teacher(s)	August-June	(O)Character Network Organization	Formative - Parent/student surveys

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Goal 4. 4. By 2015, Elkhart Intermediate School will provide ongoing staff development that impacts student learning and achievement.

Objective 1. In 2014-2015 Elkhart Intermediate will provide professional and paraprofessional staff development opportunities for student achievement.EXPECTED OUTCOMES:1. Increased student academic achievement.2. Fewer discipline referrals.3. Increased parental participation in school activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities of academic growth through departmentalization.	Curriculum Director, Principal, Teacher(s)	August-May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Local, (O)Region 7, (S)Anderson Co. Special Education Coop	SUMMATIVE EVALUATION: Accomplishment of goal as measured by AEIS,AYP, TPRI, CIRCLE and disaggregation of test data. FORMATIVE EVALUATION: State Assessments, Walk-Throughs, Progress Monitoring, CBA's
2. Provide orientation and on-going support for all teachers new to Elkhart in campus school-wide initiatives.	Curriculum Director, Principal	August	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Local, (O)Region 7, (S)Anderson Co. Special Education Coop	Formative - Administrator walk-through
3. Provide quality staff development to attract and retain highly qualified teachers and para-professionals	Curriculum Director, Principal, Teacher(s)	August-June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Local, (O)Region 7, (S)Anderson Co. Special Education Coop	Formative - Workshop documentation
4. Provide reading, math, science, and writing workshop opportunities to meet or exceed STAAR passing standard.	Curriculum Director, Principal, Teacher(s)	August-March	(F)Title I, (L)Local, (O)Region 7	Formative - Workshop documentation AEIS, AYP, PBMAS data
5. Provide workshops to enhance the use of technology to enrich and extend learning. *distance learning lab *data dissemination *webpage *DMAC solutions *Smart Boards and accessories *Projectors and document cameras	Assistant Technology Director, Counselor(s), Curriculum Director, Principal, Teacher(s)	August-June	(F)Title I, (L)Local, (O)Region 7, (S)Anderson Co. Special Education Coop	Formative - Workshop documentation, Texas Star Chart, Benchmark and STAAR tests

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Goal 5.   By 2015, Elkhart Intermediate School will have established an extensive School Safety and Preventative MaintenanceProgram.

Objective 1.   Objective: In 2014 – 2015 Elkhart Intermediate will maintain a drug free,safe and orderly classroom and school climate.EXPECTED OUTCOMES:1.Administrators, teachers, and staff members will be prepared to deal with school crisis situations.2.Students and their parents will experience the security of a safe school environment under the supervision of safety trained adults.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue established safe and drug free programs • D.A.R.E. for 5th grade • Red Ribbon Week • Fire Safety • N.E.D. Program • UPRR Safety Program (Title I SW: 1,6,10) (Title I TA: 7) (Target Group: All, 3rd, 4th, 5th) (NCLB: 4)	Dare Officer, Elkhart Volunteer Fire Dept., Principal, Sheriff's Deputy, Teacher(s)	August-June	(L)Local, (L)Modern Woodsman of America, (L)SDFSCA	Formative - Formative Evaluation: Student participation D.A.R.E. graduation rate, Bus Referral Reports Summative Evaluation: Accomplishment of the goal as measured by the Needs Assessment Survey Results.
2. Train faculty/staff in appropriate safety procedures • C.P.R. training • Heimlich Maneuver • C.P.I. - Restraint training (Title I SW: 1) (Title I TA: 1) (Target Group: All) (NCLB: 4)	CPR/First Aid Certified Trainer, Physical Education Staff, Region VII Specialists, School Nurse	August-June	(L)Local	Records of staff development
3. Maintain school-wide rules and discipline procedures • CBIP (Red Notebook) • Classroom rules/ management • Behavior tags • Good Behavior notes and positive phone calls home (Title I SW: 1) (Title I TA: 3) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, School Safety Committee, Special Ed Teachers, Teacher(s)	Each 6 Weeks	(L)Local	Formative - Discipline referrals and data reports, behavior checklists
4. Provide regular classroom guidance lessons for school behaviors and social skills and with the addition of Susan Trim at the Elementary; this has allowed Kelly Smith to be more assessable on our campus. (Title I SW: 1,2,9) (Title I TA: 1,3) (Target Group: All, 3rd, 4th, 5th) (NCLB: 1,4)	Counselor(s)	Monthly	(L)Local	Formative - Discipline referrals by teachers

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Goal 5.   By 2015, Elkhart Intermediate School will have established an extensive School Safety and Preventative MaintenanceProgram.

Objective 1.   Objective: In 2014 – 2015 Elkhart Intermediate will maintain a drug free,safe and orderly classroom and school climate.EXPECTED OUTCOMES:1.Administrators, teachers, and staff members will be prepared to deal with school crisis situations.2.Students and their parents will experience the security of a safe school environment under the supervision of safety trained adults.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Maintain school safety Committee • Fire Drills • Evacuation Drills • Safety issues • Emergency plan • Intruder Alert (Title I SW: 1,10) (Title I TA: 3) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, School Safety Committee, Secretaries, Superintendent(s), Superintendent's Secretary	August-June	(L)Local	Formative - Staff survey by end of May Emergency Plan

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Goal 6.   By 2015, Elkhart Intermediate School will appropriately identify needs of students served in special programs based on Campus Needs Assessment.

Objective 1.   In 2014-2015 Elkhart Intermediate School will have updated/revised the special program plans with cooperation of the district special programs director.EXPECTED OUTCOMES: 1. Administrators, teachers, and staff members will appropriately serve the needs of students in special programs.2. Students and their parents will receive exemplary services in their child's special program(s).3. Administrators, teachers, and staff members will have heightened awareness of the needs and/or use of effective strategies for children in each special program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators, teachers, and para-professionals will receive updates and specific information about each of the special programs where our students are served	Counselor(s), Curriculum Director, Principal, Special Programs Director	August-June	(F)Title IIA Principal and Teacher Improvement, (L)Local, (O)Region 7	SUMMATIVE EVALUATION: Accomplishment of goal as measured by the Campus Needs Assessment Survey results. FORMATIVE EVALUATION: Professional development records
2. S.A.C. (Student Action Committee) will continue to effectively screen and assess students who exhibit difficulty.	Content Mastery Teachers, Counselor(s), Pre-referral Committee, Principal	August-June	(L)Local, (S)Anderson Co. Special Education Coop	Formative - Minutes of SAC meetings, RTI binders, Istation testing, reduction in special education referrals and/or numbers
3. Teachers will be promptly notified of what students are served in each special program so that appropriate modifications can be administered and documented.	Counselor(s), Diagnostician, PEIMS Coordinator, Special Programs Director	Each semester	(L)Local	Formative - Teacher receipt verifications, lesson plan checks documenting implementations of modifications
4. Assessment decisions for students in Special Education will be appropriately assigned based on students' functional level.	ARD Committee	Every ARD meeting	(L)Local, (S)Anderson Co. Special Education Coop	Formative - AYP, PBMAS, STAAR rosters
5. Continuation of Dyslexia intervention to serve the needs of those students who display dyslexic tendencies (as determined by formal assessment).	Content Mastery Teachers, Principal, Special Programs Director	Each year	(F)Title I	Formative - Roster of students enrolled in dyslexia (reading) program
6. Provide an opportunity for the Gifted and Talented program and identification guidelines.	Counselor(s), Principal, Teacher(s)	December	(L)Local	Formative - Update G/T plan as needed
7. Encourage all new teachers to receive G/T, ESL, Special Ed. certification.	Curriculum Director, Principal, Special Programs Director	August-June	(F)Title IIA Principal and Teacher Improvement, (O)Region 7	Formative - Record of Professional Development Hours
8. ESL students will be identified and served through a content-based program and Rosetta Stone program	Counselor(s), Instructional Assistants, Principal, Teacher(s)	August-June	(L)Local, (O)Region 7	Formative - Oral Language Survey, TELPAS, Achievement tests

Expenditures

Resource	Source	Strategy	Amount
Anderson Co. Special Education Coop	State	1.1.1, 1.1.5, 4.1.1, 4.1.2, 4.1.3, 4.1.5, 6.1.2, 6.1.4	
Local	Local	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.6, 1.1.7, 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.6, 6.1.8	
On Hand	Other	2.1.1	
Region 7	Other	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 6.1.1, 6.1.7, 6.1.8	
Title I	Federal	1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.7, 3.1.1, 3.1.2, 3.1.9, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 6.1.5	
Title IIA Principal and Teacher Improvement	Federal	4.1.1, 4.1.2, 4.1.3, 6.1.1, 6.1.7	
6 Resource(s)			**Total: $0**

Elkhart 2014 School Comprehensive Needs Assessment

<u>Intermediate Executive Summary</u>

Our campus population is 251 students, 3rd through 5th grade. Our ethnicity make-up is 82% white, 9 % Hispanic, 4% African-American, and 3% multi- racial. Males make up 53% of our population, while females make up 47% of the population. Our staff population is 100% white, 0% percent African American, and 0% Hispanic with 4.8 % Male and 95.2% Female. Our teachers have an average of 14.2 years of experience. All teachers and all paraprofessionals meet the Highly Qualified status as defined by federal legislation.

Our economically disadvantaged students make up 48.9 % of our campus population.

The total number of discipline referrals for the 2013-2014 totaled 204. There were 50 referrals in third grade, 75 in fourth grade, and 79 in fifth grade. This showed a decrease from referrals in the previous year of 94 referrals.

Elkhart Intermediate School serves 1.8% ESL, 2% G.T. students, 9.4% Special Education students, and 26% of our students are considered At- risk. The mobility rate for students on the intermediate campus is 13.2 %.

We are a Title I campus and thus provide a variety of programs that provide parental involvement activities, extended day for tutoring opportunities, professional development with a focus on Math , Reading, and Science as well as STAAR strategies to help with the state-mandated test.

Our Response to Intervention program utilizes many strategies to help struggling learners acquire basic skills so that they have a good foundation for building onto those skills in later months and years, and to hopefully discover and correct any learning issues before referral to special education.

The intermediate staff looked at last year's program evaluations, survey results, AEIS report, PBMAS report, and STAAR results to aid staff members in determining the strengths, weaknesses, and needs of our school. The following topics were assigned to a group of staff members to analysis data and provided valid needs in each category:

Family and Community Involvement – Staff utilized the Title 1 Parent/Family Involvement Survey, calendar of events, parent sign in pages, and their own knowledge as a result of personal experience to determine strengths and weaknesses for our campus. Some strengths included multiple parent involvement activities, Home/School connection newsletter, and the backpack program. One weakness identified was lower attendance for special pops and low socioeconomic students.

Student Achievement –The needs assessment for student achievement was determined using the campus AEIS report, last year's needs assessment, TEA Accountability Summary, and AYP Report. Our strengths noted the benefit of the district vertical alignment (K-12) and our intervention programs to support students in their academic success intervention programs, and parent meetings. Needs addressed during their discussion were teachers' need for more technology in the classroom such as

smart boards in each classroom and the need for an intermediate campus "Computer Lab." The collaborative group stated that the priority need was to have a computer lab for Star testing, I-Stations, assessments and data that shows progression.

School Context and Organization – This area of study used the faculty survey, nutrition & safety survey, Title I parent survey, master schedule, district AEIS report, and teacher input. The strengths found in this study were our supportive school board, welcoming/caring principal & staff, District "family" functions, approachable superintendent, curriculum flexibility, and professional development encouraged by the principal. Areas of need in this category included more faculty for scheduling, more parental involvement, better tasting food in cafeteria (based on survey), and parent education about STAAR assessment. The summary of prioritized needs in this category would be for the district to make available additional staff. Staff members stated that with all 4 campuses sharing staff, (i.e. PE, Music, Art) the schedules are dictated by their availability. Educators feel that this has had a negative effect on our students' performance. According to surveys, parents would like more information on the state assessment.

Curriculum, Instruction, and Assessment- For this area of study, our staff used the following data sources: TEA accountability summary, comprehensive needs assessment from last year, Title I parent/ family survey, campus/district AEIS report, student effective school survey, professional development survey, DMAC, and Benchmark assessments. Findings in this study found that our teachers are still 100% "Highly Qualified", that the data indicated that the number one need is technology based on surveys, and the need to be able to motivate students to learn. Strengths identified by the staff in this group include the benefits of our curriculum alignment meetings, the encouragement for staff to gain professional development, our continued 100% "Highly Qualified" teachers, collaboration between subjects and grade levels, I-Stations and Star reports, Access to quality instructional materials, Curriculum is aligned with TEKS, Accelerated Reader, and above target score on the STAAR test at the district and campus level. The summary of prioritized needs included access to technology for mainstream classroom teacher, technology like Elmos and projectors that are dependable, and SMART or Polyvision interactive white boards in core classrooms, assessment program to tier student for RTI in math, .

School Culture and Climate- Members of the staff team who analyzed this category studied the following data sources to determine the strengths and needs in this area. The data used included the TEA Accountability Summary, AEIS Report, Comprehensive Needs Assessment, and the TEA Academic Excellence Indicator report. Findings in the study determine a trend of declining student population and an increase in ethnic population. Data also revealed that our student progress on the 2013 testing met the target score set by the state. The identified areas of strength in this category stated students feel safe on the bus, playground, restroom, halls, and classroom. The team also stated that teachers and staff help students with problems, there is little use of drugs and alcohol, and positive student behavior is encouraged during the academic day. Needs identified to improve school culture and climate involved traffic laws to enforce no cell phone in school zone, the need for the portable building to be able to hear alarms, improving quality and taste of the cafeteria food, increasing parental involvement, the development of parenting classes, and the campus recognizing/meeting cultural needs of our ethnically

diverse families. The summary of prioritized needs placed more positive parental involvement and reaching out to families in the multi-cultural groups/populations as the highest priority at our campus in this category.

Technology- Strengths discussed by the staff team assigned to technology identified the availability of A.R., DMAC, Study Island, and I-Stations. It also stated that laptops and training provided by the technology dept. each six weeks proved to be strength in this category. Needs include teacher-led technology training for teachers, interactive white boards for each classroom, updated Elmos, and a teacher hired for a campus computer lab. The summary of prioritized needs indicated that the computer lab, updated Elmos, and interactive white boards were areas that the staff felt needed to be addressed first.

Demographics – Sources of data reviewed to determine the strengths and weaknesses in the demographics of the intermediate school included TEA District Data for 2013, TEA Performance Reporting System Report 2012-2013, and Student Special Programs Listings for 2015. Strengths identified include all teachers are currently highly qualified, special populations and GT students are being served appropriately, and our current staff are meeting the needs of our special populations for 14/15 school year. The need identified is the future need for additional staffing due to the growing population of special needs students.