Nacogdoches Independent School District

Emeline Carpenter Elementary

2017-2018 Campus Improvement Plan
Mission Statement

Guiding students to be Effective and efficient contributors in society.

Vision

To Educate students in a way that will impel them to be life long learners.

Value Statement

Positive

Achievement through

Structure and

Support
Comprehensive Needs Assessment

Demographics

Demographics Summary

- Free/Reduced  97%
- At-Risk        76.7%
- LEP            31.5% (Bil. 25%, ESL 7.1%)
- SpEd           4.6%
- Black          49.4%
- Hispanic       39.8%
- White          5.9%
- Asian/Pac Isl  2.3%
- Homeless       .5%
- Foster Care    1.2%

Ninety-seven percent (97%) of our students are on either free or reduced lunch. Our students are from socio-economically disadvantaged homes and many are from single parent homes or are raised by their grandparents.
Student Achievement

Student Achievement Summary

Emeline Carpenter has a diverse student population consisting of students beginning with our Pre-Kindergarten students. Our Preschoolers range from 3 to 5 years of age which includes our Preschool Program for Children with Disabilities (PPCD), general education, or bilingual PreK classrooms. So far this school year we have given the PK At-risk Assessment to find which students are in danger of failing. The assessment items cover letter and numeral recognition, colors, and shapes at the beginning of the year (BOY). We found that 75% of PK students are at-risk at the BOY. Our curriculum provides for a Social and Emotional Subtest, Frog Street Upper and Lowercase Alphabet Assessment, and a CIRCLE Assessment. Teachers will be trained in administering these tests. In July and August of 2017 our Pre-k teachers were trained in NEUHAUS. Our Pre-Kindergarten teachers will implement this program with fidelity.

Emeline Carpenter's also has a diverse group of students in grades Kindergarten through 5th. Students consist of general, ELL and Special Needs students, Emeline Carpenter will provided a safe and productive learning environment for all.

Emeline Carpenter's students and staff participate in regular drills, Safety Day, and uses RAPTOR to screen all persons entering the building.

Student Achievement Strengths

All of the planned assessments will give us a better understanding of where our students are academically and where to focus or target our intervention efforts while working in small groups or one on one. The CIRCLE Assessment will be the report card given three times a year--BOY, MOY, and Eoy. A portfolio will be kept with writing samples and a variety of work samples from throughout the year to periodically inform parents of their students' successes.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our students need to practice, at home, what they have learned at school. This practice is called homework. Teachers send home newsletters informing parents what is being taught for the week and to remind parents to read to their students, as well as go over numbers and letters and colors.
School Culture and Climate

School Culture and Climate Summary

During the 2015-16 school year there were seven PK teachers and all teachers have returned. Therefore, 100% of staff have been retained. Plus, an additional PK Bilingual teacher was added along with a PPCD teacher. Both additional teachers are veterans and highly effective teachers.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Carpenter Early Childhood Center need more parent involvement at school and in the classrooms. When students see the most influential people in their lives take part in their education it sends a positive and strong message that education is very important.
Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All previous staff have been retained from the 2015-16 school year and two teachers, who are new to Carpenter ECC, have joined our family. These two teachers are experienced and effective teachers. All teachers are Highly Qualified, which mean they are certified to teach PK and higher, some are ESL certified, and bilingual certified.

Staff Quality, Recruitment, and Retention Strengths

Most teachers were interviewed, reference checked, and/or highly spoken of before being hired. The teachers want to teach at Carpenter ECC, which is paired with an IR campus Carpenter Elementary K-5th grades. It is considered a strength when teachers love where they work and love the children they are working with.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The teachers who are not ESL certified are encouraged to get that certification because of the high number of Hispanic students who are ESL. For Carpenter ECC to continue to be effective all teachers will need to be retained, participate in continuing education, and quality PD.
**Curriculum, Instruction, and Assessment**

**Curriculum, Instruction, and Assessment Summary**

This past summer district administrators met with PK lead teachers from Carpenter and other schools and created the PK curriculum. Teachers use Frog Street resources and materials that are aligned with the PK Guidelines. Those guidelines are provided by the state. Teachers assess students using the PK At-risk Assessment, Social/Emotional Subtests, Frog Street Upper and Lowercase Alphabet subtests, and the CIRCLE Assessment to measure growth.

**Curriculum, Instruction, and Assessment Strengths**

Curriculum strength is that all standards and guidelines are followed and aligned to the state. We have effective instruction and good teachers. Assessment is uniform throughout the district giving more validity to the data once it is collected.

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1**: The part of CIA that needs improvement is the instructional materials. Teachers use various materials and resources to teach the curriculum. Some teachers use resources, other than Frog Street, to help their students learn faster.
Family and Community Involvement

Family and Community Involvement Summary

As of October 25, 2016 we have 170 PK students, but only a few parents joined Carpenter PTO. Our school still has not sold all of its t-shirts to show school pride and school spirit on Fridays. Our Open House held September 8, 2016 had a low parent turn out. We sent home notes, had on our school web site, and our school marquee a message about meeting the interim superintendent at Carpenter and participate in a Dragon Chat. Carpenter ECC had four parents attend. We also advertised a meeting held at Carpenter on Oct. 11, 2016 to speak with TEA representatives, during their visit, and had very few parents and community members attend.

Family and Community Involvement Strengths

We have large turnouts involving fun events like Grandparents Day, Festival of Learning, Book Fair, and Family Fun Nights like our Reading Literacy Night this December and our Math/Science Night in the spring.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: We need parents to get involved in their children's education by bringing their children to school on time every day, unless they are sick, and by making sure their kids are doing their homework. Come to school and volunteer monitoring students in the common areas, like the cafeteria, playground, hallways, morning or afternoon duty (getting kids to their classrooms or to their cars or buses after
School Context and Organization

School Context and Organization Summary

- Carpenter has been trained to implement CHAMPS, which is a positive and proactive classroom management resource. CHAMPS is part of our Positive Behavior Interventions and Support. Positive reinforcements are included in the daily structure of the classrooms and throughout the campus weekly. Fun Fridays are for students to play with sidewalk chalk, bubbles, balloon baseball, 5 minutes extra recess, etc.
- The campus budget allows hiring for core subject consultants, which provides instructional support to teachers. At the Back to School Conference, in August, a Frog Street math consultant was provided, by the district, to train all PK teachers. Teachers were shown how to model and teach the math lessons and how to use strategies and materials.
- A science consultant will train teachers and staff at our January 2, 2017 staff development.
- Teachers are trained during faculty meetings. The November 16 faculty meeting will consist of training teachers to teach phonics.
- There are several committees designed to help our students, parents, and community members: Language Proficiency Assessment Committee (LPAC), Attendance Committee, CIT, Parent Involvement Committee, and Reading Literacy and Math/Science Committee.

School Context and Organization Strengths

- This year each PK teacher has a paraprofessional assisting them in the classroom. Teachers are able to assess students and work one on one or in small groups, with ease, due to having the extra help in the classrooms.
- Included in the nine teachers are two bilingual teachers and three English as a Second Language (ESL) certified teachers.
- Carpenter ECC has experienced teachers.
Technology

Technology Summary

There are a few technology programs that PK students can maneuver through, like Star Fall, ABCya.com, and a few others. Students are tech savvy and after showing them a few times how to work educational apps they can use them without a problem. Teachers have opportunities to learn many different types of instructional technology. They can teach using Symbaloo, online tools from Frog Street and its assessments. Whatever new electronic program teachers want to learn we have an instructional technologist who is willing to help.

Technology Strengths

The campus has an instructional technologist that trains teachers on whatever they are interested in learning about to use in the classroom. Our classrooms are equipped with a teacher computer, elmo camera, student computer, and promethean boards. There is a computer lab used as an elective where students get on and use programs like Star Fall. Soon each classroom will get six ipads to use in stations or small group activities/lessons.

Problem Statements Identifying Technology Needs

Problem Statement 1: There are a few older teacher computers that need to be replaced with newer models.
The following data were used to verify the comprehensive needs assessment analysis:
Goals

Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 9% to 27% by 2021.

Spring 2016 - 9%
Spring 2017 - 13%
Spring 2018 - 16%
Spring 2019 - 20%
Spring 2020 - 23%
Spring 2021 - 27%

Performance Objective 1: The percentage of all District students in Grades K-8 achieving 80% proficiency or above on curriculum-based assessments for Reading/Writing will increase from 12% to 21% by the end of 2017-2018. (GOAL PROGRESS MEASURE 1.1)

Evaluation Data Source(s) 1: Curriculum-Based Assessments-Reading; Curriculum-Based Assessments-Writing

Summative Evaluation 1:

Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will increase from 9% to 27% by 2021.

Spring 2016 - 9%
Spring 2017 - 13%
Spring 2018 - 16%
Spring 2019 - 20%
Spring 2020 - 23%
Spring 2021 - 27%

Performance Objective 2: The percentage of District students in Grades 3-8 achieving 80% proficiency or above on STAAR-aligned District benchmarks and curriculum-based assessments for Mathematics will increase from 17% to 23% by the end of 2017-2018. (GOAL PROGRESS MEASURE 1.2)

Evaluation Data Source(s) 2: Benchmarks/Curriculum-Based Assessments-Mathematics

Summative Evaluation 2:

Goal 1: The percentage of all District students achieving the STAAR Percent at the Masters (Advanced) Standard for All Grades on All Subjects will
Performance Objective 3: The percentage of District economically disadvantaged students in Grades K-8 achieving 80% proficiency or above on curriculum-based assessments for Reading/Writing will increase from 10% to 20% by the end of 2017-2018. (GOAL PROGRESSMEASURE 1.3)

Evaluation Data Source(s) 3: Curriculum-Based Assessments-Reading; Curriculum-Based Assessments-Writing

Summative Evaluation 3:

Goal 2: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.
Spring 2016 - 20%
Spring 2017 - 24%
Spring 2018 - 27%
Spring 2019 - 31%
Spring 2020 - 34%
Spring 2021 - 38%

Performance Objective 1: The gap between the percentage of District African American students and the percentage for the highest performing student group meeting the State minimum size criteria who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 33% to 20% by the end of 2017-2018. (GOAL PROGRESS MEASURE 2.1)

Evaluation Data Source(s) 1: Curriculum-Based Assessments-Reading

Summative Evaluation 1:

Goal 2: The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.
Spring 2016 - 20%
Spring 2017 - 24%
Spring 2018 - 27%
Spring 2019 - 31%
Spring 2020 - 34%
Spring 2021 - 38%

**Performance Objective 2:** The gap between the percentage of District ELL students and the percentage for the highest performing student group meeting the State minimum size criteria who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 36% to 22% by the end of 2017-2018. (GOAL PROGRESS MEASURE 2.2)

**Evaluation Data Source(s) 2:** Curriculum-Based Assessments-Reading

**Summative Evaluation 2:**

**Goal 2:** The percentage of District economically disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for All Grades on Two or More Subjects will increase from 20% to 38% by Spring 2021.

- Spring 2016 - 20%
- Spring 2017 - 24%
- Spring 2018 - 27%
- Spring 2019 - 31%
- Spring 2020 - 34%
- Spring 2021 - 38%

**Performance Objective 3:** The gap between the percentage of District students served through Special Education and the percentage for all District students who demonstrate proficiency or above on curriculum-based assessments for Reading will decrease from 29% to 17% by the end of 2017-2018. (GOAL PROGRESS MEASURE 2.3)

**Evaluation Data Source(s) 3:** Curriculum-Based Assessments-Reading

**Summative Evaluation 3:**

**Goal 3:** The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

- Spring 2016 - 14%
- Spring 2017 - 23%
- Spring 2018 - 32%
- Spring 2019 - 42%
- Spring 2020 - 51%
- Spring 2021 - 60%
Performance Objective 1: The percentage of students at Improvement Required campuses who demonstrate proficiency or above on curriculum-based assessments for each grade tested on Reading will increase from 35% to 60% by the end of 2017-2018. (GOAL PROGRESS MEASURE 3.1)

Evaluation Data Source(s) 1: Curriculum-Based Assessments-Reading

Summative Evaluation 1:

Goal 3: The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

Spring 2016 - 14%
Spring 2017 - 23%
Spring 2018 - 32%
Spring 2019 - 42%
Spring 2020 - 51%
Spring 2021 - 60%

Performance Objective 2: The percentage of students at Improvement Required campuses who demonstrate proficiency or above on curriculum-based assessments for each grade tested on Mathematics will increase from 39% to 60% by the end of 2017-2018. (GOAL PROGRESS MEASURE 3.2)

Evaluation Data Source(s) 2: Curriculum-Based Assessments-Mathematics

Summative Evaluation 2:

Goal 3: The percentage of students on Improvement Required campuses performing at the Meets (Postsecondary Readiness) Standard or Above for All Grades on Two or More Subjects will increase from an average of 14% to 60% by Spring 2021.

Spring 2016 - 14%
Spring 2017 - 23%
Spring 2018 - 32%
Spring 2019 - 42%
Spring 2020 - 51%
Spring 2021 - 60%

Performance Objective 3: The percentage of students at Improvement Required campuses who demonstrate proficiency or above on curriculum-based assessments for each grade tested on Writing will increase from 40% to 60% by the end of 2017-2018. (GOAL PROGRESS MEASURE 3.3)

Evaluation Data Source(s) 3: Curriculum-Based Assessments-Writing

Summative Evaluation 3:
Goal 4: The percentage of District students graduating based on the 4-year Longitudinal Rate (Grade 9-12) will increase from 84.3% to 92% by 2021.

Spring 2016 - 84.3%
Spring 2017 - 85.8%
Spring 2018 - 87.4%
Spring 2019 - 88.9%
Spring 2020 - 90.5%
Spring 2021 - 92.0%

Performance Objective 1: The percentage of students in grade 9 attaining the expected number of credits each semester will increase from 73% to 82% by the end of 2017-2018. (GOAL PROGRESS MEASURE 4.1)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 4: The percentage of District students graduating based on the 4-year Longitudinal Rate (Grade 9-12) will increase from 84.3% to 92% by 2021.

Spring 2016 - 84.3%
Spring 2017 - 85.8%
Spring 2018 - 87.4%
Spring 2019 - 88.9%
Spring 2020 - 90.5%
Spring 2021 - 92.0%

Performance Objective 2: The percentage of students in grade 6 failing any core subject area each six weeks (without duplication) will decrease from 30% to 15% by the end of 2017-2018. (GOAL PROGRESS MEASURE 4.2)

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 4: The percentage of District students graduating based on the 4-year Longitudinal Rate (Grade 9-12) will increase from 84.3% to 92% by 2021.

Spring 2016 - 84.3%
Spring 2017 - 85.8%
Spring 2018 - 87.4%
Spring 2019 - 88.9%
Spring 2020 - 90.5%
Spring 2021 - 92.0%
Spring 2020 - 90.5%
Spring 2021 - 92.0%

**Performance Objective 3:** The percentage of students in grades 6-10 with more than one office referral will decline from 15% to 8% by the end of 2017-2018. (GOAL PROGRESS MEASURE 4.3)

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**