

# Centerville Elementary

## Campus Improvement Plan 2023-2024



“Centered on Student Success”

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### Mission Statement

Centerville Independent School, in collaboration with parents and community members, will create an educational environment that encourages all students to develop academically so they can reach their full potential and be successful in life in order to achieve success in a global society.

### Vision Statement

Centerville Independent School is united in creating a school environment of students, teachers, administrators, parents and community members who will provide fundamental skills and opportunities for the use of higher level thinking skills in order to encourage all students to achieve their full potential as they prepare for a productive and successful future.

### Motto

Centerville ISD “*Centered on Student Success*”

## Centerville ISD District Improvement Team Members

Brown, Mark	Superintendent
Sailer, Andja	Principal
Brister, Mary Jo	Elementary Teacher
Dubose, Emily	Pre-K
Brown, Gracie	Jr.-Sr. High Vocational Teacher
Lee, Terri	Elementary Teacher/DYL/RTI/ESL
Mooneyham, Heather	Jr.-Sr. High Teacher
Headrick, Jeff	Special Education
Childress, Anne	Elementary Teacher
Powers, Deena	Elementary Teacher
Linn, Spencer	Jr.-Sr. High Teacher
Westbrook, Jennifer	Teacher/Technology Coordinator
Rogers, Brandi	Parent Representative
Blalock, Kim	Community Representative

The Centerville ISD is a designated School wide Title I district. Where possible, Centerville ISD coordinates all of its federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of the citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family, and that parental involvement in the school essential for the maximum educational achievement of a child.

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The students in Centerville ISD will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in Centerville ISD will demonstrate exemplary in the understanding of mathematics.
- GOAL #3: The students in Centerville ISD will demonstrate exemplary in the understanding of science.
- GOAL #4: The students in Centerville ISD will demonstrate exemplary in the understanding of social studies.

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

# **COMPREHENSIVE NEEDS ASSESSMENT**

## **Centerville Elementary School**

Centerville Elementary completed a comprehensive needs assessment for the 2023-2024 school years. Data from the following 8 areas were examined and needs identified:

- **Demographics**
- **Student Achievement**
- **School Culture and Climate**
- **Staff Quality, Recruitment, and Retention**
- **Curriculum, Instruction, and Assessment**
- **Family and Community Involvement**
- **School Organization**
- **Technology**

A Site-Based Committee consisting of the campus administrators, special programs director, student support personnel, classroom teachers, parent representative, and community member was convened to review data for the areas listed above and to develop a list of needs to be addressed in the coming school year. The committee worked to apply this information to the development of a District Improvement Plan.

### **Demographics**

*Data Sources: PEIMS, AEIS, AYP, Snapshot Reports, Benchmarks & STAAR Data*

According to the 2022-23 PEIMS Data subgroups, Centerville ISD consisted of the following demographic subgroups: African American-0%, Hispanic- 1.9%, White 98.4%, Two or More Races-0%, Economically Disadvantaged-52.9%, English Language Learners-0%, Special Education 12.4% and At Risk 11.7%. There were 153 students enrolled. The average class size was 10 students. The total number of campus staff is 17 Teachers, 4 Professional Support, 1 nurse, and 2 Campus Administrators. Total students to teacher on average 9.

#### **Summary of needs:**

- ***Meet the needs of at-risk population.***
- ***Add Content Mastery class for K-3 in addition to 4-6***

### **Student Achievement**

*Data Sources: STAAR Data, AEIS Report, AYP Report, PEIMS Reports, DMAC data, STAR testing for Math and Reading, STAR Early Literacy, STAR Reading, and STAR Math data*

Students in both STAAR and non-STAAR grade levels were assessed through the use of a progress monitor in the form of STAR Math, STAR Reading and STAR Early Literacy instruments.

### **Summary of needs:**

- ***Use of data to guide teacher intervention***
- ***Focus on common subject vocabulary throughout the grades as appropriate***
- ***Content Mastery K-3 and 3-6***
- ***Writing portfolios and grade level writing rubrics for benchmarking.***
- ***Ensure each grade level masters their TEKS in writing, grammar, and spelling by closely monitoring writing instruction at each grade level and grammar/spelling instruction at each grade level***
- ***Monitor student progress using components of Renaissance Learning (STAR Early Literacy, STAR Math, STAR Reading), STAAR Practice, and Benchmarks***
- ***Emphasis on early AR implementation and monitoring***
- ***Increased focus on early literacy skills in PK-1***

### **School Culture and Climate**

*Data Sources: Surveys, Campus Improvement Plan, Calendar of Activities for the campus*

Centerville ISD is part of a small community where the public schools are well supported by the citizens. Parents and the community are included in the activities and decision-making of the school. Parent involvement is an important part of what we do at Centerville Elementary. The campus site-based committee plans activities designed specifically to include parents and the community as partners in our students' education. Parents and community members regularly volunteer in helping with the activities of our campus.

Centerville Elementary is a campus of dedicated professional educators. The teachers on this campus work together at each grade level, in multi-grade level teams, and as one team of educators to improve the educational achievement of all of our students. We believe that each and every child can and will achieve success. We dedicate ourselves to meeting the individual and collective needs of our students. We coordinate our instruction and unify around a common curriculum. We call on our students to meet a high standard and we offer support to those who struggle until they are able to meet that standard. Our small student enrollment allows the staff to know each child personally and to meet individual needs as they arise. We offer trained interventionists to assist in meeting those needs and an exceptional program for special education students which advances intervention to its most intensive level. Teachers work cooperatively to achieve our goals.

Students at Centerville Elementary are educated in an environment which encourages character, leadership, citizenship, and positive behavior. Students receive training on Bullying Awareness, learning how to prevent it and report it if it occurs. Students participate in drug education through Red Ribbon Week activities. Middle school students receive training on human growth and development during the school year. Students are well trained in school safety and emergency procedures through Fire Prevention/Fire Safety Week activities and scheduled emergency drills for fire, tornado, lockdown, and chemical spills. Students also participate in activities to support our community through activities such as food drives, blood drives, and other causes. Healthy lifestyles and nutrition are promoted through an active physical education program and physical assessment, Fitness Gram. We have a school wide discipline plan in the form of Assertive Discipline. Teachers are trained to implement this program which clearly states expectations for the students and the consequences/rewards that accompany those expectations for the student at school. We have few serious discipline issues and those are addressed with appropriate consequences according to our Student Code of Conduct. Our student discipline has at its core intent to involve parents in the discipline of their children by communicating closely between teacher and parent when issues arise. Our students aim for excellence in their learning and behavior.

***Summary of Needs:***

- ***Build a positive relationship between school and community***
- ***Continue to involve parents in school decision-making***
- ***Build a spirit of cooperation and collaboration among staff and administration***
- ***Emphasize positive leadership development among students***
- ***Adhere to culture of high expectations while offering support to those in need***
- ***Educate parents on early intervention for young students***
- ***School Marquee designating special events for public***

**Staff Quality, Recruitment, and Retention**

*Data Sources Reviewed: Centerville Policy Online, Centerville ISD website, Highly Qualified Report, District Salary Schedule, and Master Schedule*

Centerville Elementary staff members are 100% highly qualified. Centerville Elementary advertises employment openings publicly and accepts applications online. Centerville Elementary has taken steps to make Centerville teacher salaries competitive with other local school districts in order to attract and retain new teachers. All new teachers are paired with a mentor, grade level partner and/or team to assist in adjusting to the school system and in mentoring beginning teachers as they develop teaching skills. The campus employs 2 administrators, 1 secretary, 1 nurse, 1 interventionist, 1 Special Education teacher, 2 PE teachers, 1 art teacher, 1 library paraprofessional and 1 special education paraprofessional. One custodian is assigned to this campus full-time.

***Summary of Needs:***

- ***Offer educational, professional, and moral support to staff members***
- ***Continue to hold high expectations for all staff in performance, attendance, professional growth, and technological knowledge***
- ***Build a spirit of cooperation, collaboration, and professionalism among staff and administration***
- ***Work to maintain benefits and salary within budget constraints***
- ***Technology Training to students/staff/administrators (Esc6)***

## **Curriculum, Instruction, and Assessment**

*Data Sources Reviewed: STAAR/Benchmark Data, TPRI, STAR Math, STAR Reading, STAR Early Literacy, Report Cards, Curriculum Coverage Reports, District Teacher Evaluation System*

Curriculum resources for 2023-2024 include Stemsscopes Science for grades K-6, and Studies Weekly social studies curriculum for grades K-6. Teachers will use adopted textbooks for math and reading as resources to complete the grade level curriculum expectations. Teachers have access to a variety of online resources to enhance instruction. Subject textbooks have online resources keyed to the textbook for enhancing instruction as well as an embedded RTI as a component. Teachers make use of Renaissance Learning products for progress monitoring and instruction. Teachers use Renaissance Learning components STAR Math, STAR Reading, STAR Early Literacy, Accelerated Reader and Grade levels 2-6 use Istation Reading/Math, and Acellus for STAAR prep and tutorials in math, reading, science, and social studies. Language Enrichment from Read Well and Scholastic Big Day is used to support reading and spelling instruction in grades PK-2. Other support programs include: Edusmart, Discovery Education, Texas Write Source online, Lexia and Edutyping for Technology TEKS. Teachers are required to document instructional planning and to show technology integration, Bloom's level of the instructional activities, the sequence of lesson activities, lesson objectives, and resources. This year, as a District of innovation, teachers will begin using the district developed evaluation system. Teachers have received training and guidance in the new system and this model will assist teachers and administrators in goal setting, professional development, improvement of classroom instruction, and measurement of growth. Regular walkthroughs are performed by the campus principal to verify that teachers are following instructional plans and to offer feedback to the teachers on their performance in the classroom.

An additional measure of our curriculum and the learning it provides to our students are the STAAR Benchmarks and curriculum-based assessments taken from STAAR Masters, Mentoring Minds, and curriculum resources to assess students in grades K-6 in reading, math, writing, and science. Students will formally benchmark for STAR once during the third six weeks and once more during the six weeks prior to the actual assessment.

### ***Summary of Needs:***

- ***Fully implement current instructional programs for maximum educational impact on student achievement***
- ***Raise the rigor of instruction in all subject areas in accordance with curriculum and assessment expectations***
- ***Raise the level of critical thinking among students by increasing the cognitive level of questioning, lesson activities, and assessments.***
- ***Outline and observe particular curricular expectations through classroom observation in the form of walkthroughs.***
- ***Emphasize early reading and math skills in PK-2 and monitor progress***
- ***Offer early intervention programs to students experiencing difficulty with reading (Lexia)***
- ***Train and support administrators and teachers through Lead4ward.***
- ***Provide HQ substitutes so staff can attend Technology Training at Region VI***
- ***CAST Professional Development for Science Teachers***
- ***CAMT Professional Development for Math teachers***
- ***Administrator Training through Region VI***
- ***Summer School and Transportation for students needing assistance***



## **Family and Community Involvement**

*Data Resources Reviewed: Sign-In Sheets for Parent Involvement Activities, Hand-outs from Parent Involvement Meeting, Home-School Compacts, Parent Surveys, Parent Involvement Letter, Event Photos*

Centerville ISD plans a variety of parent involvement activities for 2023-2024. We begin the new school year with Meet the Teacher Open House during the week prior to the start of school. Parents are invited to meet their child's teacher and to locate the classroom before the first day of school. Our annual Title I Parent Involvement Meeting is also scheduled to be held during the first six weeks to inform parents of their rights and to give them information on ways to become involved in the education of the children in our district. We invite grandparents to visit the school and to be involved in the educational process. December activities include Christmas parties and celebrations, including an elementary music concert. The elementary campus will sponsor two book fairs to raise money for our school library. Parents volunteer to help at the book fair under the direction of the campus library supervisor. Centerville Elementary School extends parent involvement through publication of information on the new Centerville ISD website and classroom newsletters to inform parents of the many activities happening at the school. Remind 101 is used to notify parents regarding special events and emergency schedule changes due to weather or early release days. The Parent Portal will be used again this year to allow parents to monitor their child's grades and assignments online. The school website has been updated to include more information for parents and community members. For the coming school year we plan to offer opportunities for parent involvement in the form of family math, science, social studies or reading events and informational meetings.

### **Summary of Needs:**

- *Parent Involvement is a priority*
- *Increase communication with parents and community at every opportunity.*
- *Publicize school events and activities*
- *Offer additional parent education/involvement activities*

## **School Organization**

*Data Resources Reviewed: District Organizational Chart, Master Schedule*

Centerville ISD is a Pre-K-12 campus. For 2023-2024 we will have one class each of Pre-K – 12<sup>th</sup> grade. The campus is led by one principal and there are 17 teachers on this campus. The classes are divided into teams: Pre-K-K, 1<sup>st</sup>-3<sup>rd</sup>, 4<sup>th</sup>-6<sup>th</sup>, 7<sup>th</sup>-12<sup>th</sup>. These teams work together in planning instruction and they each choose a member of the team to serve on the campus site-based decision-making committee. In addition to the classroom teacher there is an intervention team. For 2023-2024 the team will consist of a Dyslexia/Reading Specialist and one math interventionist. The campus offers art, PE, library classes, and computer lab access for all students. Our campus is a 1:1 computer campus in grades K-6. The campus is served by the Maintenance/Transportation Director.

### **Summary of Needs:**

- *Add additional classes/personnel as needed to meet the instructional needs of each grade level*
- *Offer early educational experiences to all students through full day preschool and kindergarten classes (Pre-K Teacher)*
- *Ensure that all students have opportunities for quality intervention as needed in the school setting (Intervention Teachers)*
- *Offer all preschool and kindergarten students time in the sensory/motor lab for the development of early childhood skills*

## **Technology**

*Data Sources Reviewed: District Technology Plan, Campus Improvement Plan*

Centerville ISD is committed to preparing our students to meet the needs of the future through the integration of technology with education. Students use technology to learn at every turn. In 2023-2024 students will continue to use Dell laptops for academic use. Pre-K- 6<sup>th</sup> grade will continue to have Dell laptops available to them in each classroom for academic use. Our campus has wireless internet, and all classrooms are equipped with computer projectors, whiteboards, document cameras and Chrome Books for teacher use. Each teacher has a personal computer and is able to communicate using email and instant messaging.

### ***Summary of Needs:***

- ***Increase technology integration in the classroom***
- ***Provide opportunities for quality technology professional development through Region VI***
- ***Ensure that computers are functioning within the system so they can be easily used to enhance instruction.***

### **Title I, Part A School-wide Components:**

1. A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in section 1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b) (1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Centerville ISD District Plan 2023-2024

**Goal 1:** All Centerville ISD students will be offered an exciting, rigorous and relevant educational experience.

**Performance Objective:**

1.1: All Student and student groups will be prepared to continue their education either in college, technical school, military, or to successfully enter the workforce upon graduation.

**Summative Evaluation:** STAAR Summary Report, TAPR, AYP Report, Progress Monitors, Grade Reporting, honor roll

Strategy	Resource	Person Responsible	Timeline	Evidence of Implementation	Formative/Summative Evaluation	Title I Component
Supplemental Staff- PK/K	Title I / Compensatory	Principal	2023-2024	Attendance records, Lesson plans, payroll	CLI Engage	Students Experiencing Difficulty-Early Intervention
Reading Interventionist	Compensatory	Principal	2023-2024	Attendance records, Lesson plans, payroll	STAAR, STAR Early literacy and STAR Reading, AR	Students Experiencing Difficulty
Accelerated Reader	Local	Teachers	Each Six Weeks	Summary progress reports by six weeks	AR reports STAR reports	Reform Strategy
STAR Reading,, Istation Math	Local	Teachers; Aides	Each Six Weeks	Progress monitor reports	STAR Reports, Istation Progress reports	Assessment Strategy
Tutorial period for intervention	Local	Teachers	One period daily	Sigh-in-Sheets	STAAR, STAR Assessment, TPRI	Reform Strategy
Acellus Curriculum and online lessons	Local	Teachers	As needed	Lesson Planning	STAAR, STAR Assessments, TPRI	Reform Strategy
Perfect Attendance Recognition	Local	Principal	Each Six Weeks, End of Year	Certificates	Attendance reports	Reform Strategy
Attendance Contacts- phone calls, letters, emails, home visits	Local	Principal, teachers	As needed	Records of contacts	Attendance reports	Reform Strategy
Attendance Committee Meetings	Local	Principal, attendance committee members,	As needed	Meeting record sheets	Attendance Report	Reform Strategy

**Goal 1:** All Centerville ISD students will be offered an exciting, rigorous and relevant educational experience.

**Performance Objective:**

1.2: All special programs students will receive rigorous instruction in the least restrictive environment.

**Summative Evaluation:** STAAR Summary Report, AYP, Progress Monitoring, AEIS Report, PBMAS, Progress Monitoring

Strategy	Resource	Person Responsible	Timeline	Evidence of Implementation	Formative/Summative Evaluation	Title I Component
Special Education Teacher	Special Education	Principal	2023-2024	Attendance records, lesson plans, payroll	State Assessment, grading, teacher reports	Students experiencing difficulty
Modifications from ARD, 504, and RTI planning implemented	Local	Principal Classroom Teachers	Daily	Lesson plans, documented modifications, 504 Plan	State Assessment, Progress monitors	Students experiencing difficulty
Dyslexia Teacher Intervention	Compensatory	Principal, dyslexia teacher	Daily	Lesson plans, 504 Plan	State Assessment, Progress monitors	Students experiencing difficulty
GT Pullout	GT, Local	Principal, GT Committee, teacher	2023-2024	Lesson plans differentiated instruction documented.	GT committee decision reports, lesson planning	Program coordination
Content Mastery	Special Education	Special education teacher, teacher aide	2023-2024	Sign-in sheets	Progress monitoring, grades	Program coordinator
Instructional Aide in special education	Special Education	Teacher, Principal	2023-2024	Observation	Student progress, lesson planning	Program coordinator

**Goal 3:** Centerville ISD will provide a safe, disciplined, and drug free environment for students and staff members.

**Performance Objective:**

The district will work to maintain a safe, drug-free environment and a good school climate for the education of the students.

**Summative Evaluation:** Log of emergency drills, Ascender Disciplinary Records, Documentation of safe and drug free school activities

Strategy	Resource	Person Responsible	Timeline	Evidence of Implementation	Formative/Summative Evaluation	Title I Component
Student Code of Conduct is signed and on file	Local	Principal	August 2023	Records	PEIMS 425	Safe and drug free Schools
School-wide discipline program	Local	Principal, teachers	Yearly	Plans on file	Ascender Discipline Report	Safe and drug free Schools
Behavior Intervention Plans for special needs students	Local	Principal, Special Education Coop.	As needed	Plans on file	Ascender Discipline Report	Safe and drug free Schools
Bullying Awareness Training for students	Local	ADAC prevention specialist	Yearly	Calendar of events, training materials	Activity records, TxEIS Discipline Report	Safe and drug free Schools
Red Ribbon Week Activities	Local	Principal, FCCLA, teachers	Yearly	Calendar of events, photo evidence	Activity Records	Safe and drug free Schools
Emergency Drills	Local	Principal	4 per year-Fire, Tornado, Lockdown, Shelter in Place	Calendar of Events	Log of Drills	Safe and drug free Schools

**Goal 4:** Ensure that all Centerville Elementary School staff members are proficient and effective in the use of current and relevant instructional techniques.

**Performance Objective:**

4.1 Provide technology enrichment opportunities for all staff to enhance teaching and facilitate learning.

4.2 Increase teacher, administrator, and staff proficiency in technology applications.

4.3 Provide opportunities for training in current instruction practices, subject content, and classroom management techniques.

**Summative Evaluation:** Increase in the academic achievement as measured on the local and state assessments, improved student technology proficiencies, lesson planning reflecting enhanced learning and practice, classroom walkthroughs and observations revealing increased proficiencies for both student and teacher.

Strategy	Resource	Person Responsible	Timeline	Evidence of Implementation	Formative/Summative Evaluation	Title I Component
Membership in Math/Science Fee Service Region VI	Local	Superintendent, Technology Director, Principal, region Service Center	Yearly	Service Center Contract Agreements	Principal's report of staff attendance at trainings offered	Professional Development
Title I Fee Service	Title I	Superintendent	Yearly	Service Center Contract Agreements	Principal's report of trainings and assistance	Professional Development
Provide opportunities for teachers to pursue training relevant to instructional assignment	Local	Principal, teacher	As offered	Training Certificates	Evidence of application through lesson planning, observation	Professional Development
Encourage summer training by allowing Comp Days during the school year	Local	Principal	Yearly	Comp Day Requests with certificate attached.	Number of Comp Days applied for and granted	Professional Development