

Kissam Intermediate School Comprehensive Needs Assessment

The following information sources provided data for the comprehensive needs assessment:

- Longitudinal AEIS data
- RPTE, TPRI, AYP, SDAA/LDAA
- Staffing Needs
- Professional/Paraprofessional development needs
- Mastery assessments
- Discipline data
- Promotion/Retention rates
- Parental involvement data
- Teacher generated feedback

An in-depth review and disaggregation of data by the Kissam Site-based committee led to the development of the goals, objectives, and strategies included in this plan of action. All performance goals identified on No child Left Behind legislation have been adopted by the district and are reflected in this plan of action.

Findings:

- Background knowledge, as evidenced by limited vocabulary, has emerged as a contributing factor to the low TAKS scores found in particular categories. This finding will be specifically addressed in professional development activities.
- Science curriculum needs specific focus across all grade levels.
- Science scores indicate weaknesses in Science TEKS from all grade levels.
- The need for a clearly defined, school-wide set of behavior related expectations was expressed. The groundwork for this process will be developed through the Foundations grant.

W.L. Kissam Intermediate Campus Improvement Plan 2006 - 2007

Campus Goal: Kissam Intermediate School will meet or exceed the state standard necessary to obtain an “Exemplary” campus rating from the Texas Education Agency’s Academic Excellence Indicator System based upon student performance and attendance by the 2008-2009 school year.

CURRICULUM & INSTRUCTION

Campus Objective #1

90% of all students in each student group will meet the state passing standard on TAKS exams for Reading, Math, Writing, and Science.

Activities		Assignments \ Evaluation	Resources \ Allocations	Timeline with monitoring milestones	Formative \ Summative Evaluations
Activity 1	Classroom teachers will evaluate programs for special student populations (ESL, Dyslexia, Speech, Resource, G/T)	<ul style="list-style-type: none"> • Principal • Assistant Principal • Interventionist • Classroom Teachers 	<ul style="list-style-type: none"> • Staff/Parent input 	<ul style="list-style-type: none"> • 1/02/07 • 5/26/07 	<ul style="list-style-type: none"> • <u>Formative:</u> Increased student performance on TAKS and SDAA, increased mastery of the TEKS as well as the mastery of TEKS documented on IEP’s
Activity 2	Conduct department and grade level meetings at least once each two weeks	<ul style="list-style-type: none"> • Principal • Asst. principal • SBDM • Grade level Chairpersons • Interventionist • Content Chair persons 	<ul style="list-style-type: none"> • Curriculum Guides • TEKS 	<ul style="list-style-type: none"> • End of each six weeks 	<ul style="list-style-type: none"> • <u>Formative:</u> Meeting Minutes Agendas

Strategies \ Activities		Assignments \ Evaluation	Resources \ Allocations	Timeline with monitoring milestones	Formative \ Summative Evaluations
Activity 3	Classroom teachers will utilize a variety of resources such as balanced literacy, STAR testing, Accelerated Reader, and state adopted materials to increase mastery of skills in all subject areas as outlined in the district curriculum guides.	<ul style="list-style-type: none"> Principal Asst. Principal Interventionist Classroom teachers 	<ul style="list-style-type: none"> Curriculum Guides Mastery assessments Lesson plans 	<ul style="list-style-type: none"> End of each six weeks marking period 	<ul style="list-style-type: none"> <u>Formative:</u> Mastery assessments will reflect mastery of TEKS, which will be reflected on the TAKS exams.
Activity 4	Evaluate current Discipline plan and provide staff development regarding implementation and classroom management	<ul style="list-style-type: none"> Principal Classroom Teachers Asst. Principal 	<ul style="list-style-type: none"> Principal Asst. Principal ESC VII Foundations grant 	<ul style="list-style-type: none"> End of first six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Decreased number of office referrals by 25%
Activity 5	Utilize computer lab to support the curriculum through the technology TEKS	<ul style="list-style-type: none"> Computer lab teacher 	<ul style="list-style-type: none"> Software TEKS State adopted materials 	<ul style="list-style-type: none"> Each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Lesson plans, student products, schedule
Activity 6	Participate in UT Center for Professional Development and Training Program	<ul style="list-style-type: none"> Principal UT Mentor Teachers UT Tyler 	<ul style="list-style-type: none"> Principal UT Tyler UTCPDT Site Committee 	<ul style="list-style-type: none"> Mid-point of each UTT semester 	<ul style="list-style-type: none"> <u>Formative:</u> Increased implementation of teaching strategies by both student teachers and Kissam teachers as indicated by walk-throughs and evaluation of teachers.
Activity 7	Expand student exposure to Fine Arts/ Enrichment activities including art, crafts, theatre, and study skills	<ul style="list-style-type: none"> Principal Music teacher Classroom teachers Computer teacher 	<ul style="list-style-type: none"> TEKS Professional development 	<ul style="list-style-type: none"> Each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Student displays or performances.
Activity 8	Use mastery assessments to monitor student progress on mastery of the TEKS	<ul style="list-style-type: none"> Principal Asst. Principal Interventionist 	<ul style="list-style-type: none"> Curriculum Guides Mastery test generating software 	<ul style="list-style-type: none"> Each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Level of mastery of TEKS as indicated on mastery exams

Strategies \ Activities	Activity	Assignments/ Evaluation	Resources/ Allocations	Timeline with monitoring milestones	Formative / Summative Evaluations
Activity 9	Provide small group instruction for identified students in math, reading, writing, and science areas	<ul style="list-style-type: none"> Principal Asst. Principal Interventionist Classroom teachers 	<ul style="list-style-type: none"> Curriculum guide Lesson plans CMC ARI / AMI funds 	<ul style="list-style-type: none"> End of each six weeks 	<ul style="list-style-type: none"> <u>Formative</u> Increased performance on Mastery tests
Activity 10	Continued utilization of a scientific research based reading program	<ul style="list-style-type: none"> Principal Interventionist Asst. Principal 	<ul style="list-style-type: none"> ESC VII Curriculum guides 	<ul style="list-style-type: none"> Each six weeks 	<ul style="list-style-type: none"> <u>Formative</u> Lesson Plans Walk-throughs
Activity 11	Provide Optional Extended Year services program for identified at-risk students	<ul style="list-style-type: none"> OEY teachers Principal Interventionist 		<ul style="list-style-type: none"> June 2007 	<ul style="list-style-type: none"> <u>Formative</u> Successful completion of program
Activity 12	Provide two Content Mastery teachers to assist students in academic areas	<ul style="list-style-type: none"> Principal CMC teachers 	<ul style="list-style-type: none"> SCE funds 	<ul style="list-style-type: none"> End of each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Report Cards Performance on mastery tests
Activity 13	Provide an array of learning opportunities for G/T students	<ul style="list-style-type: none"> Principal Asst. principal Classroom teachers Interventionist 	<ul style="list-style-type: none"> Lesson Plans ESC VII Local funds 	<ul style="list-style-type: none"> End of each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Student Products
Activity 14	Provide certified ESL teachers with aides to assure LEP students' academic and social success	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Bilingual Funds Title I funds 	<ul style="list-style-type: none"> Each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> ESL Schedule ESL student roster
Activity 15	Provide ESL instruction in the regular classroom setting as needs indicate	<ul style="list-style-type: none"> Principal Asst. Principal 	<ul style="list-style-type: none"> Bilingual Funds Title I funds 	<ul style="list-style-type: none"> Each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> ESL Schedule ESL Student Roster TAKS test results

Strategies \ Activities		Assignments \ Evaluation	Resources \ Allocations	Timeline with monitoring milestones	Formative/Summative Evaluation
Activity 16	Provide dyslexia lab to assure success in academic areas for students with dyslexia	<ul style="list-style-type: none"> Principal Dyslexia teacher 	<ul style="list-style-type: none"> ESC VII Scottish Rites Curriculum 	<ul style="list-style-type: none"> Each semester 	<ul style="list-style-type: none"> <u>Formative:</u> Dyslexia schedule Student roster Number of dismissals TAKS results
Activity 17	Recruit and maintain a highly qualified staff	<ul style="list-style-type: none"> Principal Asst. Principal 	<ul style="list-style-type: none"> Local Funds Title II funds Mentoring Program 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> <u>Formative:</u> Number of teachers meeting “highly qualified” definition of NCLB. Teacher retention rates
Activity 18	Participate in the Reading 1 st Grant	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Reading 1st Grant Funds 	<ul style="list-style-type: none"> September 2005 January 2006 May 2006 	<ul style="list-style-type: none"> <u>Formative:</u> 3rd grade TAKS Reading Scores
Activity 19	Utilize dept. chairs for Math, Rdg./ELA , and science	<ul style="list-style-type: none"> Principal Asst. Principal 	<ul style="list-style-type: none"> Local Funds 	<ul style="list-style-type: none"> Mastery Assesments 	<ul style="list-style-type: none"> <u>Formative</u> Improved TAKS results
Activity 20	Extend three tier reading model into 4 th and 5 th grade classrooms	<ul style="list-style-type: none"> Principal Asst. Principal Reading Coach 	<ul style="list-style-type: none"> SCE Dibels software ARI / AMI funds 	<ul style="list-style-type: none"> Continuous monitoring 	<ul style="list-style-type: none"> <u>Formative</u> Improved TAKS results Reduced SpEd. referrals
Activity 21	Provide reading coach for 4 th and 5 th grade reading teachers	<ul style="list-style-type: none"> Principal Asst. Principal Reading Coach 	<ul style="list-style-type: none"> SCE ARI / AMI funds 	<ul style="list-style-type: none"> Continuous monitoring 	<ul style="list-style-type: none"> Formative Improved TAKS reading results

ATTENDANCE

Campus Objective: Kissam Intermediate will have an attendance rate of 97% or greater.

Activities		Assignments / Evaluation	Resources / Allocations	Timeline with monitoring milestones	Formative / Summative Evaluation
Activity 1	Provide incentives for yearly perfect attendance	<ul style="list-style-type: none"> • Principal • Asst. Principal • Counselor 	<ul style="list-style-type: none"> • Attendance clerk • PTA • Classroom teachers • Activity Funds 	<ul style="list-style-type: none"> • May 2007 	<ul style="list-style-type: none"> • <u>Formative:</u> Increased number of students achieving perfect attendance for 2006-2007 school year
Activity 2	Present Perfect Attendance awards at Awards Assembly the first through six weeks	<ul style="list-style-type: none"> • Asst. Principal 	<ul style="list-style-type: none"> • PTA • Attendance clerk • Activity Funds 	<ul style="list-style-type: none"> • End of each six weeks 	<ul style="list-style-type: none"> • <u>Formative:</u> Increased attendance rate each six weeks and end of year as evidenced by attendance report
					<ul style="list-style-type: none"> • <u>Summative:</u> Increased ADA for six weeks and for year

COMMUNICATION AND PARENTAL INVOLVEMENT

Campus Objective: Improve and enhance parental involvement in order to facilitate student success.

Activities		Assignments / Evaluation	Resources / Allocations	Timeline with monitoring milestones	Formative / Summative Evaluation
Activity 1	Conduct "Kissam Kick-Off" prior to the beginning of school.	<ul style="list-style-type: none"> • Principal • Asst. Principal • Counselor • Teachers 	<ul style="list-style-type: none"> • PTA • Kissam faculty and staff 	<ul style="list-style-type: none"> • August 2006 	<ul style="list-style-type: none"> • <u>Formative:</u> Sign-in sheets and note home to parents
Activity 2	Conduct an Open House for parents and community members	<ul style="list-style-type: none"> • Principal • Counselor 	<ul style="list-style-type: none"> • Classroom Teachers • PTA 	<ul style="list-style-type: none"> • September 2006 	<ul style="list-style-type: none"> • <u>Formative:</u> Parent sign-in sheets
Activity 3	Produce and send home a newsletter with each report card. Place newsletters at area businesses, other campuses and churches	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Kissam faculty and staff • PTA 	<ul style="list-style-type: none"> • End of each six weeks 	<ul style="list-style-type: none"> • <u>Formative:</u> Copies of newsletter, questionnaires or surveys included in the newsletter
Activity 4	Send home progress reports at the mid-point of each six-weeks for all students.	<ul style="list-style-type: none"> • Principal • Teachers 	<ul style="list-style-type: none"> • Language Arts teachers • Math teachers • Science teachers • Social Studies teachers 	<ul style="list-style-type: none"> • 3rd week each six weeks 	<ul style="list-style-type: none"> • <u>Formative:</u> Signatures on progress reports
Activity 5	Host a Fall Festival to encourage family involvement	<ul style="list-style-type: none"> • Principal • Asst. Principal • Faculty • PTA 	<ul style="list-style-type: none"> • Faculty and staff • Parents • Community members 	<ul style="list-style-type: none"> • November 2006 	<ul style="list-style-type: none"> • <u>Formative:</u> Ticket sales
Activity 6	Encourage parental involvement during Texas Public Schools Week	<ul style="list-style-type: none"> • Principal • Asst. Principal • Student Council 	<ul style="list-style-type: none"> • TEA • Parents • Acc. Ed. Funds 	<ul style="list-style-type: none"> • March 2007 	<ul style="list-style-type: none"> • <u>Formative:</u> Report in newsletter Sign-in sheets

Activity 7	Designate parking spaces for parents and visitors to create a welcoming environment	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Current facilities 		<ul style="list-style-type: none"> <u>Formative:</u> Parent feedback
Activity 8	Implementation of Edline program	<ul style="list-style-type: none"> Principal Asst. Principal Classroom teachers 	<ul style="list-style-type: none"> Title II, D funds 	<ul style="list-style-type: none"> End of each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Internet access to website Teacher data input Parental feedback
Activity 9	Student Success Web	<ul style="list-style-type: none"> District Web Site Counselor 	<ul style="list-style-type: none"> Title I 	<ul style="list-style-type: none"> Daily 	<ul style="list-style-type: none"> <u>Formative</u> Parental Feedback
					<ul style="list-style-type: none"> <u>Summative:</u> Increased parent involvement as evidenced by survey and attendance

SCHOOL SAFETY / VIOLENCE PREVENTION

Campus Objective: **Implement violence prevention strategies to create a safe climate for all students, faculty, and staff members.**

Activities		Assignments / Evaluation	Resources / Allocations	Timeline with monitoring milestones	Formative / Summative Evaluations
Activity 1	Evaluate current discipline plan and provide staff development regarding implementation and classroom management	<ul style="list-style-type: none"> • Principal • Classroom Teachers • Asst. Principal 	<ul style="list-style-type: none"> • Principal • Asst. Principal • ESC VII • Foundations grant 	<ul style="list-style-type: none"> • August 2006 	<ul style="list-style-type: none"> • <u>Formative:</u> Discipline reports Sign-in sheets
Activity 2	Teachers will continue Character Counts with their homeroom students to develop/enhance social skills	<ul style="list-style-type: none"> • Teachers • Asst. Principal • Principal • Counselor 	<ul style="list-style-type: none"> • Counselor • Teachers • Character Counts 	<ul style="list-style-type: none"> • End of each six weeks 	<ul style="list-style-type: none"> • <u>Formative:</u> Lesson Plans Observations by Administrators Questionnaire
Activity 3	Provide staff development on safety procedures	<ul style="list-style-type: none"> • Principal • Asst. Principal • Counselor 	<ul style="list-style-type: none"> • Principal • Asst. Principal • Counselor 	<ul style="list-style-type: none"> • August 2006 	<ul style="list-style-type: none"> • <u>Formative:</u> Sign in Sheet Safety instructions and maps
Activity 4	Students will participate in a variety of activities during Red Ribbon Week-targeting drug and violence prevention	<ul style="list-style-type: none"> • Principal • Counselor • Red Ribbon Committee • Student Council 	<ul style="list-style-type: none"> • Region VII • Parents • Safe & Drug Free Money 	<ul style="list-style-type: none"> • October 2006 	<ul style="list-style-type: none"> • <u>Formative:</u> Parent letters, newsletter
Activity 5	Continue guidance program entitled "Committed to Care"	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • Counselor • Guidance Curriculum 	<ul style="list-style-type: none"> • 06-07 school year 	<ul style="list-style-type: none"> • <u>Formative:</u> Decrease in discipline Referrals
Activity 6	Continue employee ID badge Program	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Counselor • Guidance Curriculum 	<ul style="list-style-type: none"> • 06-07 school year 	<ul style="list-style-type: none"> • <u>Formative:</u> Parent Feedback
					<ul style="list-style-type: none"> • <u>Summative:</u> The reality of a safe campus as evidenced by a questionnaire to students and survey to parents, and as evidenced by year end discipline reports.

STAFF DEVELOPMENT

Campus Objective: **Staff development will be provided to all faculty and staff members to improve student achievement for all students.**

Activities		Assignments / Evaluation	Resources / Allocations	Timeline with monitoring milestones	Formative / Summative Evaluations
Activity 1	Provide training in Character Counts for new personnel	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • Character Counts Curriculum • Title IV Funds 	<ul style="list-style-type: none"> • 08/05 	<ul style="list-style-type: none"> • <u>Formative:</u> Decrease in office referrals from previous year
Activity 2	Provide staff development to improve instructional programs: TAKS, writing, reading, math, modifications, classroom management	<ul style="list-style-type: none"> • Principal • Asst. Principal 	<ul style="list-style-type: none"> • Region VII ESC 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • <u>Formative:</u> Increased performance on and mastery tests and TAKS exams.
Activity 4	Provide Staff Development in the "Fish Philosophy."	<ul style="list-style-type: none"> • Principal • Asst. Principal • Counselor 	<ul style="list-style-type: none"> • Local Funds 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • <u>Formative:</u> Teacher retention rates.
Activity 5	Provide a book study opportunity for staff	<ul style="list-style-type: none"> • Principal • Asst. Principal 	<ul style="list-style-type: none"> • ARI / AMI funds 	<ul style="list-style-type: none"> • August 2006 	<ul style="list-style-type: none"> • <u>Formative:</u> Lesson Plans
Activity 6	Participate in John Crain Science / ELA curriculum development	<ul style="list-style-type: none"> • Principal • Asst. Principal 	<ul style="list-style-type: none"> • Region VII ESC 	<ul style="list-style-type: none"> • Various dates in the 2006 – 2007 school year 	<ul style="list-style-type: none"> • <u>Formative</u> Lesson Plans Curriculum Guide
					<ul style="list-style-type: none"> • <u>Summative:</u> Student achievement will increase as evidenced by the number of students mastering grade level TEKS and the TAKS.

Kissam Intermediate School Campus Improvement Plan

2006-2007