

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

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:

- 3rd grade Math has presented itself as a distinct area of need based upon last years TAKS scores. In response greater equity has been sought in terms of math scheduling,, professional development intensity, and classroom expectations.
- While overall TAKS results were favorable, a clear need for improvement amongst minority populations emerged. It is this area that the focus of the after – school tutorial program will have impact, as well as ARI and AMI funds.
- Staff retention is an area of chief concern for Kissam. In response, specific efforts have been focused on teacher morale, and ensuring that Kissam Intermediate is indeed a school where people will choose to remain to serve students.

W.L. Kissam Intermediate Campus Improvement Plan 2005 - 2006

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.

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"> • 1/15/05 • 6/03/05 	<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 	<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 	<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	Expose students 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"> 	<ul style="list-style-type: none"> Each six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Student displays or performances.

Strategies \ Activities	Activity	Assignments/ Evaluation	Resources/ Allocations	Timeline with monitoring milestones	Formative / Summative Evaluations
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
Activity 9	Provide tutorials 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 • Title I 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	Provide tutorials for identified students in TAKS 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 • Title I funds • CMC 	<ul style="list-style-type: none"> • Each six weeks 	<ul style="list-style-type: none"> • <u>Formative</u> Increased performance on mastery tests
Activity 11	Continued utilization of a balanced literacy 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 12	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"> • Title I funds 	<ul style="list-style-type: none"> • 06/05 	<ul style="list-style-type: none"> • <u>Formative</u> Successful completion of program
Activity 13	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 14	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> Sign-in sheets
Activity 15	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

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 • 	<ul style="list-style-type: none"> • Local Funds • Title II funds?? 	<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.

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	Continue the KAPA (Kissam Achieving Perfect Attendance) club and provide incentives each six weeks	<ul style="list-style-type: none"> • Principal • Assistant Principal 	<ul style="list-style-type: none"> • Attendance clerk • PTA • Classroom teachers • Local businesses 	<ul style="list-style-type: none"> • End of each six weeks 	<ul style="list-style-type: none"> • <u>Formative:</u> Increased attendance as evidenced by KAPA membership
Activity 2	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 	<ul style="list-style-type: none"> • 5/26/06 	<ul style="list-style-type: none"> • <u>Formative:</u> Increased number of students achieving perfect attendance for 2005-2006 school year
Activity 3	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 	<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"> • 07/05 	<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"> • Fall 2005 	<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"> • 11/05 	<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"> • 03/06 	<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
					<ul style="list-style-type: none"> • <u>Summative:</u> Increased parent involvement as evidenced by survey and attendance

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 • Tools for Teaching 	<ul style="list-style-type: none"> • 08/05 	<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"> • 08/05 	<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"> • 10/05 	<ul style="list-style-type: none"> • <u>Formative:</u> Parent letters, newsletter
Activity 5	Implement a 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"> • 	<ul style="list-style-type: none"> • <u>Formative:</u> Decrease in discipline Referrals
Activity 6	Implement 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"> • 10/01/05 	<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.

SPECIAL EDUCATION

(CAP)

Comprehensive Analysis Process (CAP) has been developed collaboratively by TEA and the Education Service Centers of Texas to address five of the seven areas found in the corrective action plan that is associated with the September 1996 US Department of Education, Office of Special Education Programs' compliance review of TEA. The CAP is used to help determine the effectiveness of the district's special education services and provide a free appropriate public education for all students with disabilities.

Campus Objective #1: Implement the CAP in order to analyze, improve, and measure the progress of special education students and improve services.

Activities		Assignments / Evaluation	Resources / Allocations	Timeline with monitoring milestones	Formative / Summative Evaluations
Activity 1	A campus intervention/referral team will assist in meeting the needs of students	<ul style="list-style-type: none"> Principal Asst. Principal Counselor CMC Teacher 	<ul style="list-style-type: none"> IDEA guidelines Region VII ESC Director of Special Ed. 	<ul style="list-style-type: none"> 1/2/05 5/20/05 	<ul style="list-style-type: none"> <u>Formative:</u> Six weeks report of special education referrals
Activity 2	Provide staff development on the operation guidelines for the referral process will be provided	<ul style="list-style-type: none"> Principal Director of Special Ed 	<ul style="list-style-type: none"> Diagnosticians IDEA Director of Special Ed. 	<ul style="list-style-type: none"> 9/07/05 	<ul style="list-style-type: none"> <u>Formative:</u> Evaluations completed by teachers Sign-in sheets
Activity 3	Provide classroom teachers with modification folders or lists of Special Education program students	<ul style="list-style-type: none"> Principal Counselor Resource and CMC Teachers 	<ul style="list-style-type: none"> Counselor Resource Teacher CMC Teachers 	<ul style="list-style-type: none"> 08/1/05 Ongoing 	<ul style="list-style-type: none"> <u>Formative:</u> Sign off sheet for each folder Modification folders in each classroom

Campus Objective #2: Include students with disabilities with non-disabled peers in the least restrictive environment.

Activities		Assignments / Evaluation	Resources / Allocations	Timeline with monitoring milestones	Formative / Summative Evaluations
Activity 1	Provide staff development for ARD committee members and classroom teachers regarding the process for determining student placement based on student needs to ensure consideration of LRE.	<ul style="list-style-type: none"> Principal Special Ed. Director 	<ul style="list-style-type: none"> IDEA Director of Special Ed. Region VII ESC 	<ul style="list-style-type: none"> End of first six weeks 	<ul style="list-style-type: none"> <u>Formative:</u> Classroom TEKS mastery on individual student IEPs.
					<ul style="list-style-type: none"> <u>Summative:</u> Student achievement will increase for special education students as evidenced by IEP report cards.

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 on Balanced Literacy	<ul style="list-style-type: none"> Principal Interventionist 	<ul style="list-style-type: none"> ESC VII 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> <u>Formative:</u> Increased performance on Rigby assessments and mastery tests.
Activity 3	Provide staff development to improve instructional programs: TAKS, writing, reading, math, modifications, classroom management	<ul style="list-style-type: none"> Principal Asst. Principal ILD Team 	<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 Kathy Harris 	<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> Teacher retention rates.
					<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.