

Carroll Independent School District
Eubanks Intermediate School
2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Mission Statement

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading Academic

Achievement in Mathematics Academic

Achievement in Science Academic

Top 25 Percent: Comparative Academic Growth

Building on a Dragon tradition of excellence, Eubanks Intermediate School will foster a safe, caring and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

Eubanks Intermediate School is a nurturing and innovative learning environment that empowers all students to strive for excellence and contribute to the world around them.

Vision

Eubanks Intermediate is a nurturing and innovative learning environment that empowers all students to strive for excellence and contribute to the world around them.

- Students, staff and community members feel safe, valued, and welcome.
- Students collaborate and take ownership of their learning through authentic experiences.
- Teachers collaborate to design learning opportunities that challenge students to maximize success.
- Our school community emphasizes empathy and engages in compassionate service.
- Students and staff efforts are encouraged and recognized,
- Relationships are founded on mutual respect through open and honest communication.

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Eubanks Intermediate School is a 5th and 6th grade campus built in 2001. It serves students on the southern part of Southlake, Texas and is one of two intermediate campuses in CISD. There are approximately 600 students enrolled and about 65 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty, and staff.

As designated on the Texas Academic Performance Report Campus Profile 2017-2018:

- White 69.4%
- Asian 13.6%
- Hispanic 9.0%
- African American 1.5%
- American Indian 0.2%
- Pacific Islander 0.0%
- 2 or More Races 6.3%
- Economically Disadvantaged 1.4%
- English Language Learners 1.9%
- At Risk 6.6%

Demographics Strengths

- In relation to the Student Success Initiative, the 2017-2018 TAPR shows that the percentage of students meeting Approaches Grade Level on the first mathematics STAAR administration ranged from 95%-100% in all demographic categories.
- The most current data available (2016-2017 TAPR) shows campus attendance to be 97.2% which is above the district average.
- Our school community values education and have high expectations for their students.
- Our staff recognizes the importance of continuous learning as evidenced by their participation in professional development as documented in Eduphoria/Workshop portfolios.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a discrepancy between percentage "Masters Grade Level" in sub-populations as compared to campus percentages. **Root Cause:** There is a focus on remediation but more needs to be provided in the way of professional development focused on enrichment and extension.

Student Academic Achievement

Student Academic Achievement Summary

Eubanks Intermediate School exceeded the state targets on all performance indexes and received a rating of Met Standard for the 2018-2019 school year.

Student Progress: 91/100

Closing the Gaps: 97/100

Student Achievement: 95/100

Overall Performance: 96/100

In addition, Eubanks Intermediate received all eligible Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

Top 25 Percent: Comparative Closing the Gaps

Student Academic Achievement Strengths

Eubanks Intermediate School students achieve above the state average on all STAAR assessments:

5 th Grade	Approaches	Meets	Masters
Reading	98	90	73
Math	99	92	77
Science	97	89	61

6 th Grade	Approaches	Meets	Masters
Reading	93	72	48
Math	97	87	58

7 th Grade	Approaches	Meets	Masters
Math	100	99	89

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There are not enough students making adequate growth in reading between 5th and 6th grade. **Root Cause:** Teachers need more resources to provide differentiated lessons and chart student growth in the area of reading.

School Processes & Programs

School Processes & Programs Summary

Eubanks Intermediate School is a collaborative community that recognizes the importance of partnering with all stakeholders to provide an educational experience of excellence for all students. Through our school-wide efforts to develop character and build a sense of community, coupled with our strong academics and parental involvement, our students and staff at Eubanks will be leaders in demonstrating kindness and acceptance of others. Eubanks Intermediate School is a professional learning community where teachers meet weekly to analyze data, discuss student growth, and engage in dialogue regarding best practice, remediation, and extension.

Eubanks Intermediate School teachers use the district's curriculum/scope and sequence and district selected programs that have been vertically and horizontally aligned to the Texas Essential Knowledge and Skills (TEKS). In weekly lesson plans teachers identify the TEKS being addressed and the type of assessments being used to check for understanding. Walkthroughs, observations, and teacher discussions in PLCs are used to ensure that the expected depth and complexity of instruction are being achieved. Formative and summative assessments are ongoing as students are encouraged and supported as they take on more responsibility with their learning. Differentiation is used to meet the needs of individual students as identified after studying the data from formal and informal assessments. A district system for intervention and documentation is in place and utilized regularly by teachers. Tutoring opportunities are also offered before school for students needing more instruction for content mastery.

Students receive instruction in core curricular areas including English Language Arts, Mathematics, Social Studies, and Science. In addition, students receive Physical Education, Art, Music, Science Lab, and Technology Lab in rotation throughout the year. Students also visit the library weekly to experience read alouds, check out books, listen to visiting authors, and engage in research. All students are provided the opportunity to have a laptop provided by the district to support digital lessons and instruction.

For students needing additional assistance, we provide a CARE reading intervention program, Language Science for students with dyslexia, and support for English Learners. We also serve our students in special education through co-teach, inclusion, and in-class support models, occupational therapy, physical therapy, social groups, and speech.

EIS works diligently to recruit, hire and retain highly qualified and student-focused staff. New teachers are provided with a campus mentor who is trained through the district mentoring program to assist and observe the new teacher. In addition, all teachers are evaluated yearly using the district TEAM instrument which requires goal setting, observations, walk-throughs, and pre and post conferences with administrators in order to improve overall practice.

Paired with ongoing data analysis and needs assessments, EIS, as well as the district, provides professional development sessions for staff throughout the year and into the summer. EIS works to maintain a climate that focuses on growth for all students and staff.

School Processes & Programs Strengths

Eubanks Intermediate School celebrates a healthy, supportive culture where staff and students feel valued. Campus administrators work closely with students and staff encouraging them to take leadership roles and seeking input and guidance in the decision-making process.

Eubanks Intermediate School celebrates the following strengths:

- EIS is a high performing campus according to state testing scores. As a result, the curriculum followed by the District and EIS goes beyond the mandated state curriculum.
- The master schedule supports collaboration built into the school day.
- PLCs strengthen instruction through the alignment of the curriculum, lesson planning, and the identification of interventions for targeted students and TEKS/student expectations.
- Teachers accommodate special populations with more time and individualized instructional plans.
- The staff's ability to interpret and use assessment data to drive instructional decisions is a key component to the overall success of EIS.
- The technology staff development has provided opportunities and helped the staff to become more competent and effective with the integration of technology in the classroom.
- EIS hosts book studies and other professional development opportunities focused on best practices, meeting the emotional needs of all students, character development, and team building.
- EIS prioritizes and maximizes instructional time for all students.
- Staff performs and documents safety drills in accordance with district expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 5th grade students struggle with organization and bringing the appropriate materials to classes. **Root Cause:** It is the first year 5th grade students have multiple classes in multiple locations where they are responsible for bringing a variety of materials.

Perceptions

Perceptions Summary

Our school invests in building connections and enjoys a warm, inviting culture where students, teachers, and parents feel supported and accepted.

Eubanks Intermediate School has very few problems with discipline. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Additionally, while bullying is not considered a problem, the campus feels it is important to remain proactive to prevent bullying. Our focus continues to be growing kindness and respect for differences by modeling CISD's Core Values in all that we do, continuing our Golden Ticket Program, and the implementation of the Power of One to help build student's social and emotional needs.

Students are provided opportunities to find a place to belong and develop their leadership skills by applying for a variety of clubs at Eubanks.

Teachers are happy to work for EIS and feel they are provided many opportunities to participate in decision-making either through direct communication with the administrators or serving on a campus committee.

EIS enjoys an involved family and community environment. Parents are always willing to step in and assist with assemblies, fundraisers, and providing wonderful teacher appreciation luncheons. In addition, the PTO raises a substantial amount of funds in order to purchase teacher wish list items for the classroom, educational resources for students, and professional development opportunities for the staff.

Perceptions Strengths

Eubanks Intermediate School celebrates the following strengths:

- celebrates a healthy, supportive culture.
- Students report that they feel safe at school.
- EIS celebrates student kindness and good citizenship.
- Students readily follow school rules and expectations.
- Students are accepting of students new to EIS and CISD.
- Teachers feel empowered and valued. They report that EIS is a great place to work.
- Administrators work closely with faculty and staff in decision-making.
- Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students struggle with understanding and appreciating differences in others. **Root Cause:** The community around Carroll ISD schools remained fairly homogeneous for many years without concentrating efforts on understanding and appreciating different cultures.

Priority Problem Statements

Problem Statement 1: There are not enough students making adequate growth in reading between 5th and 6th grade.

Root Cause 1: Teachers need more resources to provide differentiated lessons and chart student growth in the area of reading.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: 5th grade students struggle with organization and bringing the appropriate materials to classes.

Root Cause 2: It is the first year 5th grade students have multiple classes in multiple locations where they are responsible for bringing a variety of materials.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a discrepancy between percentage "Masters Grade Level" in sub-populations as compared to campus percentages.

Root Cause 3: There is a focus on remediation but more needs to be provided in the way of professional development focused on enrichment and extension.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students struggle with understanding and appreciating differences in others.

Root Cause 4: The community around Carroll ISD schools remained fairly homogeneous for many years without concentrating efforts on understanding and appreciating different cultures.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 1: Maintain or increase the percentage of students at Meets and Masters performance levels for STAAR scores.

Evaluation Data Source(s) 1: Comparison of last year's STAAR results to this year's STAAR results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Attend Lead4Ward training and then provide cross-training during PLC time.	Teacher Council, Core Teachers, Campus Administration	(1) Implementation will be measured by the number of core teachers who regularly use the strategies in PLC meetings. (2) Impact will be measured by campus CBA scores				
2) Meet a minimum of once a week in PLCs to evaluate students' progress, plan lessons, interventions, and share ideas.	Teacher Council, Core Teachers, Campus Administration	(1) Implementation will be measured by PLC logs and minutes. (2) Impact will be measured by campus CBA scores				
3) Evaluate and document student progress for each unit or concept and provide targeted tutoring sessions for students who meet criteria in each academic subject.	Team Council, Core Teachers, Campus Administration	(1) Implementation will be measured by walk-throughs and the tutorial list created by teachers. (2) Impact will be measured by students' grades.				
Funding Sources: State Comp Ed - 2000.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Strengthen critical thinking and problem solving using supplemental materials.	Teacher Council, Core Teachers, Campus Administration	(1) Implementation will be measured by walk-throughs. (2) Impact will be measured by campus CBA scores				

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 1: Increase a sense of community and belonging.

Evaluation Data Source(s) 1: Student referrals will be reduced. Staff will model the behaviors that are expected of students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue campus-based staff development in relationship building utilizing Kagan Cooperative Learning Strategies, Love and Logic strategies and Capturing Kids Hearts.	Campus Administration, PTO, Teachers, Counselor	Increase in how students/ staff relationships, student problem solving, and ownership of a sense of community.				
2) Provide learning for all students regarding strengths and differences we all have; promote being considerate and acceptance of all individuals	Leaders: Counselor, Campus Administrators Other: All Staff	Discipline Referrals Lesson Plans Teacher Feedback-academic, emotional, physical and social well-being of students				

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 2: Collaborate with families and community to support the physical, emotional and social well-being of students.

Evaluation Data Source(s) 2:

Program evaluations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Recognize students for kindness and selflessness.	All teachers, Campus Administration, Teacher Council	Participation in Golden Ticket program Survey Results-Increase in students feeling valued and recognized				
Funding Sources: Local - 400.00						
2) Implement components of Rachel's Challenge Power of One as outlined by the district.	Campus Administration Counselors	School-wide announcements and program participation				
						

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 3: Educate students on conflict resolution and resiliency.

Evaluation Data Source(s) 3: Reduced Bullying Incidents reported, teacher feedback, counselor referrals for student concerns.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide classroom guidance lessons and administration will emphasize restorative discipline.	Counselor, Teachers, Campus Administration	Teacher observations, counselor referrals, discipline referrals				
2) Facilitate classroom follow-up of core premises of Rachel's Challenge.	Campus Administrators Counselors Classroom Teachers	Lesson Plans				
3) Provide a school-wide, anti-bullying assembly for all students.	Campus Administrators Counselors Classroom Teachers PTO	Teacher observations, counselor referrals, discipline referrals				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 1: Increase funds raised through fundraising efforts.

Evaluation Data Source(s) 1: Funds received will be sufficient to achieve goals set between PTO and Campus Administration.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase awareness of Eubanks fundraising efforts.	Teaching Staff, Administration, PTO	Evidence of communication to parents about fundraising. Increased family support of fundraising opportunities.				
2) Collaborate with PTO Executive Board to determine creative ways to fund raise.	Leader: Principal Others: PTO Executive Board, Teachers	Fund raising goals met or exceeded.				

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 2: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Evaluation Data Source(s) 2: Annual budget analysis should reveal consistency and transparency.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify Wants vs. Needs	Teacher Council, Department Leads, Team Leads, Campus Administration	Analyze budget categorizing expenditures. Ensure expenditures are tied to student needs.				

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		PTO	\$400.00
Sub-Total					\$400.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,000.00
Sub-Total					\$2,000.00
Grand Total					\$2,400.00