

Campus Improvement Plan

2018-2019



E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

MISSION STATEMENT VAN VLECK INDEPENDENT SCHOOL DISTRICT

VAN VLECK INDEPENDENT SCHOOL DISTRICT THROUGH A SOLIDIFIED PARTNERSHIP WITH THE COMMUNITY WILL INNOVATIVELY CHALLENGE EACH STUDENT TO ACHIEVE MAXIMUM POTENTIAL AND SUCCESS IN A POSITIVE SAFE, AND STIMULATING ENVIRONMENT.

WE WILL CHALLENGE ALL STUDENTS ACADEMICALLY AND SOCIALLY IN A WAY THAT:

- **PROVIDES FOR THE TOTAL DEVELOPMENT OF ALL STUDENTS**
- **ENHANCES LEARNING SKILLS AND THE ABILITY TO ACCESS INFORMATION**
- **NURTURES A POSITIVE SELF-ESTEEM**
- **MAXIMIZES ALL STUDENTS' ABILITIES TO OBTAIN A HIGH SCHOOL DIPLOMA**

SO THAT:

ALL STUDENTS DEVELOP INDIVIDUAL ABILITIES WHICH ENSURE THE INDIVIDUALS BECOME AUTONOMOUS ADULTS

MISSION STATEMENT E. RUDD INTERMEDIATE SCHOOL

THE MISSION OF E. RUDD INTERMEDIATE SCHOOL IS TO DEVELOP SUCCESSFUL LEARNERS AND RESPONSIBLE CITIZENS THROUGH A TEAM EFFORT BETWEEN THE SCHOOL, THE PARENTS, AND THE COMMUNITY, IN A POSITIVE LEARNING ENVIRONMENT.

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SITE BASED CAMPUS TEAM AND MISSION

Citations:

11.202 of the Education Code.

The principal shall set specific educational objectives for the principal's campus, through the planning process under Section 11.253.

11.251 of the Education Code.

...campus level planning and decision making process that will involve the professional staff..., parents, and community members...committees shall include business representatives. ...At least 2/3 of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus and district level professional staff members.

11.253 of the Education Code.

- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including special education programs...with respect to the AEIS ... and any other appropriate performance measures for special needs populations.*
- *Each campus plan must:*
 - *Assess the academic achievement for each student.*
 - *Set performance objectives based on AEIS.*
 - *Identify how goals will be met for each student.*
 - *Determine resources needed to implement the plan.*
 - *Identify staff needed to implement the plan*
 - *Set timelines for reaching the goals.*
 - *Measure progress ... periodically to ... ensure ... academic improvement.*
 - *Include goals and methods for violence prevention and intervention.*
 - *Encourage parental involvement.*
- *The campus level committee shall be involved in decisions in the areas of*
 - *Planning*
 - *Budgeting*
 - *Curriculum*
 - *Staffing Patterns*
 - *Staff Development [must approve this section]*
 - *School Organization.*
- *At least one public meeting shall be held each year.*
- *A principal shall regularly consult the campus-level committee in the planning, operation, supervision and evaluation of the campus educational programs.*

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The E. Rudd Intermediate School committee for 2018 - 2019 is:

Name	Position
Shannon Jedlicka	Principal
Troy Casey	Parent representative
Stephen Weathers	Parent representative
Shanna Maxey	Business representative
Matt Springfield	Community representative
Wendy Hoffman	Community representative
Karen Alford	Professional staff-Special Education
Rome Buckalew	Counselor
Patti Sundin	Professional staff-5 th Grade
Helen Knezek	Professional staff-5 th Grade
Mabel Pernetter	Professional staff-4 th Grade
Noemi Gonzalez	Professional staff-4 th Grade
Stephanie Ward	Professional staff-Dyslexia/ESL Director
Carolyn Shelton	Para-Professional staff
Lisa Bacon	Para-Professional staff

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NATIONAL EDUCATIONAL GOALS

The Governors and the Congress to improve learning and teaching in the nation's education system have defined eight National Education Goals. The goals help provide a national framework for education reform and promote systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students.

- Goal 1 - Ready to Learn
- Goal 2 - School Completion
- Goal 3 - Student Achievement and Citizenship
- Goal 4 - Teacher Education and Professional Development
- Goal 5 - Mathematics and Science
- Goal 6 - Adult Literacy and Lifelong Learning
- Goal 7 - Safe, Disciplined, and Alcohol- and Drug-free Schools
- Goal 8 - Parental Participation

FUTURE

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TEXAS EDUCATIONAL GOALS

TEC: Title 2. Public Education; Subtitle A. General Provisions; Chapter 4. Public Education Mission, Objectives, and Goals

§ 4.001. Public Education Mission and Objectives

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational 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 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 is essential for the maximum educational achievement of a child.

(b) The **objectives** of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education 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 in instruction and administration using those 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.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 4.002. Public Education Academic Goals

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

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EFFECTIVE SCHOOL CORRELATES

These are the seven characteristics of an effective school:

1. **Strong Instructional Leadership** Instructional Leadership is essential if a school is to be effective. This leadership is enthusiastic, caring, and shared by administrators and teachers. However, the ultimate responsibility for the school's instructional program rests with the principal.
2. **Community and Parent Involvement** Parents and other community members actively support the school by involvement in the education process and other activities or opportunities provided by the school. The school staff, students, and parents share in the decision-making process.
3. **Clear, School Wide Mission and Goals** The school has a clear SCHOOL WIDE mission statement and goals. The staff, parents and students share the same understanding of this mission and goals. These are monitored and revised as part of an ongoing program of school improvement.
4. **Opportunity to Learn and Instructional Focus** The central focus of our school will be the curriculum and use of time for instruction. We recognize children's aptitude to learn is a function of time needed to learn a subject, not innate ability.
5. **High Expectations for Both Students and Staff** The school staff demonstrates the belief that all students can master the skills taught. The results of district wide standardized tests and other student progress measures show student achievement that is characterized by equity and quality. Teachers behave efficaciously, i.e. demonstrates that children will learn because "I have the power to teach."
6. **Safe and Orderly Environment** The school campus is safe and orderly with all parties engaged in purposeful activities, which are related to learning. A friendly atmosphere persists. Interactions among staff and students are positive. Special programs, services, and counseling are accessible to all students. The physical facility is attractive, well maintained, and progressive with respect to technology. Teaching and learning are conducted with little interruption. Extracurricular activities attract broad student participation.
7. **Monitoring Pupil Progress** Classroom and school assessments are administered periodically and used as a means to re-teach skills not mastered and to adjust curriculum.

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VVISD DISTRICT GOALS

1. Van Vleck ISD will improve and enhance academic performance of every student.
2. Van Vleck ISD will retain, support and recruit quality staff.
3. Van Vleck ISD will reduce student crime and substance abuse and heighten campus safety.
4. Van Vleck ISD will to promote involvement of parents and community in each student's education.
5. Van Vleck ISD will promote the accomplishments of every school, program, staff member and student.

E. RUDD INTERMEDIATE SCHOOL GOALS

1. E. Rudd's instructional focus in *Reading / Writing* will assure all eligible students in grades 4-5 will achieve 100% mastery on the STAAR *Reading* test as a measurement of academic progress and assessment of student academic achievement.
2. E. Rudd's instructional focus in *Math* will assure all eligible students in grades 4-5 will achieve 100% mastery on the STAAR *Math* test as a measurement of academic progress and assessment of student academic achievement.
3. E. Rudd's instructional focus in *Science* will assure all eligible students in grade 5 will achieve 100% mastery on the STAAR *Science* test as a measurement of academic progress and assessment of student academic achievement.
4. E. Rudd's instructional focus in *Social Studies* will assure all students in grades 4- 5 will demonstrate a clear understanding of *Social Studies* concepts.
5. E. Rudd will develop and utilize a variety of strategies to ensure a successful *Wellness Program* for all students.
6. E. Rudd will encourage, support and model exemplary standards to promote faculty / staff growth and student success.
7. E. Rudd will provide a safe, orderly, and well-maintained climate for students, faculty and staff that stress *violence prevention and intervention*.
8. E. Rudd will develop and utilize a variety of strategies to ensure *Communication* with parent and community members to encourage parental involvement.
9. E. Rudd will promote the accomplishments of our school's programs, students, and staff.

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NEEDS ASSESSMENT

SEE CAMPUS ACCOUNTABILITY SUMMARY – 2018

E. Rudd Intermediate Needs Assessment Summary

E. Rudd Intermediate School received an Accountability Rating from TEA in 2018 of MET STANDARD. The MET STANDARD rating requires the campus to meet the minimum standards in the 3 indexes of: Student Achievement, Student Progress, and Closing Performance gaps. The goal of our campus is to achieve a score of 90 or better in each of these indexes. The student achievement index requires that in each core subject area, the required percent of all students and each student group (African American, White, Hispanic, and economically disadvantaged) meet the minimum standards on all tests. E. Rudd Intermediate School received the following scores in each index: Student Achievement = 75, Student Progress = 77, Closing the Performance Gaps = 66 and a cumulative score of 74, which labels our campus with a 'C'.

Student Strengths and Needs:

Reading: The campus passing rate for the fourth grade STAAR Reading test for all students in 2018 was 80%, well above the state passing rate of 72%, with some student groups (Whites and African Americans) exceeding the campus rate. The Special Education (43%) subpopulation was below 70% and has been targeted for improvement. The writing scores for fourth grade averaged 63%, above the state passing rate of 61%, for the grade level, but still an area for improvement. Fifth grade reading had 87% passing, with some student groups (Hispanic, African American, and White) exceeding the campus rating.

Math: The campus math scores for all students were 88% and were higher than the state average. Fourth grade math scores for all students increased 5% from the previous year, with the student groups increasing as well. Several of the fifth grade subpopulations (Hispanic and Special Education) increased from last year.

Science: The percent of students that were successful on the science test was 87%, 12% above the state average.

Interventions: E. Rudd Intermediate School has several programs in place to address the identified needs of its students. We have added an Enrichment period where the teachers and aides can work with the individual needs of the students. We will also be administering a benchmark the week of December 5 to further identify the individual student's areas of weakness. We will then use flexible scheduling to pinpoint specific areas that each student needs remediation.

Faculty and Staff: 100% of the staff at E. Rudd Intermediate School is highly qualified. As E. Rudd Intermediate is a Title 1 campus, 100% of the aides are also highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing.

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Goal #1: E. Rudd's instructional focus in *Reading / Writing* will assure all eligible students in grades 4-5 will achieve 100% mastery on the STAAR *Reading* test as a measurement of academic progress and assessment of student academic achievement. (District Goal: 1)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
<p>Language All English Students will review a daily circular and sequential of language concepts as a warm up activity</p>	ALL	All 5 th Grade English Teachers and Students	Mountain Language Curriculum/Charts Daily Papers Test Papers	2018 - 18	Benchmark Tests
<p>Vocabulary Enrichment Each student will be introduced by the teacher to new vocabulary weekly with definitions connected to the story of the week.</p>	ALL	All 5 th Grade Reading Teachers and Students	State adopted textbook reading series Houghton-Mifflin Harcourt	2018 - 18	STAAR Reading Test
<p>Accelerated Reader Students will read books independently on their own level and take a computerized test. The student's goal is to earn an 85% comprehension rate.</p>	ALL	All 5 th Grade Reading Teachers and Students	Library AR Books Extra Classrooms AR books	2018 - 18	STAAR Reading Test End of Year STAR test
<p>Story Maps The students will use a variety of maps to summarize stories, recall facts and sequence order of events.</p>	ALL	All 5 th Grade Reading Teachers and Students	Variety of Maps	2018 - 18	STAAR Reading Test

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Initiative / Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Writing One-On-One Writing Conferencing	ALL	Writing Teachers	Campus Schedule	Weekly	Student writing Grade book
Reading Proficiency STAR Reading Assessment	ALL	Teachers, Aides	Software, computers	Each Grading Cycle	Student Data
Reading / Writing STAAR Objective Benchmark Testing	ALL	Teachers	DMAC	Each Grading Cycle	Student Data
RTI Students Provide academic growth opportunities For students functioning below grade Level as recommended by the Response to Intervention Team (RTI)	ALL	Teachers, RTI Comm.	DMAC, Student Data	Each Grading Cycle	Student Data
STAAR Remediation Sirius reading and writing practice	ALL	Teachers	DMAC Student Data	Each Grading Cycle	Student Data
Reading / Writing Teachers Separate reading and writing instruction Between two instructors	ALL	Teachers, Administrator	Faculty Budget	2018-19	Student Perf. Data
Performing Arts Students attend live plays	ALL	Teachers, Administrator	Campus Budget	2018-19	Student journals
Teacher/Student Conferencing Conference over TEKS / STAAR Objectives	ALL	Teachers, Students	Curriculum	2018-19	Student Data

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Writer's Tool Kit

Extensive writing practices	ALL	Teachers	Curriculum	2018-19	Student journals
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Peer editing

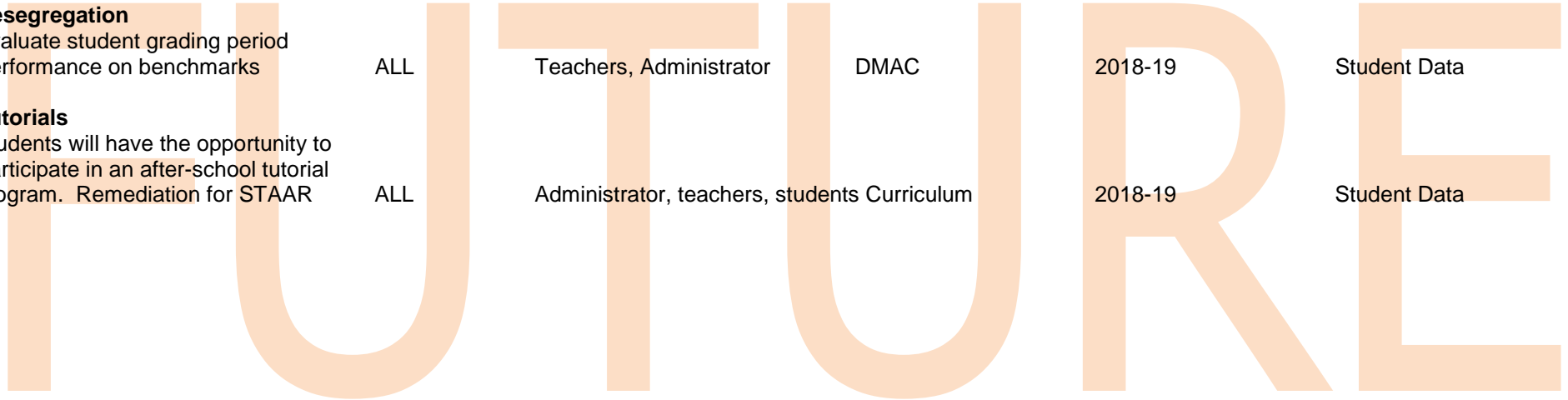
Students learn to edit others Work, thus improving their own Editing skills	ALL	Teachers, Students	Curriculum	2018-19	Student written work
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Desegregation

Evaluate student grading period Performance on benchmarks	ALL	Teachers, Administrator	DMAC	2018-19	Student Data
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Tutorials

Students will have the opportunity to Participate in an after-school tutorial program. Remediation for STAAR	ALL	Administrator, teachers, students	Curriculum	2018-19	Student Data
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Goal #2: E. Rudd's instructional focus in *Math* will assure all eligible students in grades 4-5 will achieve 100% mastery on the STAAR *Math* test as a measurement of academic progress and assessment of student academic achievement. (District Goal: 1)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Sharon Wells Math Program All Math classes will use the Sharon Wells Math Curriculum to promote student math mastery for STAAR and TEKS.	ALL	All Math Teachers and Students	Curriculum	2018-19	Practice STAAR test STAAR test April
Daily Warm-Up and Remediation All Math classes will have a daily (Mon.-Thurs.) warm-up and/or review time of 10-15 minutes.	ALL	All Math Teachers and Students	Daily Papers Arithmetic Developed Daily	2018-19	Weekly Test Practice STAAR test STAAR test April
Daily Problem Solving / Journal Writing in Math All Math classes will have daily (Mon.-Thurs.) problem solving activities. The teacher models problem solving problems. Problem solving is teacher directed	ALL	All Math Teachers and Students	Journals / Daily Papers	2018-19	Weekly Test Benchmark Test at the end of each six weeks STAAR test April
Weekly Concept Lessons and Assessments All Math classes will have weekly concept lesson. Lessons will be taught Mon.-Thurs. with an assessment on Friday	ALL	All Math Teachers and Students	Class Binders Daily Papers Expo Markers	2018-19	Weekly Test from Dec-April Practice STAAR test STAAR test April

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Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Notes and Vocabulary All Math classes will have math vocabulary and notes to ensure proper vocabulary and strategies are used.	ALL	All Math Teachers and Students	Construction Paper, Notebook Paper, Scissors, Glue, Map Colors, Pencils, Pens, Markers	2018-19	Practice STAAR test STAAR test April
Think Thru Math Program Math technology learning.	ALL	All Math Teachers and Students	Think Thru License	2018-19	Practice STAAR test STAAR test April
Cumulative Benchmark All Math classes will administer a 6 weeks cumulative benchmark	ALL	All Math Teachers and Students	Paper	2018-19	Practice STAAR test STAAR test April
Math Manipulative(s) All Math classes will use math manipulative(s) to reinforce and reteach concepts	ALL	All Math Teachers and Students	Manipulative(s)	2018-19	Practice STAAR test STAAR test April
Math Games All Math classes will use math games to reinforce skills	ALL	All Math Teachers and Students	Laminating Paper	2018-19	Practice STAAR test STAAR test April
Word Wall All Math classes will use word walls to reinforce vocabulary	ALL	All Math Teachers and Student	Class Binder	2018-19	Practice STAAR test STAAR test April
Math Facts in a Flash All Math classes will use Math Facts in a Flash to review basic facts	ALL	All Math Teachers and Students	Computer	2018-19	Practice STAAR test STAAR test April

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Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
<p>Progress Reports All Math teachers will provide 3 week progress reports to all students. Math students will return signed progress reports to teacher.</p>	ALL	All Math Teachers and Students	Paper	2018-19	Practice STAAR test STAAR test April
<p>Benchmark and Disaggregation of Benchmark Data All Math teachers will disaggregate data from benchmarks for each student to measure and improve student performance, review and practice test-taking skills, prepare students for successful performance on the STAAR test by assessing TEKS and targeting weak areas for reteach.</p>	ALL	All Math Teachers and Students	Paper	2018-19	Practice STAAR test STAAR test April
<p>Conduct Folders All Math teachers will use the conduct folder as a communication tool between the teacher and parent.</p>	ALL	All Math Teachers, Students, and Parents	Folder, pocket dividers, paper	2018-19	Practice STAAR test STAAR test April
<p>TEKS Chart All Math teachers will use a checklist to ensure the specific skills, as defined by the TEKS for the grade level, are taught.</p>	ALL	All Math Teachers	TEKS Charts	2018-19	Practice STAAR test STAAR test April
<p>STAAR Calendar All Math teachers will use a STAAR calendar to ensure each grade has a scope and sequence, which is aligned to the TEKS for Mathematics.</p>	ALL	All Math Teachers	STAAR Calendars	2018-19	Practice STAAR test STAAR test April

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Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Math Vertical Team All Math teachers will attend math vertical team meetings (PK-12, 4-5)	ALL	All Math Teachers	None	2018-19	Practice STAAR test STAAR test April
Smart Board and Projectors Smart Boards and projectors are used in each classroom to reinforce skills and enhance direct teach during lessons.	ALL	All Math Teachers and Students, Technology Support	Smart Boards, Projectors, Smart Writer, Light Bulbs, Computers	2018-19	Practice STAAR test STAAR test April Weekly Tests
TEKING to STAAR Curriculum Math curriculum that is used in each Math classroom to teach students skills from TEKS.	ALL	All Math Teachers and Students	Curriculum	2018-19	Practice STAAR test STAAR test April
Math Tutorials Students not passing STAAR Benchmarks will be required to attend Math STAAR tutorials.	ALL	All Math Teachers	Three Week Progress Reports, Report Cards	January-April	Practice STAAR test
Kamico Curriculum Remediation practice for preparation for Math STAAR test.	ALL	All Math Teachers	Three Week Progress Reports, Report Cards	January - April	Practice STAAR test
Teacher Enrichment Teachers will attend the Staff Development as outlined by district policy.	ALL	Teachers	Region 3 Programs	2018-19	Certificates

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Goal #3: E. Rudd's instructional focus in *Science* will assure all eligible students by the end of grade 5 will achieve 100% mastery on the STAAR *Science* test as a measurement of academic progress and assessment of student academic achievement. (District Goal: 1)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Stemscores – 4-5: Vocab. Enrichment Teacher assigns unit vocabulary list and students record and defines word banks keeping notebook on all vocabulary for concept mastery.	ALL	All Science Teachers and Students	Website, Science dictionary, Folders	2018-19	Chapter or unit assessment
Graphic Organizers 3-D interactive study organizers. Students organize unit concepts by creating folded paper displays, incorporate drawings and other visual displays.	ALL	All Science Teachers and Students	Foldable book for science by Dinah Zike, white copy paper and colored paper	2018-19	Chapter or unit assessment
United Streaming-Movies / Discovery Channel Movies of Science concept-Teacher will research on united streaming website movies pertaining to unit concept. Students will watch and take notes.	ALL	All Science Teachers and Students	Region 3 united streaming downloaded from internet to smart board, Direct TV	2018-19	Chapter or unit assessment
Charting of Science Concepts Teacher will provide charts of subject of study, and/or students will create charts relating to subject	ALL	All Science Teachers and Students	Posters, charts, poster board, construction paper	2018-19	Chapter or unit assessment
Freshwater Ecosystem Fish tank with freshwater specimens, students care for the entire system, keeping it a successful and stable habitat realizing the living and nonliving components.	ALL	All Science Teachers and Students	Fish, tank materials	2018-19	Chapter or unit assessment over systems

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Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
<p>Comparing Earth/Moon Lab Teacher will introduce concept using flashlight and globe. Student will create a to-scale paper Model of the Earth and Moon comparing and contrasting each.</p>	ALL	All Science Teachers and Students	Textbook, computer, internet, copy paper, construction paper	2018-19	Grade unit or chapter test
<p>Teacher Web Page A teacher created web page is used to keep in contact with students and their parents. The web page has links to relevant websites, as well as a discussion board. Events and projects are posted on the calendar, and a note from the teacher allows parents to know what their child is currently studying.</p>	ALL	Science Teachers	SOCS	2018-19	N/A
<p>Lab Safety Rules Teacher will instruct students using state provide rules of safety for lab experiments and provide lab materials for demonstrations of incidents.</p>	ALL	All Science Teachers and Students	Lab safety rules and basic lab tools and materials	2018-19	Grade lab safety rules test
<p>Scientific Inquiry Teacher will instruct students in the method of scientific inquiry. The student will plan, implement, collect data, analyze information, communicate conclusions, and construct results for an evaluation.</p>	ALL	All Science Teachers and Students	Lab materials specific for each experiment	2018-19	Lab grade for understanding and performance on lab project.

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Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
<p>States of Matter Lab (Ice Cream Lab) Teacher will guide students in making ice cream to demonstrate liquid changing to solid. Also discuss mixtures, solutions, and freezing point.</p>	ALL	All Science Teachers and Students	Sugar, milk, chocolate, vanilla, salt, ice, Ziploc bags (gallon and quart)	2018-19	Lab write-up, worksheet, test
<p>Lab Safety-Eyes Students will wear protective eyewear during ALL labs.</p>	ALL	All Science Teachers and Students	Goggles, sterilization cabinet \$200	2018-19	Students will keep goggles on in labs.
<p>Classroom Pets and Plants An assortment of live animals and plants help the student witness things they may not see at home. Students observe the animals in their habitats, and take responsibility for feeding and caring for the animals and plants</p>	ALL	All Science Teachers and Students	Pets, cages, food, supplies	2018-19	Class Discussions, teacher observations
<p>Texas Floating Classroom The Texas Floating Classroom specializes in introducing students to aquatic science. Students are encouraged to think scientifically and use hands on experiences to gain information in marine education.</p>	ALL	All Science Teachers and Students	Texas Floating Classroom, bus, permission slips	2018-19	Class Discussions, teacher observations, written test

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Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
<p>Benchmarks and Release Test Creating a testing environment that simulates the real STAAR test situation helps students to be prepared for what the actual test will be like. By using state release tests teachers can determine areas of weakness and use that information in targeted tutorials.</p>	ALL	All Science Teachers, TEA website	Release Tests, Teacher Created Benchmarks	2018-19	Tests are graded by the TEA rubric for passing and failing
<p>Labs Students participate in a variety of hands on labs at the beginning of each new concept area. The labs spark an interest in the subject matter, as well as giving the students a concrete example they can touch and manipulate.</p>	ALL	All Science Teachers and Students	Lab Area and Equipment, Lab Materials	2018-19	Labs come with a series of questions to answer by completing tasks
<p>Tutorials Students will have the opportunity to participate in an after-school tutorial program. The program focuses on remediation of the subject matter covered in class as well as offering students an opportunity practice their TAKS strategies.</p>	ALL	All Science Teachers and Students	STAAR materials,	2018-19	Improved Grades, Improved STAAR Scores
<p>PowerPoint Presentations Students will be presented the subject matter through a multi-media presentation that centers on the PowerPoint platform. This is aimed to spark student interest in the subject matter.</p>	ALL	All Science Teachers and Students	Computer, Smart Board, Internet Access	2018-19	

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Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
<p>LCRA Field Trip Students will be actively participating in activities dealing with watersheds, coastal wildlife, and other real-life science applications to gain an understanding of the coastal environment.</p>	ALL	All Science Teachers and Students	LCRA Center, Buses, Permission Slips	2018-19	LCRA Pre and Post Tests
<p>Smart Board Challenge Using the Smart Board, students compete in ALL a review-oriented game where they touch and drag thing to their proper location or write correct answers in the space provided. This hands on activity give students a tactile way to review concepts studied in class.</p>		All Science Teachers and Students	Smart Board, Smart Board software, computer, projector	2018-19	Students are evaluated on their ability to correctly recall facts, Increased test scores
<p>Gateway Curriculum Students will be use the Gateway Curriculum from Region 4 as a base curriculum for science. Gateway breaks the curriculum into TEKS allowing the teacher to teach and re-teach the areas the students need more work.</p>		All Science Teachers and Students	Textbook and student workbook	2018-19	Improved Grades, Improved STAAR Scores
<p>EduSmart The students will use technology to enhance the curriculum on computers and the tv.</p>		All Science Teachers and Students	Computer	2018-19	Improved Grades, Improved STAAR Scores

E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

Goal #4: E. Rudd's instructional focus in *Social Studies* will assure all students in grades 4-5 will demonstrate a clear understanding of *Social Studies* concepts. (District Goal: 1)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
<p>Newspapers In Education Culture, Diverse Society, Editorial Board, Freedom in America, Free Speech, Right to Vote</p>	ALL	All Social Studies Teachers and Students	Matagorda Advocate	2018-19	Benchmark Testing
<p>Black History Month Cultural Diversity, Research and report on Prominent Black leaders</p>	ALL	All Social Studies Teachers and Students	Books from library, computers, internet, encyclopedias, textbooks, atlas	2018-19	Benchmark Testing
<p>Dinah Zike Foldables An organizational three dimensional manipulative tool to engage students in the learning process</p>	ALL	All Social Studies Teachers and Students	Dinah Zike Patterns, Paper, Scissors, textbook	2018-19	Benchmark Testing
<p>Map Skills Political, physical, population, outline</p>	ALL	All Social Studies Teachers and Students	Wall maps, textbook	2018-19	Benchmark Testing
<p>This Day in History The 5th Grade student will read a one page passage and answer questions related to what happened in history on that day</p>	ALL	All Social Studies Teachers and Students	Teacher resources, materials, textbook	2018-19	Benchmark Testing
<p>President Report Each 5th grade student will prepare a report on a former U.S. President. Report can be oral, poster or written. Student will present report in front of class.</p>	ALL	All Social Studies Teachers and Students	Posterboard, glue, computer, library books, encyclopedias, internet	2018-19	Final Report

E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

Goal #4: E. Rudd's instructional focus in *Social Studies* will assure all students in grades 4-5 will demonstrate a clear understanding of *Social Studies* concepts. (District Goal: 1)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
<p>Current Events The student will use a local newspaper from home to read and report to the class on a current event.</p>	ALL	All Social Studies Teachers and Students	Local Newspaper	2018-19	STAAR Reading Test
<p>Time Line Research and report on a famous American (Ben Franklin, Thomas Jefferson, etc.) Use a time line and record 10 entries on your report. Give an oral presentation with the time line explaining each entry</p>	ALL	All Social Studies Teachers and Students	Textbook, library books, teacher resources, encyclopedias, internet, computers, stamps, envelopes	2018-19	Student timelines
<p>History Studies Newspaper Texas and US History weekly newspapers to discuss history topics.</p>	ALL	All Social Studies Teachers and Students	Weekly newspapers	2018-19	Student grades and reading performance

E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

Goal #5: E. Rudd will develop and utilize a variety of strategies to ensure a successful *Wellness Program* for all. (Goal1,3,5)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Daily Warm-Ups Exercises that develop/maintain/improve cardiovascular endurance, flexibility, muscular endurance, and muscular strength	ALL	Physical Ed. Teacher	Exercise videos: Chicken Fat, Fitness Express, Kids Count, Tae Bo Junior, Fit Kids, Tae Bo Kicks	2018-19	Teacher Observation
Juggling Basic skills and strategies	ALL	Physical Ed. Teacher	Juggling scarves, balls, beach balls, rings, clubs, sticks, blocks	2018-19	Teacher Observation
Jump Ropes Basic skills and strategies	ALL	Physical Ed. Teacher	Jump Ropes: 6ft., 7ft., 8ft., 9ft., 11ft., 16ft.	2018-19	Teacher Observation
Volleyball Basic skills and strategies	ALL	Physical Ed. Teacher	Volleyballs, volleyball net, volleyball standards, portable flip-a-score	2018-19	Teacher Observation
Flag Football Basic skills and strategies	ALL	Physical Ed. Teacher	Footballs, flag belts, cones	2018-19	Teacher Observation
Basketball Basic skills and strategies	ALL	Physical Ed. Teacher	Basketballs, basketball goals, cones	2018-19	Teacher Observation
Rhythmic Activities Basic dance steps for non-partner dances	ALL	Physical Ed. Teacher	Music CD's and cassette tapes	2018-19	Teacher Observation

E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

Goal #5: E. Rudd will develop and utilize a variety of strategies to ensure a successful *Wellness Program* for all students.
(District Goal: 1, 3, 5)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Cup Stacking Basic skills and strategies	ALL	Physical Ed. Teacher	Speed stacks cups, timing mats, cup stacking DVD	2018-19	Teacher Observation
Badminton Basic skills and strategies	ALL	Physical Ed. Teacher	Badminton racquets, badminton birdies, net, standards	2018-19	Teacher Observation
Bowling Basic skills and strategies	ALL	Physical Ed. Teacher	Bowling pins, bowling balls, set-up sheets, ropes, cones	2018-19	Teacher Observation
Soccer Basic skills and strategies	ALL	Physical Ed. Teacher	Soccer balls, netted goals, cones	2018-19	Teacher Observation
Putt Putt Golf Basic skills and strategies	ALL	Physical Ed. Teacher	Putters, golf balls, putting stations	2018-19	Teacher Observation
Field Day Several fun events for K-5	ALL	Physical Ed. Teacher	All physical ed. Equipment	May	Teacher Observation
Fitnessgram State mandated fitness assessment	ALL	Physical Ed. Teacher	Fitnessgram Activity Gram Test Administration Kit	2018-19	Student Performance

E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

Goal #6: E. Rudd will encourage, support and model exemplary standards to promote faculty/staff professional development that results in student success. (District Goal: 1, 2, 3, 4, 5)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Provide training in the core areas as deemed necessary by vertical teams to emphasize STAAR preparedness and testing.	ALL	Faculty, Principal	In-service Training	2018-19	STAAR Scores
Provide CPR, AED, and First Aid Training for all faculty/staff.	ALL	District Nurse	Training Materials provided by district	August	Certificates of Attendance
Provide training for TEKS Resource, VVUSD teacher pages, and google classroom to be used in the classroom.	ALL	Computers, Faculty	Computers, internet, smart boards, projectors \$200	June-August	Certificates of Attendance
Provide workshops that focus on STAAR reading, math, writing, and science	ALL	Faculty, Principal	Training Materials provided by district and Region 3	2018-19	STAAR Scores
Vertical Team Planning	ALL	Faculty, Principal	Scope and Sequence of subject(s) taught	2018-19	STAAR Scores

E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

Goal #7: E. Rudd will provide a safe, orderly, and well-maintained climate for students, faculty and staff that promote *violence prevention and intervention*. (District Goal: 1, 2, 3, 4, 5)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Drug Free Provide drug-free and safety assemblies for the student body	ALL	Director of Curriculum and Special Programs, Counselor	Motivation Media Programs	October	Student participation, teacher observation
Code of Conduct Review, publish, and distribute the Van Vleck Code of Conduct and Discipline Management Plan	ALL	Administrator	Computer, internet, Student Handbook	June-August	Student Handbook
Red Ribbon Week Activities	ALL	Counselor	Staff, ribbons supplies	October	Student Participation
Promote Positive Campus Provide a positive climate where all students and staff feel welcome and safe. Announce birthdays, provide snacks, and hold faculty birthday luncheons.	ALL	Administrator, Staff	Time, support, supplies, snacks	2018-19	Positive atmosphere
Emergency Committee and Drills Provide regular evacuation/safety drills	ALL	Administrator	Staff, bell system	2018-19	Newsletters / Memos
Bullying Prevention No Name Calling Week	ALL	Faculty, Staff, Administration	Schedule	2018-19	Drill Documentation
Teaching Tolerance	ALL	Faculty, Staff, Administration	Program Materials	January	Activities Calendar

E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

Goal #8: E. Rudd will develop and utilize a variety of strategies to ensure *communication* with parents and community members to encourage parental involvement. (District Goal: 1, 2, 3, 4, 5)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Meet the Teacher Night	ALL	Staff	Supplies	August	Student/Parent participation
Donuts with Dad, Breakfast with Mom	ALL	Administrator	Cafeteria, food service, supplies	November, February	Student/Parent participation
Book Fairs/Family Night at the Library Events	ALL	Librarian, Staff	Library, Book Fairs Supply Company	2018-19	Student/Parent participation
Awards Awards Assemblies	ALL	Administrator, Teachers	Ribbons, awards, PA system	2018-19	Student/Parent participation
Veteran's Day Program Parents/ family members are invited. Parents, family members, and community members who are veterans are honored during the program.	ALL	Faculty, Staff, Administrator	PA system, podium, screen, computer, projector, internet, music, paper	November	Student/Parent/ Community participation
Discipline Folders All teachers will use discipline folders as a communication tool between the teacher and parent.	ALL	Teachers, Students, Parents	Discipline Folders Internet	2018-19	Parent's signature
Principal's Forums	ALL	Administrator	Newsletters	2018-19	Sign-In Sheets
Campus Newsletter	ALL	Faculty, Staff, Administrator	Campus information	2018-19	Newsletter / Memo
Student Success Initiative (SSI) Parent meeting to explain STAAR Requirements by TEA	ALL	Faculty, Staff, Administrator	STAAR Info	2018-19	STAAR Results

E. Rudd Intermediate School Campus Improvement Plan

Updated: September 10, 2018

Goal #9: E. Rudd will promote the successes of our school's programs, students, faculty and staff. (District Goal: 1, 2, 3, 4, 5)

Initiative/Strategies	GP	Staff Responsible	Resource(s)	Timelines	Evaluation Method
Website School events will be posted regularly on the school's marquee in front of the school and on the school's website.	ALL	Faculty, Staff, Administrator	Computer, internet, marquee, marquee letters	2018-19	Participation
Newsprint Special school events and student programs will be submitted to the Bay City Tribune and the Matagorda County Advocate.	ALL	Faculty, Staff, Administrator	Computer, internet	2018-19	Participation
Facebook Provide a campus FB page for campus program promotion and also communication	ALL	Faculty, Staff, Administrator	Computer, internet	2018-19	Followers
District App Provide parents and community with quick access to events at the school and other district information.	ALL	Faculty, Staff, Administrator	Computer, internet	2018-19	Followers

Grades Served: 4 - 5
128 S 5TH ST
VAN VLECK, TX, 77482

164 Students Enrolled
VAN VLECK ISD

HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

MET STANDARD

74 out of 100

UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



STUDENT ACHIEVEMENT

MET STANDARD

75 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS

MET STANDARD

77 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



CLOSING THE GAPS

MET STANDARD

66 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Postsecondary Readiness
- ✗ Top 25 Percent: Comparative Closing the Gaps



E. RUDD INTERMEDIATE SCHOOL

STATE COMPENSATORY EDUCATION:

AN ADDENDUM TO THE E. RUDD INTERMEDIATE SCHOOL
CAMPUS IMPROVEMENT PLAN

SCHOOL YEAR 2018-2019

GIDDINGS INDEPENDENT SCHOOL DISTRICT

COUNTY-DISTRICT-CAMPUS NO: 158-906-103

Single Attendance District

Grades: 4-5

E. Rudd Intermediate Campus

2017-18 Campus Enrollment (PEIMS Standard Student Program and Special Populations Report): 164

2017-18 At-risk criteria among enrolled students (PEIMS Standard Student Program and Special Populations Report): 63

2018-19 Campus Enrollment (As reported by the district for addenda): 146

2018-19 At-risk criteria among enrolled students (As reported by the district for addenda): 62

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ORGANIZATION OF THIS STATE COMPENSATORY EDUCATION REPORT

This report fulfills Texas State Compensatory Education requirements that an LEA analyze student academic performance; implement programs to meet the needs of students at risk of failing the state's challenging academic standards or of dropping out of school; and evaluate the effectiveness of those programs.

The four components of the report are:

1. The purposes of State Compensatory Education
2. Evaluation of prior-year State Compensatory Education programs
3. Needs assessment through the analysis of the criteria by which at-risk students are identified; and the performance of those students, compared to all other students, on the STAAR and STAAR End-of-Course exams
4. Program implementation, as documented by the current-year State Compensatory Education programs and budget

PURPOSES OF STATE COMPENSATORY EDUCATION

State Compensatory Education programs have two purposes:

1. To eliminate any disparity in performance on the STAAR assessments
2. To eliminate any disparity in the rates of high school completion between students at risk of dropping out of high school and all other students (Texas Education Code, Section 42.152 (c)).

COORDINATION BETWEEN STATE COMPENSATORY EDUCATION AND ESSA TITLE I, PART A FUNDS AND PROGRAMS

State Compensatory Education programs and ESSA Title I, Part A programs have similar purposes. Both statutes direct financial and program resources to the needs of students not meeting state challenging academic standards. Both statutes mandate the use of data and comprehensive needs assessment in the design of supplemental, accelerated instruction programs to ensure students perform at grade level and do not drop out of school.

CAMPUS PROCESSES REGARDING SCE PROCEDURES

To address the purposes of the State Compensatory Education program, E. Rudd Intermediate School:

1. Uses student performance data from STAAR assessments and End-of-Course tests;
2. Designs and implements appropriate compensatory, intensive, or accelerated instructional services that enable students to be performing at grade level at the conclusion of the next regular school term;
3. Provides accelerated instruction to a student who has not performed successfully on a STAAR test or is at risk of dropping out of school; and
4. Evaluates and documents the effectiveness of the compensatory education program and holds a public hearing to consider the results.

EVALUATION OF E. RUDD INTERMEDIATE SCHOOL 2017-2018 STATE COMPENSATORY EDUCATION PROGRAMS

Texas Education Code, Section 29.081 (b-3) directs LEAs to evaluate the effectiveness of accelerated instruction programs annually. Section 11.252 of the education code mandates the LEA to include formative evaluation criteria for determining whether the programs are improving student performance as intended.

The following table presents the number of E. Rudd Intermediate students served in each of the programs provided under State Compensatory Education funding in 2017-2018. Formative and summative evaluation criteria and student performance meeting those criteria are provided in the table.

E. Rudd Intermediate School uses the formative and summative data in the district's annual comprehensive needs assessment, which forms the basis of the following year's improvement planning process.

Evaluation of E. Rudd Intermediate School SCE Programs, 2017-2108

SCE-Funded Programs	Criteria to Measure Success	Grade Levels Served	Number Served	Number Meeting Criteria	% Meeting Criteria
Support the School-wide Title I Program: <ul style="list-style-type: none"> • RtI Inclusion assistance • Tutorials • Computer-Assisted instruction 	Satisfactory performance on the STAAR	4-5	94	64	68%

SCE NEEDS ASSESSMENT

The needs assessment section of this report focuses on the number of students at risk and the performance of students at risk and not at risk on the STAAR assessments.

Texas Education Code Section 11.253 (c) requires campuses to develop, review, and revise the campus improvement plan annually to improve student performance of all student populations concerning STAAR achievement indicators and any other appropriate performance indicators for special needs populations.

Title I, Part A of the Every Student Succeeds Act includes similar requirements.

The needs assessment is the foundation for determining how the LEA meets the needs of both state and federal Title I, Part A statutes. State and federal laws create a framework wherein the academic and other needs of students at risk of not meeting state standards must be included in the annual assessment of student performance, the resulting improvement plans, and the implementation of programs to address those needs.

Texas Education Code, Section 11.253 (d)(3) requires campuses to identify how campus goals established in the improvement plan will be met for each student. TEC 11.253 (d)(7) requires the plan to include progress measurements toward performance objective to ensure that the plan is resulting in academic improvement.

For LEAs that receive ESSA Title I funds, the requirement for a comprehensive assessment of the needs of students who are failing or are at-risk of failing to meet challenging standards is included in Section 1114(b)(6) of the Every Student Succeeds Act.

STATUTORY CRITERIA USED TO DETERMINE AT-RISK STATUS

Texas Education Code, Section 29.081 (d) mandates 13 criteria for determining the at-risk status of Texas students in grades PK-12 and at or under the age of 26.

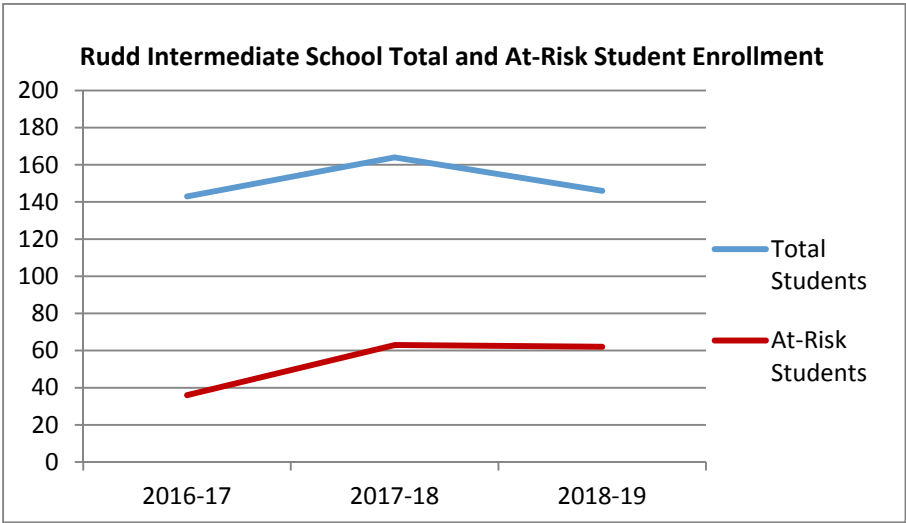
E. Rudd Intermediate School has identified students meeting at least one of the 13 state at-risk criteria. Among those students, there are 62 indicators of risk. One student may be identified with more than one at-risk indicator. For example, a student who is homeless and who is not performing at state standard on the STAAR exam is identified with two at-risk criteria.

E. RUDD INTERMEDIATE SCHOOL STUDENTS AND AT-RISK CRITERIA 2018-2019

Grade	# of Students	Not Promoted		Failed STAAR		LEP		Homeless	
		#	%	#	%	#	%	#	%
4	65	10	15%	4	6%	2	3%	2	3%
5	81	8	10%	31	38%	2	2%	3	4%
Total	146	18	12%	35	24%	4	3%	5	3%
Total At Risk	62	% At Risk	42%						

The following table and graph illustrate how the total enrollment on the campus and the incidences of risk have changed over the past three years. Sources of data for the table are PEIMS Standard Reports, Student Programs and Special Populations Reports for 2016-17 and 2017-18 and data reported to TECS by VVUSD, 2018-19.

Year	Total Students	At-Risk Students
2016-17	143	36
2017-18	164	63
2018-19	146	62



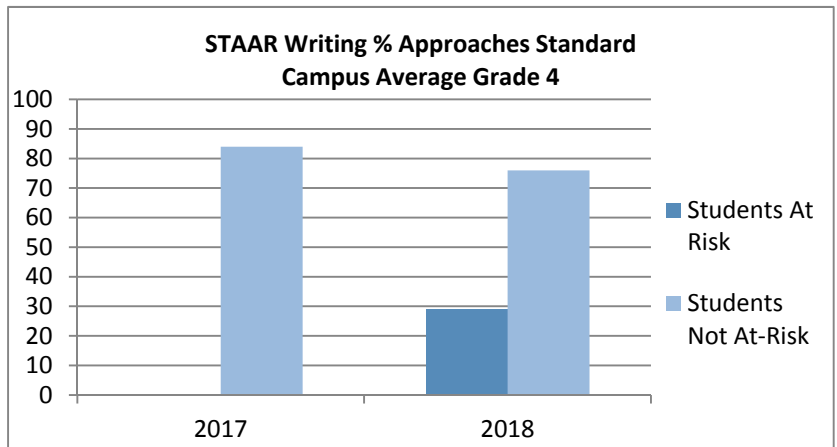
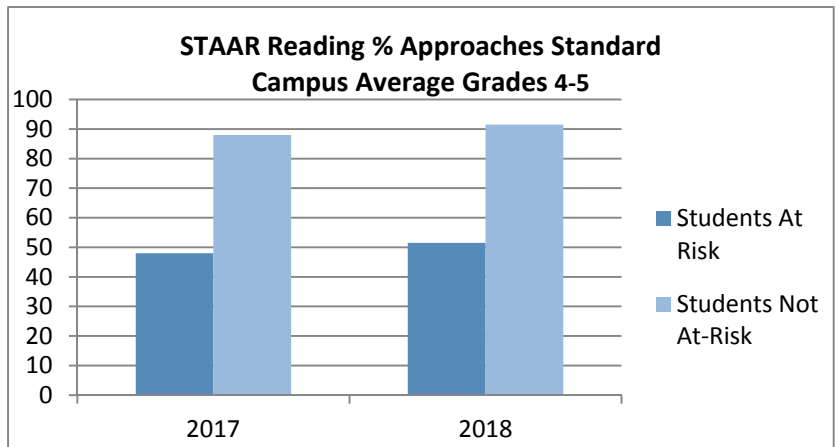
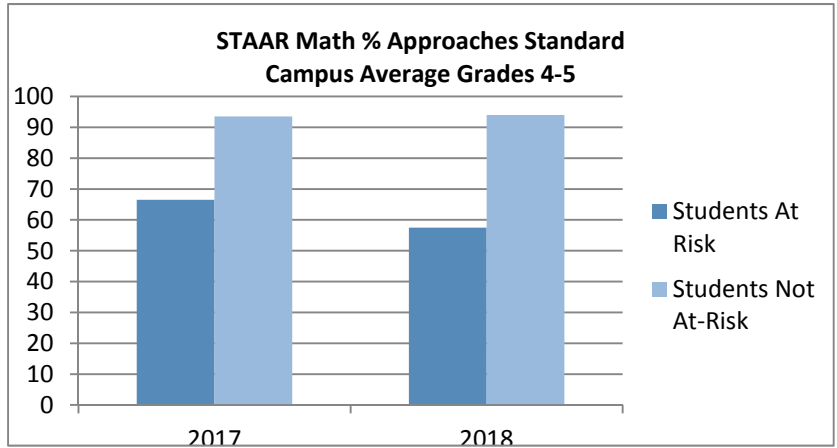
STAAR ASSESSMENT RESULTS – 2016-17 AND 2017-18

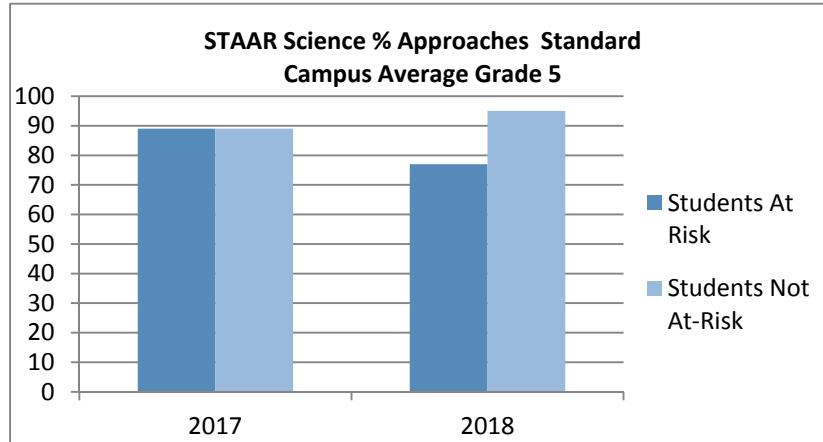
The following pages show in table and graph format comparisons of STAAR and STAAR EOC performance between students at-risk and those not at risk. The tables present two years' performance at each grade level.

State Compensatory Education Program								
At Risk Students Academic Comparison - Grades 4-5 - State Assessment Results								
E. Rudd Intermediate School								
STAAR	Math % Approaches Standard		Reading/ELA % Approaches Standard		Writing % Approaches Standard		Science % Approaches Standard	
	2017	2018	2017	2018	2017	2018	2017	2018
Fourth Grade								
Students At-Risk	54	50	38	42	*	29		
Students Not At-Risk	89	93	82	95	84	76		
Fifth Grade								
Students At-Risk	79	65	58	61			89	77
Students Not At-Risk	98	95	94	88			89	95

* An asterisk indicates that the number of test takers is too small to report without violating FERPA regulations

2017 AND 2018 STAAR RESULTS GRADES 4 AND 5

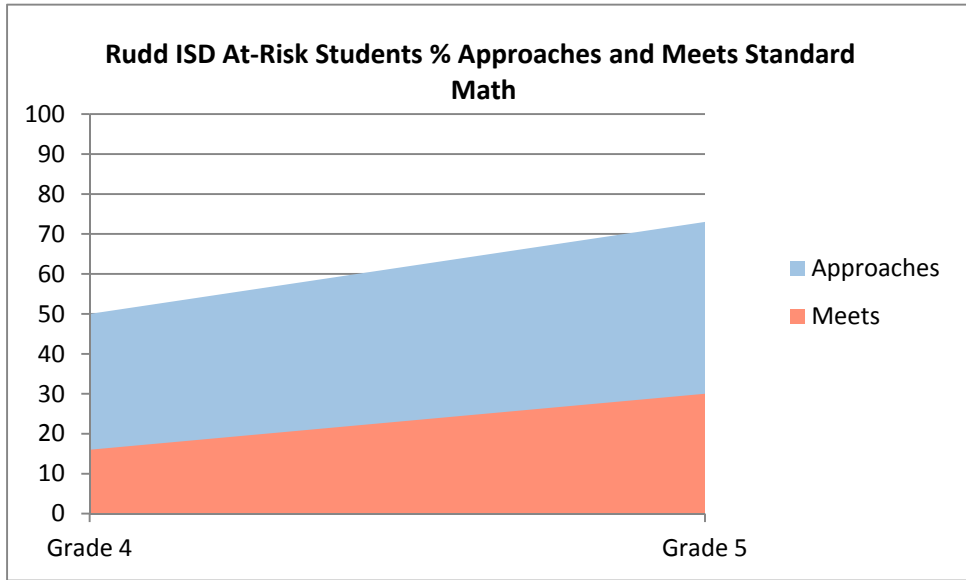
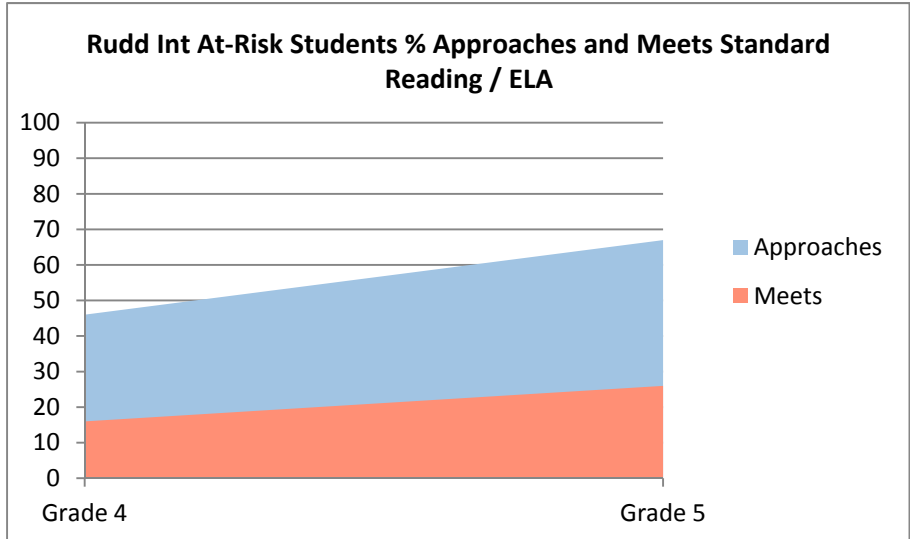




In the Texas Assessment Management System, TEA defines a student approaching grade level as one who shows some knowledge of course content but may be missing critical elements, and the student may need additional support in the coming year. A student who meets grade level shows strong knowledge of course content, and the student is prepared to progress to the next grade.

The following table shows the percent of VVISD students “approaching” and “meeting” STAAR grade-level standards in Grades 4-5 Reading/ELA and Math. The area graphs that follow the table show gaps in performance by grade between at-risk students approaching and meeting grade level.

E. Rudd Intermediate School At-Risk Students 2018		
% "Approaches" and "Meets" Standard		
	Approaches	Meets
Reading		
Grade 4	46	16
Grade 5	67	26
Math		
Grade 4	50	16
Grade 5	73	30



STATE COMPENSATORY EDUCATION AND CAMPUS IMPROVEMENT PLANNING

Each year, the campus principal and the campus planning and decision-making committees must develop, review, and update the campus improvement plan for the purpose of improving student performance for all student populations (TEC 11.253 (c)).

The campus improvement plan must assess the academic achievement for each student in the school; set campus performance objectives; identify how campus goals will be met for each student; determine the resources needed to implement the plan; identify staff needed to implement the plan; and set timelines for reaching the goals (TEC 11.253 (d) (1) – (6)).

Texas Education Agency rules require school districts and charter schools that receive SCE funds to show how those funds are budgeted for supplemental direct instructional programs, including resources, salaries, and staff, both overall and in the strategies and activities that address accelerated instruction and dropout prevention.

E. RUDD INTERMEDIATE SCHOOL SCE PROGRAM IMPLEMENTATION – CURRENT YEAR PROGRAMS

E. RUDD INTERMEDIATE SCHOOL SCE PROGRAMS, 2018-2019

SCE funds are expended to provide programs and services that supplement the regular education program on the E. Rudd Intermediate campus. The programs are research-based. The documentation demonstrates that all direct instructional costs relate specifically to the SCE program and that the programs are efficient and cost-effective.

The district also documents how SCE-funded programs are expected to increase academic achievement or students at risk and/or reduce the dropout rate.

Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned are exited from the program and/or service upon the recommendation of their teacher(s).

Based on the evaluation of prior-year programs and the comprehensive needs assessment, E. Rudd Intermediate School has implemented the following programs for 2018-2019.

E. RUDD INTERMEDIATE SCHOOL

**DESCRIPTION OF 2018-2019
SCE PROGRAMS AND SERVICES**

Instructional Methods for Addressing Needs of Students At-Risk	Resources Needed to Implement	Staff Responsible	Timelines for monitoring implementation	Formative Evaluation	Summative Evaluation
Continue to identify and select appropriate instructional materials and resources to support the implementation of math and science competencies	All Local funds DMAC	Campus Administrators Curriculum Director Superintendent	Completed by June 1, 2019	Teacher-made assessments, comparison of 2017-18 data to 2018-19	STAAR / STAAR EOC
Provide a system of prescriptive measures and assistance for students to meet VVUSD math competencies and improve math and science STAAR scores.	All Local funds	Math and Science vertical teams, ESC 3 specialists, Curriculum Director, Superintendent	December 2018- June 2109	Competency checklists, teacher-made assessments, compare 2017-18 data to 2018-19	STAAR / STAAR EOC
Monitor student progress in mastering district curriculum to determine instructional needs and to ensure student success on STAAR and STAAR EOC	All	Campus faculty, Campus administrators, Administrators	End of six weeks	Report cards, STAAR objective checklist	STAAR / STAAR EOC

APPENDICES

Appendix 1: Key Definitions

Appendix 2: Statutory Criteria Used to Determine At-Risk Status

Appendix 3: Coordination of Funds for SCE Activities

Appendix 4: Assurances and Good Practices

APPENDIX 1: KEY DEFINITIONS

Understanding State Compensatory Education programs is made easier with knowledge of definitions and initialisms.

Accelerated Instruction, Compensatory Instruction – Education programs that are supplemental to the regular instructional programs in an LEA, designed and implemented to ensure that students that are not performing satisfactorily on a STAAR assessment or End-of-Course test meet satisfactory, grade level standards at the conclusion of the next school term.

Adjusted Basic Allotment – the funds that provide a basic level of education for each student in an LEA. The funds vary from LEA to LEA, based on the cost of providing a basic level of education.

At-Risk Student – A student served in an LEA’s accelerated or compensatory instructional programs, based on the student meeting at least one of 13 identifying criteria listed in Texas Education Code 29.081.

CNP – Child Nutrition Program, which is the free- and reduced-price lunch program in the LEA.

DAEP – Disciplinary Alternative Education Program.

DIP/CIP – The District Improvement Plan and the Campus Improvement Plan. The plans articulate goals, objectives, strategies, performance measures, resources and source of funds for regular education, state compensatory education and the other federal and state programs. State Compensatory Education funds and programs must be included in the improvement plans. This addendum fulfills Texas Education Code requirements relating to State Compensatory Education and an LEA’s DIP/CIP.

Dropout Prevention Programs – Accelerated or Compensatory Education programs that are designed to prevent students from dropping out by bringing them up to grade-level performance at the conclusion of the next school term.

ESSA – Every Student Succeeds Act – the 2016 reauthorization of No Child Left Behind (NCLB) and ESEA.

FASRG – TEA’s Financial Accountability Resource Guide – Volume 9.

LEA – Local Education Agency, a term that encompasses both traditional school districts and open-enrollment charter schools.

SCE – State Compensatory Education.

State Compensatory Education Funding Student – A student participating in an LEA’s CNP. An LEA receives State Compensatory Education funding allotment for each student participating in the CNP.

State Compensatory Education Program Student – A funding student is not necessarily an at-risk student. While an LEA receives its funding allotment based on the number of students participating in its CNP, the funding allotment supports the design and implementation of supplemental accelerated or compensatory education programs for students identified by one of the at-risk criteria in Texas Education Code 29.081.

Supplemental Funding, Supplemental Instruction – Supplemental funds add to an LEA’s or campus’s regular instruction budget. They are budgeted separately from an LEA’s regular instruction funding. Supplemental instruction adds to an LEA’s regular instructional program. Regular program funding is not to be reduced because an LEA or campus receives supplemental funds.

TAC – Texas Administrative Code. Includes rules relating to SCE funding and programs.

TEC – Texas Education Code. Includes laws relating to SCE funding and programs.

TEC Chapter 39 Subchapter B – Authorizing legislation for the STAAR and End-of-Course assessment programs.

APPENDIX 2: STATUTORY CRITERIA USED TO DETERMINE AT-RISK STATUS

While student participation in a district's CNP funds its SCE programs, economic disadvantage, by itself, is not an at-risk criterion. The Texas Education Code, in TEC 29.081 (d) mandates 13 criteria for determining the at-risk status of Texas students in grades PK-12 and at or under the age of 26. Some of these criteria impact a student's status for the current year and leading up to the next regular academic term; others are permanent designations that will stay with the student for their academic career.

A district or charter school must provide students identified as meeting one or more of the at-risk criteria specified in the education code. The 13 at-risk criteria are listed below.

1. The student is in prekindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
2. The student is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
3. The student is not advanced from one grade level to the next for one or more school years (excluding students who did not advance from prekindergarten or kindergarten to the next grade level only as the result of the request of the student's parents). Students identified with this criterion remain at risk for the remainder of their student careers.
4. The student did not perform satisfactorily on a STAAR assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that original instrument. Once the student reaches the mandated performance level on the assessment, the student is no longer classified as at risk under this criterion.
5. The student is pregnant or is a parent.
6. The student has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year.
7. The student has been expelled in accordance with TEC §37.007 during the preceding or current school year.
8. The student is currently on parole, probation, deferred prosecution, or another conditional release.
9. The student was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school. Students meeting this criterion are classified as being at-risk for their entire school careers.

10. The student is a student of limited English proficiency, as defined by TEC §29.052. Once the student is exited from the program, the student is no longer classified as at risk under this criterion.
11. The student is in custody or care of the Texas Department of Family and Protective Services, or has, during the current school year, been referred to the department by a school official, officer or the juvenile court, or law enforcement officer.
12. The student is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments.
13. The student resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

In addition to these 13 criteria, state law allows a school district or charter school to establish local criteria for identifying students who are at risk. If established, local criteria must be based on the prior year comprehensive needs assessment and identified in the improvement plan. The district or charter Board of Trustees must formally adopt the local criteria. The district or charter must evaluate its success in addressing the local criteria. The number of students served using local criteria during a school year may not exceed 10% of the number of students served using state-defined criteria during the preceding school year.

VVUSD does not have locally-identified at-risk criteria.

SCE AND TITLE I SCHOOLWIDE FUNDING

SCE funds can be used to supplement a Title I, Part A schoolwide program. Title I schoolwide programs are those permissible on Title I-served campuses, typically with 40% or economically disadvantaged students in enrollment (Title I rules allow certain campuses greater leeway in setting the threshold of 40% economically disadvantaged students). SCE programs and expenditures must be supplemental to both Title I and the regular instruction program funded with state and local funds. SCE funds budgeted and expended on a schoolwide program must be documented in the district and appropriate campus improvement plans and in the district's financial system.

In addition to the documentation requirements, a school district or charter school that budgets SCE funds on a schoolwide campus must be able to provide sufficient evidence that all SCE expenditures are allowable and support accelerated instruction. The use of SCE funds must not result in a decrease in funding for the regular education program.

VVISD uses SCE funds to supplement the Title I program at E. Rudd Intermediate School. The use of SCE funds on those campuses supplements Title I and state and local funding. The district does not use SCE funds to supplant federal, state, and local funding on those campuses.

STATE AND LOCAL EFFORT

VVSD uses state and local funds to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to building, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

IMPROVEMENT AND ENHANCEMENT

VVSD uses State Compensatory Education funds to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules.

COORDINATION OF FUNDING

VVSD coordinates all federal, state and local funds received by THIS district will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

COORDINATION OF INSTRUCTION

VVSD coordinates instruction between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.

FEDERAL PROGRAMS

1. ESSA, Title I, Part A—At VVISD Intermediate School, which is a school-wide Title I campus, supplemental Title I funds provide research-based reading/language arts and math instruction.
2. ESSA, Title II—Teacher and Principal Training and Recruiting Fund—VVISD uses these funds for recruiting, hiring and retention of highly qualified teachers, assistant principals, and pupil services personnel, and for professional development in core academic subject areas for VVISD staff.
3. IDEA-B— Individuals with Disabilities Education Act—the special education program at VVISD provides instruction for students with special needs in a way that addresses the students' differences and needs. It involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community.
4. Career and Technology Education—Additional funds will be used for supplemental supplies to further enhance the marketable skills of students upon graduation. Career planning is fostered through coherent sequences of courses. Emphasis is also placed on the integration of career/technology and general education to promote both occupational and general competencies.

STATE PROGRAMS

1. English As A Second Language (ESL)—Funds received from the state for this program are used to supplement the district's resources to develop special language programs for students classified as English language learners by the Language Proficiency Assessment Committee (LPAC). The goal of these programs is to transition students from their home language to English while maintaining the student's skills in his/her home language and creating an appreciation of the student's culture. English language learners are considered as being in an at-risk situation by definition.

2. Special Education— this program is designed to meet the special education needs of students who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as having a disability. The ARD Committee designs an individual education plan (IEP) for each student so identified. Special education services are then provided in accordance with the individual education plan and funded with Federal and/or State funds. Services include but are not limited to, resource, self-contained, physical and speech therapy, occupational therapy, and inclusion. In every case, the least restrictive environment is selected to provide these services in an atmosphere as close to the regular classroom as possible.

Van Vleck ISD SCE Personnel Budget

Rudd Intermediate School Compensatory Education Personnel Budget

CDN 158-906-103

SCE Full Time Equivalents

4.50

S 61XX Salaries and Personnel

Substitutes	6112	
Stipends/Extra Duty	6117-6118	
Salaries	6119, 6129	238,935
Deductions	6141, 6143 - 6145	3,465
Benefits	6142	8,775

Total Personnel

251,174

62XX Contracted Services

62XX	

Contracted Services

63XX Supplies and Materials

63XX	

Total Supplies and Materials

64XX Other Operating Costs

64XX	

Total Other Operating Costs

Total

251,174