

Lockhart Independent School District
Alma Brewer Strawn Elementary
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment at A.B. Strawn Elementary is guided by state, federal and district guidelines and expectations.

Curriculum

Our school district's adopted curriculum is the TEKS Resource System which includes curriculum components and sample unit assessment items aligned to the most current versions of the State Board of Education-adopted standards (TEKS) for all subject areas. Additionally, our district's curriculum department provides a time line as direction on the delivery of TEKS Resource curriculum. The time line is aligned with Checkpoint time line which is a district aligned progress checkpoint on the implementation of the adopted curriculum. These tools allow teachers to focus on what is the expected for our students to learn.

Additionally, the district provides guidance on curriculum resources that supports what we expect students to learn. These resources address the area of early reading and the development of critical literacy skills. These resources are Estrellita, Esperanza, Heggerty for Prek-1st and Phonics Dance for Prek-2nd.

Instruction

A.B. Strawn Elementary's instructional framework is aligned with the district's instructional framework. As a district and campus, we implement Fundamental Five for Quality Instruction as our instructional framework. The framework incorporates five high-yield instructional practices that leverage all other high-yield instructional practices. These practices include frame the lesson; work in the power zone; frequent, small group, purposeful talk about the learning; recognize and reinforce; and write critically.

Additionally, A.B. Strawn Elementary implements the district's plan for a focused and balanced reading block. During the reading block, teachers are addressing phonics, phonemic awareness, word study, fluency and comprehension. Instruction includes a guided reading component.

Strawn Elementary has a carefully developed master schedule that incorporates the school district's guidance on instructional minutes per subject area. This master schedule allows to focus a concentrated plan for bell to bell instruction. Additionally, in order for students to not miss core instruction, the master schedule includes per grade level an intervention and enrichment block. This block during the day allows for structured intervention and enrichment time.

Assessment

Assessment is an integral part of learning at A.B. Strawn Elementary and different types of assessments inform our work. Formative, Summative and Diagnostic assessments from the campus, district, and state are used to focus on student learning needs and curriculum needs. These include Checkpoints, IStation, district benchmarks, TELPAS and STAAR. Additionally, classroom teachers use formative, summative and diagnostic assessments to inform instruction.

School Processes & Programs Strengths

A.B. Strawn Elementary has identified the following strengths:

1. Instruction and student learning is aligned with state and district expectations.
2. The use of aligned curriculum helps focus and target instruction.
3. Reading instruction is structured based on researched best practices.
4. An instructional framework that is coherent throughout the campus provides common language when referring to instructional delivery.
5. A purposefully planned master schedule allows for bell to bell instruction and maximizing student learning time.
6. Intervention and enrichment time for students is structured within the school day.
7. Planning and working as a professional learning community acknowledges teachers strengths and provides for on time collaboration.
8. The use of assessment is purposeful and used to inform instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students' learning experiences varied from classroom to classroom and grade level to grade level. **Root Cause:** Teachers made decisions on scheduling, assessments, and what to teach in isolation

Perceptions

Perceptions Summary

Professional Learning Community

A.B. Strawn Elementary works as a professional learning community to best plan for student learning. Each grade level works as a professional learning community to discuss what we want students to learn, how students will learn, and how we will know students have learned it. Additionally, teachers discuss how to respond when students have not mastered and mastered the learning targets. PLCs review curriculum documents and data to help plan for student learning. Teachers will maintain data profiles and meet with the principal for data meetings throughout the school year.

Family Home Connection

A.B. Strawn Elementary teachers and staff value our school community. We work hard at building relationships with students and families. We understand that our students each have their own story and we work at honoring these stories. We believe our students bring assets from home to the learning experience including linguistic, familial, and communal strengths. We work at being trauma informed and understand that our students also come from homes with distinct situations. We understand that our students and their families may have economic challenges. However, we believe in supporting them with a strengths based approach. We work hard at challenging deficit thinking. We communicate with student's families via teacher newsletters and technology programs such as Dojo and Seesaw. We host parent events and parent conferences. We invite parents to problem solving meetings through our student support team meetings and discuss response to intervention strategies. We create action plans for individuals in crisis situations.

Perceptions Strengths

A. B. Strawn identifies the following perceptions strengths:

1. Our work is student centered. We do what we do for and because of students.
2. We believe in the power of we as we work as teams in professional learning communities.
3. We have a familial lens to our school community. We are family and we respect the families in our community.
4. We respond to our students needs and are responsive to student crisis situations.
5. We have a strengths-based lens and believe that students' stories should be honored.
6. We build relationships with students, families, and each other.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our students identified as English language learners had 57% at approaches grade level in reading. **Root Cause:** English language learners have additional challenges relative to their peers in acquiring English language proficiency.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals







Goal 1: Every student (grades K-5) will make 1.5 years progress in reading in the 2018-2019 school year.

Performance Objective 1: During the 2018-2019 school year, 70% of students in grades K-8 will make 1.5 years growth progress in reading.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller RTI Teacher, Karen Chapa Teachers	<p>Administration will monitor lesson plans.</p> <p>Classroom teachers will monitor monthly Istation goals for each student to demonstrate expected 1.5 years of growth.</p> <p>By the end of the calendar year, 70% of students at Strawn will make 1.5 years of progress in reading.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Students will meet weekly minute requirements on Istation reading. Teachers will use Istation to conduct small group Istation lessons during intervention time.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller RTI Teacher, Karen Chapa Teachers	<p>Teachers will review weekly Istation reports to ensure students are meeting their required weekly minutes.</p> <p>Teachers will pull small groups/individuals for lessons for reteach.</p> <p>Administration and IC will monitor student usage weekly.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Grade Level Checkpoint Analysis form and turn into the principal.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller RTI Teacher, Karen Chapa Teachers	<p>Principal will monitor weekly lesson plans.</p> <p>Staff will electronically submit Grade Level Checkpoint Analysis forms to principal and Instructional Coach within three days after checkpoints are scanned.</p> <p>Teachers will use data to spiral and reteach TEKS not mastered.</p>				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Adam Miller</p>	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 95% usage of lesson frames, 95% usage of the power zone, 40% usage of frequent small groups purposeful talk, 50% usage of recognize and reinforce, and 20% usage of writing critically.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Students will be encouraged to read books and take at least 1 Accelerated Reader test per week.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Adam Miller Librarian, Chi Rocha Teachers</p>	<p>Students reading more will impact student reading growth.</p> <p>Student names will be displayed on the A/R wall, and classroom displays.</p> <p>Prizes will be awarded monthly in the classrooms and every nine weeks in school-wide AR celebration.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>6) Family literacy kits will be available for parents to checkout from the library to utilize in the home.</p>	<p>Principal, Analeasa Holmes Librarian, Chi Rocha Teachers</p>	<p>The literacy kits will be checked out at least once per week in each grade level.</p> <p>Parent survey will show 70% of parents felt the literacy kits were a positive experience in their home.</p>				
<p>Funding Sources: 211 - Title I-A - 500.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>7) Strawn will host literacy events that encourage students to read at home and provide parents with books.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Adam Miller Librarian, Chi Rocha Teachers</p>	<p>Parents will be exposed to a variety of strategies that can be incorporated in the home.</p> <p>Parent survey will show 70% of parents felt the literacy nights were a positive experience.</p>				
<p>Funding Sources: 211 - Title I-A - 750.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>8) Special education teachers will monitor student progress and review data from Istation and checkpoints.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Adam Miller Special education teachers</p>	<p>Principal will monitor student progress to ensure student growth. Special education teachers and classroom teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Bilingual teachers will meet monthly in bilingual PLCs.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Adam Miller Bilingual teachers</p>	<p>Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 2: Every student (grades K-5) will make 1.5 years progress in math in the 2018-2019 school year.

Performance Objective 1: During the 2018-2019 school year, 70% of students in grades K-8 will make 1.5 years growth progress in math.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teacher will provide small group math instruction to students on a weekly basis using math manipulatives, and building concrete to abstract knowledge.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller	<p>Administration will monitor lesson plans.</p> <p>Administration will conduct a minimum of 20 walkthroughs per week (per admin).</p> <p>Classroom teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected 1.5 years of growth.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Students will meet weekly lesson requirements on Dream Box.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller	<p>Teachers will review weekly reports to ensure students are meeting their required weekly minutes.</p> <p>Teachers will assign lessons for reteach with small group/individuals.</p> <p>Administration will monitor student usage weekly.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Class Checkpoint Analysis form and turn into the principal.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller	<p>Principal will monitor weekly lesson plans.</p> <p>Staff will electronically submit Class Checkpoint Analysis form to principal within three days after checkpoints are scanned.</p> <p>Teachers will use data to spiral and reteach TEKS not mastered.</p>				
<p>4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller	<p>The quality of tier one instruction will improve and lead to more students making progress than compared to last year.</p> <p>Further, Fundamental 5 walkthrough data at the campus level will meet 95% usage of lesson frames, 95% usage of the power zone, 40% usage of frequent small groups purposeful talk, 50% usage of recognize and reinforce, and 20% usage of writing critically</p>				


<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>5) Family math kits will be available for parents to checkout from the library to utilize in the home.</p>	<p>Principal, Analeasa Holmes Librarian, Chi Rocha Teachers</p>	<p>The math kits will be checked out at least once per week in each grade level.</p> <p>Parent survey will show 70% of parents felt the literacy kits were a positive experience in their home.</p>				
<p>Funding Sources: 211 - Title I-A - 500.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Strawn will host math events that encourage students to engage in math at home.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Adam Miller Classroom Teachers</p>	<p>Parents will be exposed to a variety of strategies that can be incorporated in the home.</p> <p>Parent survey will show 70% of parents felt the math nights were a positive experience.</p>				
<p>Funding Sources: 211 - Title I-A - 300.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Special education teachers will monitor student progress and review data from Istation and checkpoints</p>	<p>Principal, Analeasa Holmes Assistant Principal, Adam Miller Special Education Teachers</p>	<p>Principal will monitor student progress to ensure student growth. Special education teachers and classroom teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Bilingual teachers will meet monthly in bilingual PLCs.</p>	<p>Principal, Analeasa Holmes Assistant Principal, Adam Miller Bilingual teachers</p>	<p>Bilingual teachers will monitor monthly computer adaptive program goals for each student to demonstrate expected growth.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: A.B. Strawn Elementary will increase their average daily attendance rate for the 2018-2019 school year.

Performance Objective 1: Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2017-2018 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>1) Students will be recognized monthly for perfect attendance with a school-wide reward.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller Registrar, Josefina Espinoza	ABS' yearly ADA will meet or exceed 97.				
Funding Sources: 199 - General Fund - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>2) Classes who have 97% attendance for the month will receive a monthly incentive.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller Registrar, Josefina Espinoza	ABS' yearly ADA will meet or exceed 97.				
Funding Sources: 199 - General Fund - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>3) Utilize the monthly principal newsletter to promote and explain attendance procedures, regulations, and tips to parents.</p> <p>Teachers will use weekly newsletter to increase parents knowledge and understanding of weekly learning outcomes.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller Registrar, Josefina Espinoza	ABS' yearly ADA will meet or exceed 97.				
						

Goal 4: Every student (grades K-5) will make progress in writing in 2018-2019.

Performance Objective 1: In 2019, 4th grade students will reach 50% approaches, 17% meets, and 3% masters on STAAR Writing.

Evaluation Data Source(s) 1: STAAR Writing Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers will write daily in all subject areas.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller	Administration will monitor weekly lesson plans to ensure writing is incorporating in every subject area. Student work that is displayed will reflect students' daily writing.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will meet once every month during data PLCs to analyze student writing samples using HALO2/rubric</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller Classroom teachers	Teachers will meet monthly to exchange and analyze grade level writings. Teachers will bring 2-3 student writing samples for 5 students to PLCs. Students' writing will be reviewed based on TEKS that have been taught. Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) 3rd and 4th grade teachers will use the writing program. Be a Writer to build students writing skills.</p>	Principal, Analeasa Holmes Assistant Principal, Adam Miller Classroom Teachers	Every month, each student student writing samples will be scored with the district writing rubric to assess growth.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.
1	1	2	Students will meet weekly minute requirements on Istation reading. Teachers will use Istation to conduct small group Istation lessons during intervention time.
1	1	3	Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Grade Level Checkpoint Analysis form and turn into the principal.
1	1	4	The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.
1	1	5	Students will be encouraged to read books and take at least 1 Accelerated Reader test per week.
2	1	1	Teacher will provide small group math instruction to students on a weekly basis using math manipulatives, and building concrete to abstract knowledge.

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Literacy Kits		\$500.00
1	1	7	Books & Food		\$750.00
2	1	5	Math Kits		\$500.00
2	1	6	Manipulatives and Food		\$300.00
Sub-Total					\$2,050.00
Grand Total					\$2,050.00