Denison Independent School District

Lamar Elementary School

2018-2019 Campus Improvement Plan

Mission Statement

The mission of the Denison Independent School District is to ensure quality learning for all students...so that upon graduation they will be prepared to assume the roles and responsibilities of productive adult citizens in our society.

Vision

The vision of the Denison Independent School District is to inspire, enable, and encourage all students to learn, grow, and succeed in a global society.

Core Beliefs

WE BELIEVE: Our students are unique and valuable individuals capable of higher levels of learning.

Therefore, our commitment is to:

- Maintain high expectations so that students take responsibility for their learning.
- Design learning experiences to accommodate students' mastery of tasks in different ways and at different times.
- Expect students to assume responsibility for behaviors and actions.
- Provide each student the information, assistance, and support that enable him or her to develop educational and career goals.

WE BELIEVE:

Every employee of this district has the responsibility to provide and support quality learning experiences for student success.

Therefore our commitment is to:

- Focus on our core business - student learning.

- Provide clear and compelling understanding of what students are expected to know and be able to do.
- Design rigorous, engaging work that leads students to higher levels of learning.
- Collaborate through professional learning communities to provide quality learning experiences.
- Provide a safe, trusting environment for learning.
- Develop teachers as leaders of students-leading by inspiring, facilitating, encouraging, and nurturing.
- Monitor and assess student learning continuously.
- Provide support for student success-"Whatever It Takes!"

WE BELIEVE:

Public education provides the opportunities and experiences that enrich lives and are essential to the success of our community and country.

Therefore our commitment is to:

- Collaborate with families, businesses, and government and education agencies to develop a partnership between the community and school in order to support public education for a mutual benefit.
- Expect and enable parents to play an active role in education by monitoring their children's performance and working collaboratively and positively to maximize their children's experiences.
- Serve as good stewards or resources provided by the community.

Comprehensive Needs Assessment

Demographics

Demographics Summary

At Lamar Elementary we have 8 different subgroups. We work with each group and meet them where their needs are.

Student Academic Achievement

Student Academic Achievement Summary

Kindergarten is the foundation for learning. We want our Kindergarten students to have a strong foundation so we can build from there.

School Processes & Programs

School Processes & Programs Summary

At Lamar we only hire the best teachers. We want to train our teachers and retain our teachers for the stability of the students.

Perceptions

Perceptions Summary

Perception is very important to Lamar Elementary. We believe in building relationships with all stakeholders and the community. They are all a valued part of the education process.

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data

- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- 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
- PDAS and/or 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
- Action research results
- Other additional data

Goals

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 1: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2019 STAAR .

    Evaluation Data Source(s) 1: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Use PLC time to analyze data and create an action plan for struggling students.	Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers	Lesson Plans, Student Tracking Sheets, PLC minutes,Improved Scores on District and State Assessments				
2) Use PLC time to develop research based practices and engaging lessons to engage students	Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers	Lesson Plans, Student Tracking Sheets, PLC minutes,Improved Scores on District and State Assessments				
Targeted Support Strategy 3) Hire an outside tutor and internal interventionists to pull small groups all year and focus on skills and needed TEKS.	Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers	Lesson Plans, Student Tracking Sheets,Improved Scores on District and State Assessments				
4) An Instructional Coach will coach teachers on using best practices and train teachers throughout the year to improve instruction.	Instructional Coach, Principal	Improved Scores on District and State Assessments				
Targeted Support Strategy 5) All teachers will pull small groups daily to meet the needs of students to increase their understanding.	Teachers, Principal	District and State Assessments				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 2: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2019 STAAR Reading.

Evaluation Data Source(s) 2: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Use PLC time to analyze data an create an action plan for struggling students.	Principal, Classroom teachers, Special Education teachers, Reading intervention teachers	Lesson Plans, Student Tracking Sheets, PLC minutes,Improved Scores on District and State Assessments				
Targeted Support Strategy 2) Use tracking sheets to monitor student assessments all year and monitor their growth for progress.	Principal, Classroom teachers, Special Education teachers, Reading intervention teachers	Lesson Plans, Student Tracking Sheets, PLC minutes, Improved Scores on District and State Assessments				
Targeted Support Strategy 3) Use PLC time to develop research based practices and engaging lessons to engage students	Principal, Classroom Teachers, Special Ed Teachers, Reading Intervention Teachers	Lesson Plans, Student Tracking Sheets, PLC minutes,Improved Scores on District and State Assessments				
Targeted Support Strategy 4) Teachers will pull small groups daily to meet the needs of students.	Teachers, Principal	District and State Assessments				
Targeted Support Strategy 5) Teachers will implement the Fountas and Pinnell Reading Program in their classroom to find student's level and progress monitor them through the year.	Teachers, principal, Instructional coach	Lesson plans, Student Tracking Sheets, PLC minutes, Improved scores on District and State Assessments				
Targeted Support Strategy 6) Teachers will implement the Motivation Minds STAAR resource in the Reading classroom to help students prepare for STAAR.	Teachers grades 3-4, Instructional coach, principal	Lesson plans, Student Tracking Sheets, PLC minutes, Improved scores on District and State Assessments				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 3: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2019 STAAR Mathematics.

Evaluation Data Source(s) 3: Domain 1: Student Achievement
Domain 2: Student Progress
Domain 3: Closing the Gaps

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Targeted Support Strategy 1) Use PLC time to analyze data an create an action plan for struggling students.	Principal, Classroom teachers, Special Education teachers, Reading intervention teachers	Lesson Plans, Student Tracking Sheets, PLC minutes, Improved Scores on District and State Assessments				
Targeted Support Strategy 2) Use tracking sheets to monitor student assessments all year and monitor their growth for progress.	Principal, Classroom teachers	Lesson Plans, Student Tracking Sheets, PLC minutes, Improved Scores on District and State Assessments				
Targeted Support Strategy 3) Use PLC time to develop research based practices and engaging lessons to engage students	Principal, Classroom teachers	Lesson Plans, Student Tracking Sheets, PLC minutes, Improved Scores on District and State Assessments				
Targeted Support Strategy 4) Teachers will pull small groups daily to meet the needs of students.	Teachers, principal	District and State Assessment				
Targeted Support Strategy 5) Teachers will implement the Motivation Minds STAAR resource in the Math classroom to help students prepare for STAAR.	Math Teacher in Grades 3-4, Instructional Coach	District and State Assessment				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 4: All students will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2019 STAAR Writing .

Evaluation Data Source(s) 4: Domain 1: Student Achievement Report
Domain 2: Student Progress
Domain 3: Closing the Gaps

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Targeted Support Strategy 1) Teachers will use Patterns of Power to improve grammar skills.	Teachers, Instructional Coach, Principal	District and State Assessments, Student Tracking Sheets				
Targeted Support Strategy 2) Teachers will use the rubric from the state to grade writing compositions.	Teachers, Instructional Coach, Principal	District and State Assessments, Student Tracking Sheets				
3) Teachers will integrate reading and writing as much as possible during discussions and activities.	Teachers, Instructional Coach, Principal	District and State Assessments, Student Tracking Sheets				
4) Use PLC time to analyze data an create an action plan for struggling students.	Principal, Classroom teachers, Special Education teachers, Reading intervention teachers	Lesson Plans, Student Tracking Sheets, PLC minutes, Improved Scores on District and State Assessments				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.
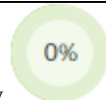
Performance Objective 5: English learners (ELs) will achieve on grade level performance (STAAR Meets level) and/or demonstrate one year's growth on Spring 2019 STAAR.

Evaluation Data Source(s) 5: 1. STAAR
2. Tejas Lee Reading Assessment
3. TELPAS

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Targeted Support Strategy 1) Each teacher K-4 will track each student for growth on the student tracking sheet and adjust instruction as needed.	Teachers, principal, Instructional coach	Students should be growing throughout the year, improved scores on district and state assessment				
Targeted Support Strategy 2) Teachers will plan engaging lessons and ensure students are being challenged at a rigorous level.	Teachers, principals, instructional coach	lesson plans, growth on district and state assessments				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 6: The percentage of 3rd grade students who meet or master grade level in reading will increase from 39% to 45% by May 2019. (Five year goal = 57%)

    Evaluation Data Source(s) 6: Domain 1: Student Achievement

    Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
Targeted Support Strategy 1) 3rd grade teachers will implement the Fountas and Pinnel Reading series with fidelity.	Principal, Teachers	Improved district and state assessments				
Targeted Support Strategy 2) 3rd grade teachers will use Motivating Minds to increase the Meets level of STAAR	Principal, Teachers	Improved district and state assessments				
3) Discuss students success/gaps during PLC and what strategies/actions can be done to help student succeed.	Teachers, principal	Improved district and state assessments				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 7: Enhance students' technology skills and abilities.

    Evaluation Data Source(s) 7: 1. Teacher lesson plans
2. Student work samples
3. Technology course gradebook

    Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**May**
1) Review the state expectations for technology skills by grade level.	Campus Principals and Technology Director					
2) Provide time for elementary students to master and apply technology skills to learning assignments.	Campus Principals and Technology Director					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Every employee of the district will work to provide quality learning experiences for student success.

Performance Objective 8: The equity gap for inexperienced teachers between high poverty and low poverty campuses in Denison ISD will decreased from 2.76 percent to 2.25 percent.

> **Evaluation Data Source(s) 8:** District Equity Plan calculations

> **Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Meet and discuss strategies that are working with other principals.	Principals	District and State Assessments				
2) Going to trainings, professional development, and doing book studies to gain knowledge.	Me	Campus growth and moving forward				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Percent of students receiving PEIMS disciplinary placements will decrease.

Evaluation Data Source(s) 1: PEIMS Discipline Data for 2017-18.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) The behavior specialist will meet with students to discuss behavior plans.	Behavior Specialist	Improved behavior				
2) The entire campus will work to build relationships with students.	Teachers, staff, principal	Improved behaviors				
3) Continue to provide an alternative setting for students with severe and/or persistent misbehavior.	Principal	Behavior Intervention Plans				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 2: Create a district-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Overall student attendance for all students will remain at 95% or better.

   Evaluation Data Source(s) 2: Texas Academic Performance Report (TAPR) and PEIMS attendance reports.
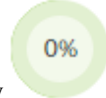
   Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Maintain nurse and counseling services on each campus.	Principal	Employment Records and Program Evaluations				
2) Provide parent training.	Principal Counselor Parent Involvement Coordinator Head Start Office Staff	Minutes and Documentation of Sessions				
3) Monitor attendance.	Principal Parent Involvement Coordinator Classroom Teachers	Student Attendance Reports TPM Meetings List of students/parents referred to justice court				
100% = Accomplished		➡ = Continue/Modify	0% = No Progress		✖ = Discontinue	

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Provide a safe campus environment.

Evaluation Data Source(s) 1: District/Campus Safety Plans, emergency drills documentation, discipline records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Continue to implement the District Emergency Operation Plan.	All Staff	Campus Emergency Plan				
2) Continue to provide an alternative setting for students with severe and/or persistent misbehavior.	Principal	ODRs				
3) Utilize the security doors throughout the school day and require visitors to wear badges.	All Staff	Visitor Log				
4) Routinely practice all safety drills.	All Staff	Documented Drills, All persons demonstrate successful performance in drills				
5) Require pick-up cards at dismissal.	All Staff	All students dismissed safely				
6) Maintain an effective Discipline Management Plan that is communicated to students, parents, and staff.	Campus Principal, Campus Staff	Student Handbook, Classroom Management Plans				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent and school communication.

Evaluation Data Source(s) 1: Campus parent involvement documentation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Provide access to student's grades online with the Gradebook Parent Viewer.	Principal Secretary Parent Involvement Coordinator	Online Gradebook				
2) Employ a Campus Parent Involvement Coordinator to work with parents of preschool through fourth grade on strategies to support their children academically, socially, and emotionally.	Director of Special Programs, Parent Involvement Coordinator	Agendas an d attendance records of meetings, parent response forms				
3) Create weekly newsletter for parents to communicate about upcoming events and important information about school.	Principal, Parent Involvement Coordinator	Newsletters				
Targeted Support Strategy 4) Teachers are required to have 2 conferences per year and make a positive phone call home at the beginning of the year.	Teachers, Principal	Communication Log				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Develop parents' skills and capacity to be leaders at home, at school, and in the community.

Evaluation Data Source(s) 2: District and Campus decision making committee sign in sheets/meeting minutes and Family Engagement activity sign in sheets/meeting minutes.

Summative Evaluation 2:

Goal 4: Collaborate with families, businesses, education, and governmental agencies to develop a partnership between the community and the district.

Performance Objective 3: Coordinate services to support the enrollment, attendance, and success of all children and youth.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	May
1) Weekly newsletters will contain parenting tips each week	Parent Involvement Coordinator	Newsletter				
2) Teachers will discuss student success, ways to help students achieve success at home during conferences	Teachers, Principals	Conference Agendas				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

At Lamar Elementary we complete our Needs Assessment each year based on our Assessments and data. We share this data with our Campus Improvement Committee and have input from all of our stakeholders including parents.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

At Lamar Elementary the Campus Improvement Plan is developed based on our needs from the previous year's data. Input is given from staff members and the Campus Improvement Committee which includes parents and community members.

2.2: Regular monitoring and revision

We annually monitor our plan four times a year and adjust our plan as needed.

2.3: Available to parents and community in an understandable format and language

We have copies of the CIP available to parents in the office if needed. This is discussed during our CIP meeting. It is also given out at the PTO meeting and discussed there.

2.4: Opportunities for all children to meet State standards

At Lamar we want all students to be successful and meet State standards. We have weekly PLC meetings and use tracking sheets to monitor the students and how they are doing in class. We use the tracking sheets to monitor their progress during the year.

2.5: Increased learning time and well-rounded education

Each student at Lamar is given the opportunity for small group instruction if needed. We look at each student as an individual and meet them at their needs.

2.6: Address needs of all students, particularly at-risk

We look at each student as an individual and come up with a plan to meet each student's needs. The students are offered intervention, small group instruction,

and individual instruction if needed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

We offer many ways to communicate with families: Title I meetings, PTO meetings, weekly newsletters to parents, 2 required parent conference a year

3.2: Offer flexible number of parent involvement meetings
Parents can attend PTO meetings, Title I meetings, Open House, Meet the teacher, Kinder Roundup, etc...