

# Louise Elementary School



## 2018-19 Campus Improvement Plan

Louise Independent School District  
Mission Statement

*Our students shall be academically prepared to fulfill their potential, self-assured, and motivated to excel.*

Vision

*Educate the Whole Child.*

# Comprehensive Needs Assessment

Component	Summary	Strengths	Needs	Data Source(s)
Demographics	<p>Campus Size - 230                      Hispanic – 138                      Caucasian – 70                      African American – 11                      Asian/Pacific Islander – 1                      American Indian - 0                      Teachers/Specialists - 19                      SpEd – 8 (11 Speech Only)                      EcoDis – 68% (156 students)                      ELL – 34% (78 students)                      Attendance – 97.5%</p>	<ul style="list-style-type: none"> <li>Limited Number of Groups for Accountability</li> </ul>	<ul style="list-style-type: none"> <li>EcoDis population is high.</li> </ul>	PEIMS/Skyward
Student Achievement	<ul style="list-style-type: none"> <li>Grade 3 Reading – 70%</li> <li>Grade 3 Math – 74%</li> <li><b>Total Gr 3 Students: 31</b></li> <li>Grade 4 Reading – 77%</li> <li>Grade 4 Writing – 64%</li> <li>Grade 4 Math – 85%</li> <li><b>Total Gr 4 Students: 40</b></li> <li>Grade 5 Reading – 100%</li> <li>Grade 5 Science – 90%</li> <li>Grade 5 Math – 100%</li> <li><b>Total Gr 5 Students: 27</b></li> </ul>	<ul style="list-style-type: none"> <li>Improvement to 3<sup>rd</sup> Grade STAAR results</li> <li>5<sup>th</sup> Grade Science earned Distinction</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development for teachers to meet the increased rigor of Phase 2</li> <li>Professional development for Reading teachers for strategies for ESL students and Tier 2&amp; 3 Reading students</li> </ul>	<ul style="list-style-type: none"> <li>STAAR Summary Report, September 2016</li> <li>Teacher Input/feedback from Staff Meetings/CIP Planning Meetings</li> </ul>
Culture and Climate	A large percentage of teachers are either satisfied or happy with the Elementary School	<ul style="list-style-type: none"> <li>Monthly birthday celebrations and luncheons</li> </ul>	<ul style="list-style-type: none"> <li>More time for planning (staff planning and Professional Development days that do not take away from Instruction time)</li> <li>Recognition of professional achievements</li> <li>Incentives to improve campus morale</li> </ul>	<ul style="list-style-type: none"> <li>Conversations; Staff Meetings; Observations;</li> <li>The majority of the staff participate in luncheons &amp; celebrations;</li> <li>Teacher and staff feedback and input/suggestions.</li> </ul>
Staff Quality,	100% of teachers are highly	We are searching only for HQ	<ul style="list-style-type: none"> <li>Ensure that the teachers get</li> </ul>	<ul style="list-style-type: none"> <li>Human Resources</li> </ul>

Recruitment, and Retention	qualified and certified in their specific teaching field	teachers	support needed to maintain professional certifications; <ul style="list-style-type: none"> <li>• Provide instructional and emotional support.</li> </ul>	Records; <ul style="list-style-type: none"> <li>• Personal conversations;</li> <li>• Job Fair</li> </ul>
Curriculum, Instruction, and Assessment	Team planning has improved the development of teaching strategies to address the Reading Comprehension skills of Tier 2 & Tier students in all grade levels; Technology based tools will help assess knowledge and skills relating to Reading and Math; appropriate assessments will be used in PreK-2 to monitor RtI and Progress.	Reading and Math Specialist provide RtI inclusion to help support the classroom teacher in providing differentiated instruction, and specific strategies to close the achievement gaps.	<ul style="list-style-type: none"> <li>• Increase accountability and monitoring.</li> <li>• Prepare students to be prepared to face academic challenges as they progress in grade levels;</li> <li>• All teachers need to have lesson plans in a location that is easily monitored;</li> <li>• Consistent and valuable feedback for teacher improvement</li> <li>• Vertical Curriculum Alignment</li> </ul>	<ul style="list-style-type: none"> <li>• State ratings, CBA scores, six week test grades and maintaining pace with the Year at a Glance from TRS;</li> <li>• Grades/Failure rates</li> </ul>
Family and Community Involvement	Parent and Community events continue to have a high attendance rate for Grandparents Day luncheon, Community Thanksgiving meal, Open House, and Meet the Teacher but low attendance when the event is purely informational.	Parents want to be involved when the activity includes demonstrating their excitement for their child's achievement. Teachers have implemented using Class DoJo to involve the parents in classroom activities.	<ul style="list-style-type: none"> <li>• Increase parent involvement in the academic, socio-emotional progress of their child;</li> <li>• Have heritage and/or cultural day awareness at the Elementary school and involve school community planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in sheets and personal observations;</li> <li>• Parental concerns and ideas;</li> <li>• Parent Survey</li> </ul>
School Context and Organization	Procedures and operations are specific and known by the person who does the job, however cross-training and organizational procedures need to be developed.	Staff is competent and meets the needs of students and supporting staff.	<ul style="list-style-type: none"> <li>• Develop and implement a discipline management strategy that will be consistently and fairly administered.</li> <li>• Develop procedures for maintenance and operations throughout the school's staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline records</li> <li>• Attendance record</li> <li>• Operational manuals and procedural documents developed and used.</li> </ul>

Technology	<p>Our school is growing in the use of Chromebooks, especially in 5<sup>th</sup> grade but more are needed at all grade levels. As our student numbers grow, our computer lab does not offer enough computers for the entire class.</p> <p>With the increase of technology-based programs available to each grade-level, more Chromebooks are needed to utilize the programs.</p>	<p>We have the hardware and software necessary to offer more rigorous instruction.</p>	<p>As new textbooks are purchased, on-line resources are linked to lessons to create individualized student study guides to provide enhanced lessons and to address intervention strategies.</p> <p>As we grow in the use of on-line information, we need to insure that each grade level has the necessary resources to utilize the programs.</p>	<p>Teacher concerns and conversations</p>
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Goal	Improve Academic Achievement for All Students	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs  <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Develop and support effective instruction that focuses on high performance of all students	
Evidence of Implementation	Renaissance program; RtI data; increase of planning time for both grade level partner and vertical alignment; parent conference; rewards for student/class meeting academic and attendance goals	
Evidence of Impact	CBA data; Progress reports, Report cards; STAR Math data; STAR Reading data and Accelerated Reading data; RtI data; changes to the school calendar to support planning and parent conference days; improved ADA	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
RtI Inclusion Specialists work in the classrooms; support the teacher during RtI to assist in providing differentiated instruction	Rhonda Bremser; Salvador Hernandez; Dawn Nordeen; Pamela Lechler; All Elementary teachers/aides	Teachers Instructional Aide	08/22/2018	05/27/2019			NA HQ CP	1 5 6 7
Utilize Study Island; Renaissance Programs – STAR Math & STAR Reading; iStation Reading and iStation Math	Sandra Holik	C.O.W. for grades 1-4 to accommodate the educational resources purchased: Study Island, iStation Reading/Math	Resources are needed immediately to effectively utilize the purchase of these programs	06/04/2019			NA AA AS	1 2 5

Calendar changes to include days for Professional Development, Parent Conferences and work days at the end of each six-weeks grading period	Board of Trustees Dr. Garth Oliver Donna Kutac Pamela Lechler Brady Peterson Michael Braden	Time for planning, PLCs, staff development, and parent conferences	10/31/2018	06/04/2019			PD PI	2 4 6
Create rigorous, aligned common assessments that are STAAR formatted	Teachers	CBAs that align to STAAR Released tests for Grades 3-5; in Grade 1-2, appropriate development and pacing of CBA assessments to prepare students for increased Grade Level rigor	CBA testing calendar	On-going through out the school year			NA RS AA AS	1 2 5 7

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Objective	Develop and support effective instruction that focuses on high performance of all students; improve the Reading Levels of ESL students	
Evidence of Implementation	Increase in CBA and STAAR test results, improvement in RtI Reading results, and daily classroom instruction	
Evidence of Impact	Improved CBA results; Improved STAAR Phase-II percentage; Improved STAAR Reading results; Fewer students in Tier 3 Reading and Math.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Provide enriched and accelerated curriculum Including strategies for meeting the needs of historically underserved populations, using technology based instruments to monitor and assess students to help identify areas of progress and growth	Teachers	Study Island iStation Reading and Math Renaissance	09/01/2018	06/04/2019			NA RS AA AS	1 2 7
Address the needs of all children in the school, but	Principal and Teachers	Region 3 – appropriate training courses	On-going	06/04/2019			AS CP	1 2 7



particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population								
High-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.	Pamela Lechler Region 3 trainers	Region 3	09/01/2018	06/04/2019			NA PD AA AS	1 2 7
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Objective	Ensure a safe environment in which all students and staff are accountable.							
Evidence of Implementation	Emergency procedures are posted and are practiced routinely. Appropriate crisis interventions are implemented. Students feel safe in sharing responses/discussions with instructors and peers.							
Evidence of Impact	Reduction of discipline behaviors incidents, lower number of students in ISS/DAEP; consistent discipline management					<u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality		

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Drug awareness program Bullying and Safety awareness	D.A.R.E. officer and McGruff, The Crimedog program for bullying and safety prevention sponsored & supported by the WCSO and classroom teacher	Posters	On-going	06/04/2019			RS CP	1 3 6
Post and review emergency procedures	Administration and Teachers	Procedures packet	On-going	06/04/2019			NA RS	3 6 7
Discipline Committee to review the Elementary Discipline Plan and to ensure that it aligns to the Student Code of Conduct	Teachers Pamela Lechler	Copies of Code of Conduct and current Elementary Discipline Plan; Discipline report	01/2019	06/04/2019			RS CP	6
Improve student and staff attendance	Administration, Faculty and Staff	Incentives	For students, each six-week recognition; for staff, end of year recognition	06/04/2019		\$2000	NA AS	1 5 6 7
Character building program and Restorative Discipline	Pamela Lechler Traci Harvey	Region 3 training	01/2018	06/04/2019			NA RS PD	1 3 7

strategies								
Actively monitor the cafeteria, hallways, playgrounds, and classrooms to ensure the safety of students and staff	Pamela Lechler	School safety plan and program	On-going	06/04/2019			NA RS AS	1 3 6 7

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Objective	Prepare all students to be college and career ready.	
Evidence of Implementation	Increase the number of students who perform at Phase-II Level III Advanced on STAAR	
Evidence of Impact	STAAR Summary Reports.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Utilize Math and Reading Specialist to work with Tier 2 & 3 students; Renaissance STAR Reading program	Rhonda Bremser; Salvador Hernandez; Dawn Nordeen; all teachers	Lap tops for Grades 1-4	01/2019	06/04/2019			RS NA AA AS	1 2 5

Goal	Ensure Efficient and Effective Operations	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies
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Objective	Develop an accountability, monitoring, and reporting structure for all departments and schools.	HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs  <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate
Evidence of Implementation	Walkthrough documentation	
Evidence of Impact	Improve teacher quality and an increase in the use of data to make decisions.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Lesson Plans will be available for T-TESS Appraisers	T-TESS Appraisers		On-going, weekly	6/4/2019	NA	\$0	CP	1 3 7
Teacher Observations and Walkthroughs per T-TESS expectations – 5 Observations & 7 Walkthroughs per week	Pamela Lechler	Paper forms	On-going, weekly	6/4/2019	NA	\$0	CP RS	1 3 7
Teacher Observations/ Appraisals	T-TESS Appraisers		On-going	02/01/2019	NA	\$0	RS	1 3 7
Implement a Mentoring program for 1st year teachers or new grade/subject	Pamela Lechler	Teaching staff	08/22/2018	06/04/2019			HQ	3 6 7

Goal	Ensure Effective Communications	<u>Schoolwide Components</u>
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Objective	Develop and implement a district-wide plan to maximize two-way communication among school, family, and community.	
Evidence of Implementation	Sign in sheets from Open House, Meet the Teacher, Parent-Teacher conferences; parent connection to Class DoJo	
Evidence of Impact	Increase in parent participation during Campus-wide activities and events	<u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Grade-level parent/teacher conferences twice a year	Teachers Dr. Oliver	Substitute Teachers or change to calendar	10/2018	06/04/2019			CP PI	3 4 6
Heritage/Cultural Celebration	Melodie Beam, Music Teacher; Classroom teachers		Spring 2019	06/04/2019			PI CP	4 5 6

Classroom celebrations or presentations, class messages, assignments are shared via Class DoJo	Classroom teachers	Parent contact information	08/22/2018	06/04/2019				PI	1 4 6
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# State Compensatory Education Summary for Louise Elementary

Account	Account Title	Teachers/Pds	Budgeted Amount
<b>6100 Payroll Costs</b>			
	Salaries/Wages – Teachers	4 teachers/9 periods	\$64,879
	Salaries/Wages – Professional Staff		0
	Salaries/Wages – Support Staff		0
	Salaries/Wages – Substitute Teachers		0
	Extra Duty Stipend		0
	Extra Duty Pay/Tutoring		0
<b>6300 Supplies and Services</b>			
	Instructional Materials		0
	Technology (non-capitalized)		0
		<b>Total</b>	<b>\$64,879</b>

\*Direct cost requirement is 52%