

Campus Improvement Plan
2018-2019

Adolphus Elementary



Submitted for Board Approval October 2018

Comprehensive Needs Assessment

Data Sources Reviewed

STAAR results from 2018	Staff, Parent, and Student Climate Survey
DRA data	Discipline data
TPRI data	Attendance data
TELPAS data	Rtl data
PEIMS Staff and Student data	

Math STAAR Achievement:

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3	92%	76%	43%
4	98%	82%	63%
5	92%	71%	35%

Reading STAAR Achievement:

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3	92%	65%	46%
4	93%	78%	53%
5	89%	66%	33%

Science STAAR Achievement:

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
5	86%	56%	22%

TELPAS Kindergarten: 19 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	68%	32%	0%
Speaking	5%	68%	26%	0%
Reading	21%	63%	16%	0%
Writing	47%	47%	5%	0%

TELPAS First: 10 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	30%	20%	50%
Speaking	0%	20%	40%	40%
Reading	0%	30%	20%	50%
Writing	0%	40%	30%	20%

TELPAS Second: 10 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	0%	20%	80%
Speaking	0%	30%	70%	0%
Reading	0%	10%	20%	70%
Writing	0%	20%	40%	40%

TELPAS Third: 18 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	6%	6%	28%	61%
Speaking	6%	33%	44%	17%
Reading	6%	17%	33%	44%
Writing	0%	17%	39%	39%

TELPAS Fourth: 6 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	50%	17%	33%
Speaking	0%	33%	33%	33%
Reading	17%	33%	0%	50%
Writing	0%	33%	17%	39%

TELPAS Fifth: 6 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	17%	0%	83%	0%
Speaking	17%	0%	67%	17%
Reading	17%	0%	33%	50%
Writing	0%	0%	67%	33%

Identified Strengths

Student Achievement

Distinction in ELA achievement
Attendance Rate 97.5%
Percentage of students who met Masters grade level in grade 3 and 4 Reading and Math

School Climate and Culture

97% of the staff members enjoy working at the school and feel respected and listened to by the administration.
98% of the staff feel that collaboration is encouraged.
96% of the parents feel they are informed about the students grades and behavior.
95% of the students are aware of the safety procedures at the school.
No Place for Hate Campus

Staff Quality, Recruitment, and Retention

95% of the staff are ESL certified. This is an increase of 18% over last year.
100% of our staff is highly qualified as defined in Title 1 requirements.
Teachers receive ongoing feedback and support through administrative observations both informal and formal and CORE team coaching.
Based on the Staff Climate Survey from 2017-2018, the staff reported that 100% of the time an administrator was available to discuss issues and concerns with them.

Curriculum, Instruction, and Assessment

Every other week, teachers participate in PLCs to plan and analyze their instruction.
We utilize instructional programs such as RAZ kids, Waterford, Dreambox, and STEMScopes to enhance instruction.
Teachers use Eduphoria Aware data to analyze student progress and inform instruction.
Instructional facilitators coach and collaborate with teachers using road maps and pacing guides to provide well-organized lessons.
Thinking Maps training and integration will support rigorous and cross-curricular instruction.

Community and Student Engagement

All homeroom teachers communicate instructional and extra-curricular activities through a weekly newsletter.
The administration send email and text messages via Skylert to inform parents about information and activities for families.
A school Facebook page is used to keep parents informed of school events and activities.
A strong PTO is in place to support our learning community through fundraisers, volunteering, and field trips.
The Canvas learning management system is utilized by all homeroom teachers to encourage parental involvement to support learning.
Adolphus provides numerous opportunities for family and community involvement through programs such as: Grandparents' Day, FaBOOlous Bash, Spirit Nights, Boosterthon, Field Day, Classroom Parties, Bootlegger's Ball, and Awards Ceremonies.

School Organization

Teachers participate in committees to help support our school academically and socially Sunshine, Planning, Decorating, Site Based Management Team, and UIL committees.
Students are able to participate in a variety of clubs like Random Acts of Kindness, Girls on the Run, Art, Media, Safety Patrol, Choir, Bulldog Buddies, and Yoga.
The core team supports the teachers through planning guidance, discipline support, and staff development.
On the staff climate survey 96% of teachers reported that the administrators provide useful feedback about their work.
The PTO is committed to supporting academics through purchasing instructional materials that support the campus goals.

Technology

Adolphus integrates technology into every subject and grade level. Promethean boards, student laptops, document cameras, and ipads are used to support instruction in every classroom.
We have 9 carts of laptops that are shared between the grade levels and library.
We have a computer lab equipped with 30 computers.
RAZ kids, Waterford, Dreambox, and STEMscopes software is used to support academic achievement.
Digital Learning Coach is available to support staff in instructional planning and activities. This year we are focusing on Canvas.

Identified Needs

Priorities Based off Identified Needs

Demographics

Work to effectively meet the needs of our diverse population including our special education and English language learners.	We will provide additional instruction for these students through morning tutorials using research based approaches.
Closely monitor our students in Rtl to make sure they make progress on assessments.	We will provide additional monitoring through data meetings and PLCs.
Closely monitor our at-risk population to close the achievement gaps in their learning.(K-5)	Provide additional instructional resources and intervention support through our at-risk budget.

Student Achievement

28% of our 3 rd , 4 th , and 5 th grade students did not make progress in ELA on STAAR 2018.	We will participate in a Stephanie Harvey training provided by the district.
24% of our 3 rd , 4 th , and 5 th grade students did not make progress in Math on STAAR 2018.	We will plan collaboratively with teachers focusing on every student's progress on common and district assessments.
Our 5 th grade students scored 86% approaches, 57% meets, and 22% masters on the Science STAAR 2018 assessment. This is below the district goal of 90% approaches, 60% meets, and 30% masters.	We will be utilizing STEMScopes for effective planning of science instruction. An increased use of the science lab will be expected and monitored. We will implement a campus wide K-5 science activity to increase science knowledge for all students.
Continue to strive to have all students score at the Masters level on the state assessments.	Utilize a collaborative approach to planning rigorous and engaging lessons with the facilitators planning with the teachers.

School Culture and Climate

Continue to use Capturing Kids' Hearts to make connections between staff and students.	Teachers will start each day with a high-five, handshake, or a hug given to the students before they enter the classroom.
Continue to use a positive based discipline approach as a campus wide discipline management program.	Teachers and staff will use incentives and positive language to motivate students to self-manage their behavior.
Implement the Character Counts program.	The counselor will schedule monthly guidance lessons and small group activities centered around the six pillars of character education.
Continue to welcome and encourage parent involvement through our involvement with PTO and the parent community.	Teachers will send home weekly newsletters to parents, and the administrators will use social media and the school's website to communicate with the parents.

Staff Quality, Recruitment, and Retention

Continue to strive to have 100% of our teachers become ESL certified.	Communicate expectations of becoming ESL certified and provide the staff development opportunity for the teachers to take the ESL prep course.
Develop a common instructional framework to guide the teachers' instruction.	Work collaboratively with the core team to build a Play Book to help guide the teachers.
Continue to provide effective staff development regarding learning objectives.	The core team will lead the teachers on how to write and use objectives to enhance their lessons. The administrators will look for high quality objectives when doing walkthroughs and observations.
Provide support to new staff members in the area of professional development and instructional strategies.	Each new staff member will be assigned a mentor/buddy to provide support on a weekly basis.

Curriculum, Instruction, and Assessment

Utilize the core team to assist with developing and reviewing major grade assessments.	Teachers will create common assessments through TEKS bank and will be discussed in planning meetings.
Schedule and plan PLC's so that the PLC is meaningful and will have a positive impact on instruction.	Utilize data and feedback from CORE team members' observations of teachers' and their instruction to choose relevant PLC topics.
Ensure the teachers understand the expected learning standards for the grades below and above them.	Hold monthly vertical team meetings in which the teacher can collaborate with one another to plan effective lessons.
Provide consistent coaching to teachers of ELLs on high yield strategies to improve writing skills.	The ESL Coach will be part of the Core Team and will schedule coaching sessions with the teachers of ELL students.
Promote parent engagement of our ELL students.	During the Spring of 2019, we will offer a parent involvement activity that coincides with our book fair.

Community and Student Engagement

Improve communication with the parents.	Utilize social media, Skylert, newsletters, and our school website to promote community involvement.
Continue to provide a variety of opportunities for parents to be involved through PTO, WATCH DOGS, family academic nights, and volunteering on the campus.	Work with the core team to add one more family involvement night for the spring semester.
Welcome the new families to Adolphus to communicate rules and expectations.	Open the kindergarten orientation to all new families to Adolphus.
Promote parent involvement with our English Language Learner population.	Conduct a parent night activity that specifically targets our English Language Learners during our Fall Parent Night event.
On the Parent Climate Survey, only 49% of the parents reported that they attended parent events/conferences three or more times during the school year.	We will add an additional parent involvement activity in the spring of 2019.

School Organization

Continue to fine tune our dismissal process to make it more efficient.	Incorporate an attendance check for all bus riders on a daily basis.
Promote collaboration between the teachers and administration for planning for the next year.	Incorporate a planning committee into our committee schedule near the end of the school year.
Provide behavior support to the teachers in increase safety for all students.	Incorporate collaboration between administration and the counselor when working with students striving to make better behavior choices.
On the Parent Climate Survey, only 48% reported that bullying is not a problem at school. On the Student Climate Survey, only 29% of the students reported that students at Adolphus make it clear that bullying is not tolerated.	Incorporate the Character Counts program into our daily instructional day. Paws for Praise will be structured around the pillars for character education. In addition, we will collaborate with the PTO on a parent involvement program regarding the topic of bullying.

Technology

Encourage the use of the computer lab on a more regular basis.	Develop a schedule for the use of the computer lab in the mornings before school so that tier 2 students can use webiste interventions.
Increase the amount of small technology devices.	Encourage teachers to write grants for additional small technology tools.
Maintain the condition of the laptops so that all laptops will be in a workable condition.	Require teachers to submit work orders as soon as they recognize a problem with a laptop computer.

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.

Improvement Plan Goals

Goal 1: **Reading:** By May 2019, Adolphus Elementary will improve the number of students that need to grow in reading from 72% to 100% as measured on the STAAR reading test.

Goal 2: **Math:** By May 2019, Adolphus Elementary will improve the number of students that need to grow in math from 76% to 100% as measured on the STAAR math test.

Goal 3: **Science:** By May 2019, Adolphus Elementary will increase STAAR science scores from 86% approaches to 90% approaches, from 57% meets to 60% meets, and 22% masters to 30% masters as measured on the STAAR science test.

Goal 4: **Parental Involvement:** By May 2019, Adolphus Elementary will host one event during the instructional day to involve parents and support student instruction.

Goal 5: **Violence Prevention and Intervention:** By May 2019, Adolphus Elementary students will have participated in 6 guidance lessons on character traits as defined by the Character Counts program.

Goal 6: **FitnessGram:** By June 2019, 90% of 3rd through 5th grade students will meet the required score on the Fitness Gram regarding the Abdominal Strength (curl-up test) and Flexibility (shoulder stretch test).

Goal 1

<p>Goal Statement: By May 2019, Adolphus Elementary will improve the number of students that need to grow in reading from 72% to 100% as measured on the STAAR reading test.</p>	<p>CNA Area of Need: Student Achievement, curriculum, instruction, assessment, staff quality and school organization.</p>
<p>Performance Objective: By June 2019, Adolphus Elementary students achieving Masters in grades 3-5 on the Reading STAAR test will remain over 50% to stay in Quartile 1 of the comparison report.</p>	

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Conduct coaching and modeling sessions for K-5 teachers.	Principals, Facilitators	Ongoing	State Comp Ed 58,454.09	100% of K-5 teachers in writing will be able to conduct writing conferences based on students' individual needs as well as increased time for independent writing
Select group of teachers and facilitators will participate in Stephanie Harvey Cohort through ALP Department	Reading & ESL Facilitators and 8 teachers in grades 1-5		Title III District funds for Stephanie Harvey Cohort \$11,400	
Conduct tutoring sessions for students averaging below 70% on formal assessments	Principals, Facilitators, Teachers	October-March	State Comp Ed \$9,702.00	Results from district evaluations, and 9 week report cards will exhibit incremental progress
Continue to conduct small group and/or pull out intervention for students scoring below 70% on progress reports, report cards, or benchmark assessments, and data broken down by sub-populations	Principals, Facilitators, Teachers	Ongoing		Results from district assessments and 9 week report cards will exhibit incremental progress
Continue to monitor Economically Disadvantaged students' scores during data/PLC meetings	Principals, Facilitators, Teachers	Ongoing		Results from district evaluations, and 9 week report cards will exhibit incremental progress
Continue to build leveled library and take home reader library to provide a wide variety of texts from various genres to students	Principals, Facilitators	Ongoing	(S) Local Funds	Monitor and track inventory of leveled library.

Goal 2

<p>Goal Statement: By May 2019, Adolphus Elementary will improve the number of students that need to grow in math from 76% to 100% as measured on the STAAR math test.</p>	<p>CNA Area of Need: Student Growth for the sub-populations of Asian & English Language Learners</p>
<p>Performance Objective: ELL students will increase in academic achievement scores from 68% to 85% on closing the gaps on the 2019 STAAR math test.</p>	

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Conduct coaching and modeling sessions for K-5 teachers.	Principals, Facilitators	Weekly	State Comp Ed 58,454.09	100% of K-5 teachers in reading will be able to conduct guided reading or literature circles as well as increase time for independent reading.
Conduct tutoring sessions for students averaging below 70% on formal assessments.	Principals, Facilitators, Teachers	January-March	State Comp Ed \$9,702.00	Results from district evaluations, DRA, and 9 week report cards will exhibit appropriate incremental progress.
Conduct small group and/or pull out intervention for students scoring below 70% on progress reports, report cards, or benchmark assessments, and data broken down by sub-populations.	Principals, Facilitators, Teachers	Ongoing	State Comp Ed \$9,702.00	Results from district evaluations, DRA, and 9 week report cards will exhibit appropriate incremental progress.
Technology driven remediation and technology will be made available to all students in morning tutorial sessions that will be based on student needs.	Facilitators, Principals	Ongoing	(S) Local Funds	PLC meetings will 100% of the time discuss growth in students with regards to math progress.

Goal 3

<p>Goal Statement: By May 2019, Adolphus Elementary will increase STAAR science scores from 86% approaches to 90% approaches, from 57% meets to 60% meets, and 22% masters to 30% masters as measured on the STAAR science test.</p>	<p>CNA Area of Need: Student Achievement across all sub-populations</p>
<p>Performance Objective: 5th grade students' scores will increase by 10% or higher on the Science STAAR in 2019 to increase student achievement.</p>	

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Conduct weekly hands on science investigations.	Teachers	September-May		Weekly campus assessments and nine week report cards will demonstrate greater than 80% mastery.
Utilize STEMScopes in daily lesson planning.	Teachers	September-May	STEMScopes	CORE will review lesson plans weekly. Facilitators will oversee the planning on science lessons.
Unwrap the TEKS and construct lessons and assessments aligned to the TEKS.	Facilitators, Teachers	October-May	State Comp Ed 58,454.09 & District Led Professional Development	Principals and CORE team review weekly assessments in planning.
Conduct a STEMScopes training on how to utilize this resource in daily lesson planning to benefit science instruction.	Facilitators, District Science Coach	October	State Comp Ed 58,454.09 & District Led Professional Development	Principals and CORE team review weekly lesson plans.

Goal 4

<p>Goal Statement: By May 2019, Adolphus Elementary will host one event during the instructional day to involve parents and support student instruction.</p>	<p>CNA Area of Need: School Culture and Climate Survey</p>
<p>Performance Objective: By May 2019, Adolphus Elementary will integrate core curriculum activities in our parent day activity to help parents build a skill set in helping their child at home on academics.</p>	

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>Communicate the purpose and outcomes of activities to parents.</p>	<p>Principal, Counselor, Facilitators, and Teachers</p>	<p>April</p>	<p>State Comp Ed 58,454.09</p>	<p>On the School Culture and Climate Survey the parent responses will increase from 85% to 90% on parents feeling like teachers give them ways to help their child at school.</p>

Goal 5

<p>Goal Statement: By May 2019, Adolphus Elementary students will have participated in 6 guidance lessons on character traits as defined by the Character Counts program.</p>	<p>CNA Area of Need: School Culture and Climate Survey</p>
<p>Performance Objective: By May 2019, Adolphus Elementary counselor will have shared characters traits that will help prevent bullying at school.</p>	

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Utilize No Place for Hate, and Character Counts activities. Communicate the purpose and outcomes of activities to parents.	Counselor, Teachers, Principal	Each 9 Week Period	No Funds Needed	Parent responses will decrease by 10% or greater on the 2019 District Survey regarding bullying.
Communicate information from various programs such as No Place for Hate, Capturing Kids' Hearts, Character Counts, and other programs.	Counselor, Teachers, Principal	Each 9 Week Period	No Funds Needed	Staff responses will decrease by 4% or greater on the 2019 District Survey regarding bullying.
The campus will be introduced to the Paws for Praise schoolwide system that will promote character traits.	Principal, Counselor, Teachers	Ongoing	No Funds Needed	Student responses will decrease by 6% or greater on the 2019 District Survey regarding bullying.

Goal 6

<p>Goal Statement: By June 2019, 90% of 3rd through 5th grade students will meet the required score on the Fitness Gram regarding the Abdominal Strength (curl-up test) and Flexibility (shoulder stretch test).</p>	<p>CNA Area of Need: Student Health</p>
<p>Performance Objective: By June 2019, Adolphus Elementary will raise their FitnessGram results on the curl up and stretch test by 10% or higher for abdominal strength and flexibility.</p>	

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>To improve student's abdominal strength and flexibility the student's will practice in warm-ups throughout the year.</p>	<p>Physical Education Teacher</p>	<p>August 2018-May 2019</p>	<p>FitnessGram-Texas Fitness Test</p>	<p>Curl Up & Shoulder Stretch Test</p>

Financial Summary

Funding Source	Total Amount
State Comp Ed: Tutoring	\$9,702.00
Bilingual/ESL: Materials, supplies, training	\$2,404.00
GT: Materials, supplies, training	\$200.00
State Comp Ed: Facilitators	\$58,454.09

SBDMC Members

Name	Position / Role
Stacy Boarman	Principal
Channon Almendarez	Assistant Principal
Alissa Fitch	Kindergarten Teacher
Maiya Ware	1st Grade Teacher
Taylor Diamond	2nd Grade Teacher
Chelsea Garza	3rd Grade Teacher
Melissa Boaz	4th Grade Teacher
Amy Davis	5th Grade Teacher
Donna Cowart	Special Education Teacher
Michelle Steenbergern	Specials Teacher
Nanci Thomas	Parent
Cathy Miller	Parent
Leena Mir	Parent
Treasa Fossum	Parent

Tonya Goosen	Parent
Jenny Jones	Business Member
Jan Rhodes	Community Member
Lana Kettler	District Level Personnel

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support,
and retain
teachers and
principals



Build a foundation
of reading and
math



Connect high
school to career
and college



Improve low-
performing
schools

Enablers



Increase transparency, fairness and rigor in district and
campus academic and financial performance



Ensure compliance, effectively implement legislation
and inform policymakers



Strengthen organizational foundations
(resource efficiency, culture, capabilities, partnerships)