

Campus Improvement Plan  
Adolphus Elementary



Submitted for Board Approval October 2019

## Adolphus Elementary Campus Improvement Plan Summary Sheet

Goal 1: By June of 2020, 80% or more of our 4th and 5th grade students will meet their growth measure on Math STAAR as compared to 70% in 2019.	Strategy 1: Involve all campus stakeholders in tracking student growth.
	Strategy 2: Improve quality Tier I math instruction in every 4th and 5th grade classroom.
Goal 2: By June of 2020, 90% or more of our K-2nd grade students will be at or above the district reading level expectation measured by the DRA Assessment.	Strategy 1: K-2nd grade teachers will implement Guided Reading daily.
	Strategy 2: Campus will provide support to meet the needs of K-2nd teachers and students for effective reading instruction.
Goal 3: By June of 2020, at least 83% or more of our 4th and 5th grade students will meet their growth measure on Reading STAAR as compared to 73% in 2019.	Strategy 1: Involve all campus stakeholders in tracking student growth.
	Strategy 2: Improve quality Tier I Reading instruction.
Goal 4: By May of 2020, we will increase the number of parent engagement sessions offered by holding at least one parent involvement event in the fall semester and one in the spring semester	Strategy 1: Collect input from Site Based Decision Making Committee.
	Strategy 2: Campus will create a plan for an additional parent involvement activity.

# Comprehensive Needs Assessment

## Data Sources Reviewed

STAAR Results from 2019	Site Based Decision Management Team Feedback	TELPAS Data
DRA Data	Bulldog Watch Data (RTI)	PEIMS Staff and Student Data
TPRI Data	Anecdotal Feedback from SBDMC, PTO, and Staff	Attendance Data

*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed Strategies sections below.*

### **Math STAAR Achievement:**

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3	90%	71%	43%
4	84%	61%	40%
5	97%	68%	46%

### **Reading STAAR Achievement:**

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
3	89%	67%	43%
4	92%	70%	39%
5	97%	70%	44%

### **Writing STAAR Achievement:**

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
4	84%	44%	15%

### **Science STAAR Achievement:**

Grade	Approaches Grade Level	Meets Grade Level	Masters Grade Level
5	92%	74%	39%

**TELPAS Kindergarten:** 16 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	19%	38%	38%	6%
Speaking	25%	25%	45%	6%
Reading	31%	31%	25%	13%
Writing	44%	38%	13%	6%

**TELPAS First:** 19 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	5%	11%	53%	32%
Speaking	0%	16%	63%	21%
Reading	5%	21%	42%	32%
Writing	5%	21%	53%	21%

**TELPAS Second:** 10 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	10%	30%	60%
Speaking	10%	30%	40%	20%
Reading	0%	20%	60%	20%
Writing	0%	30%	40%	30%

**TELPAS Third:** 9 students

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	0%	0%	100%
Speaking	0%	11%	22%	67%
Reading	0%	11%	0%	89%
Writing	0%	0%	11%	89%

**TELPAS Fourth: 16 students**

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	19%	63%	19%
Speaking	0%	50%	25%	25%
Reading	6%	6%	38%	50%
Writing	0%	6%	50%	44%

**TELPAS Fifth: 1 student**

Language Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	0%	100%	0%	0%
Speaking	0%	0%	100%	0%
Reading	0%	100%	0%	0%
Writing	0%	0%	100%	0%

## Teaching and Learning

Identified Problems

Proposed Strategies

### *Student Achievement*

<p>27% of our students in 4<sup>th</sup> and 5<sup>th</sup> grade did not make progress on STAAR 2019 accountability in ELA and Math combined.</p>	<p>Implement a 30-minute Bulldog Learning Time Tuesday-Friday for all students K-5 to work on differentiated skills according to their learning needs. Morning tutorials will also be provided Tuesday-Friday by our facilitators and special education team to help our 4<sup>th</sup> and 5<sup>th</sup> grade students with knowledge and skills.</p>
<p>24% of our students in 4<sup>th</sup> and 5<sup>th</sup> grade did not make progress on STAAR 2019 accountability in ELA.</p>	<p>Participate in Jen Burton cohort provided through the district Accelerated Language Program department to build selected teachers' knowledge of ELA instructional strategies. The teachers will share the learned information with their teams. Morning tutorials will also be provided Tuesday-Friday by our facilitators and special education team to help our 4<sup>th</sup> and 5<sup>th</sup> grade students with knowledge and skills</p>
<p>30% of our students in 4<sup>th</sup> and 5<sup>th</sup> grade did not make progress on STAAR 2019 accountability in Math.</p>	<p>The campus math facilitator will work closely with the district Math coordinator to ensure best practices are being used in math lessons. Knowledge and skills learned in class should be directly aligned to STAAR. Create and implement grade level homework plans to provide student practice on previously taught math TEKS. Morning tutorials will be provided Tuesday-Friday by our facilitators and special education team to help our 4<sup>th</sup> and 5<sup>th</sup> grade students with knowledge and skills</p>

*At-Risk Student Services / Drop-Out Prevention*

23% of our Kinder students did not make expected progress on the DRA from the beginning of year to the end of year	Provide in school tutorial services from an interventionist utilizing best practices in guided reading and phonics.
21% of our 1 <sup>st</sup> grade students did not make expected progress on the DRA from the beginning of year to the end of year	Provide in school tutorial services from an interventionist utilizing best practices in guided reading and phonics.
7% of our 2 <sup>nd</sup> grade students did not make expected progress on the DRA from the beginning of year to the end of year	Provide in school tutorial services from an interventionist utilizing best practices in guided reading and phonics.

*College, Career, and Military Readiness*

Percent of STAAR Results at Meets Grade Level or Above (All Subjects) 68% (Q2)	Implement a 30-minute Bulldog Learning Time Tuesday-Friday for all students K-5 to work on skills differentiated according to their learning needs. Morning tutorials will be provided Tuesday-Friday by our facilitators and special education team to help our 4 <sup>th</sup> and 5 <sup>th</sup> grade students with knowledge and skills.
Percent of Grade 3–5 Results at Meets Grade Level or Above in Both 60% (Q2)	Implement a 30-minute Bulldog Learning Time Tuesday-Friday for all students K-5 to work on skills differentiated according to their learning needs. Morning tutorials will be provided Tuesday-Friday by our facilitators and special education team to help our 4 <sup>th</sup> and 5 <sup>th</sup> grade students with knowledge and skills.

## School Culture, Climate, and Leadership Effectiveness

Identified Problems	Proposed Strategies
One hundred fifty-six discipline offenses were recorded in Skyward for the 2018-2019 school year.	Teachers will create a social contract collaboratively with the students at the beginning of the year. All teachers will greet students at the door by offering a handshake, high five, or hug so that meaningful relationships are developed.
A school-wide positive behavior incentive system (PBIS) is not used with fidelity.	Staff will pass out Bulldog Bucks to reward students caught making correct choices on a consistent basis. Each grade level will create a plan for rewards to be given weekly based on the Bulldog Bucks earned.
Character Counts traits are not connected to student and staff behaviors.	Staff will pass out Paws for Praise tickets that are connected to one of the six Character Counts pillars and will write an example of the behavior witnessed. Students will be recognized on the announcements and our school's social media for exhibiting one of the six Character Counts traits.

## Teacher Quality and Retention

Identified Problems	Proposed Strategies
100% of our teachers are not currently ESL certified.	Communicate the expectation to all uncertified staff. Ensure uncertified teachers are aware and participate in training opportunities and monitor the staff member's progress with the training.
There is not a common instructional framework for staff to use as a campus resource.	Develop and share a common instructional framework with our staff and work collaboratively to fine tune the contents.
New staff members need more support in the areas of professional development, instructional strategies, and school procedures.	Ensure all first-year teachers have time to meet with mentors. Assign a quality veteran Adolphus teacher to all teachers new to Adolphus.



## Community and Student Engagement

Identified Problems	Proposed Strategies
Historically only one parent involvement activity is held at this campus.	Add one parent involvement activity in the spring semester utilizing input from our SBDMC.
Parent newsletters and communication were not distributed in an equitable manner.	Teachers will utilize Canvas to send out parent newsletters and announcements on a weekly basis.
Parent involvement for our English Language Learner population has been historically low.	Conduct a parent night activity that specifically targets our English Language Learners during one of our parent involvement events.

## Goal 1

**Goal Statement:** By June of 2020, 80% or more of our 4th and 5th grade students will meet their growth measure on Math STAAR as compared to 70% in 2019.

**CNA Focus Area(s):** Student Achievement, Curriculum, Assessment

**Strategy:** Involve all campus stakeholders in tracking student growth.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Use data from formative assessments with fidelity in PLCs.		Facilitators, Teachers	September- June	Professional Development by Facilitators, Teacher Input	Observations of PLCs, Agendas for PLCs include data analysis
Assessments will be graded within 24 hours for immediate student and parent feedback.		Teachers	September - June	Skyward	Gradebook, student goal tracker, and Eduphoria
Students will monitor their progress using a goal/growth tracker system.		Facilitators, Teachers	September - June	Professional Development by Facilitators, Teacher Input, Student Tracker Sheet	Student Exemplars discussed at PLCs and classroom observations of students using goal trackers

Create and implement grade level homework plans to provide student practice on previously taught TEKS.		Teachers	September - June	Teacher Resources	Completed homework plan, Lesson plans reference the homework plan, observations, and homework plans communicated too parents in multiple ways
Use math tutor to assist 4 <sup>th</sup> -5 <sup>th</sup> teachers with students that did not make progress and/or did meet grade level standard on math STAAR		Facilitators, Teachers, math tutor	September - June	Facilitators, teachers, Math tutor (at-risk funding up to \$5,296)	Attendance tracker for tutorials and lesson plans from tutor

**Strategy:** Improve quality Tier I math instruction in every 4th and 5th grade classroom.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Utilize instructional rounds to improve critical thinking skills and math problem solving.		Administrators, Instructional Rounds Team, Core Team, Teachers	October-May	Professional development on instructional rounds implementation, Math Facilitator	Data from instructional rounds, Levels, and campus common/district/ STAAR scores

Facilitator will provide coaching support through modeling lessons, collaborative planning, and coaching conversations to 4th-5th grade teachers on math instruction.		Math Facilitator	September - June	Professional Development from District Meetings	Observations of facilitators modeling lesson, collaborative planning sessions, Facilitator logs
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## Goal 2

**Goal Statement:** By June of 2020, 90% or more of our K-2nd grade students will be at or above the district reading level expectation measured by the DRA Assessment.

**CNA Focus Area(s):** Student Achievement, Curriculum, Assessment

**Strategy:** K-2nd grade teachers will implement Guided Reading daily.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
K-2 <sup>nd</sup> teachers will include a minimum of 40 minutes of Guided Reading instruction in their daily schedule.		Teachers Administrators	September - June	Instructional Campus Materials, District Balanced Literacy Framework	Observations, Lesson Plans
K-2 <sup>nd</sup> grade teachers will use the results from the DRA and TPRI assessments in addition to teacher observations to create initial groupings for Guided Reading.		Teachers	September-October	DRA, TPRI	Lesson Plans, PLC agendas have DRA/TPRI Data analysis, initial guided reading group lists
K-2 <sup>nd</sup> grade teachers will use Jan Richardson's <i>Next Steps in Guided Reading</i> as a resource to structure their lessons based on group's needs.		Teachers	September-June	<i>Next Steps to Guided Reading</i>	Scheduled professional development for guided reading, lesson plans include components of <i>Next Steps in Guided Reading</i> , and observations

K-2 <sup>nd</sup> grade teachers will take and analyze running records and anecdotal notes to track progress and inform future instruction.		Teachers	September-June	Running Record Forms, Anecdotal Notes	Data from Running Records, Anecdotal Notes, Lesson Plans
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**Strategy:** Campus will provide support to meet the needs of K-2nd teachers and students for effective reading instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Consultant will provide a minimum of 3 hours of PD on effective reading instruction during the first 9 weeks		Consultant Principal Literacy & ESL Coaches	September	Consultant	Professional Development Agenda
Facilitators and Consultant will provide coaching support to K-2 <sup>nd</sup> grade teachers on reading instruction based on teacher need.		Literacy & ESL Coaches Consultant Teachers	September-June	Reading & ESL Coach Consultant	Coaching Logs, Observations, Lesson Plans
Facilitators will assist K-2 <sup>nd</sup> grade teachers in planning effective reading instruction.		Literacy & ESL Coaches Teachers	September-June	Reading & ESL Coach, Teaching Resources, Campus Instructional Materials	Lesson Plans, observations, planning PLC agendas
Campus will use funding to increase the number of titles in the leveled literacy library particularly in levels A-16.		Administrator Secretary Literacy & ESL Coaches	September-August	Leveled Text, Catalogues, Local & PTO Funds	Inventory of Leveled Library
Use reading tutor and Literacy Coach to assist K-2 <sup>nd</sup> teachers with students in need of reading assistance based on DRA, TPRI and Running Record data.		Administrator, Reading Tutor, Teachers, Reading Interventionist, Literacy Coach	October-May	Reading Tutor (at-risk funding \$5,295) LLI kits DRA & TPRI Assessments, Running Records, Materials, Leveled texts, Literacy Coach	Improvements in DRA, TPRI & Running Record Data, Tutor & Literacy Coach Attendance Documentation and coaching log

### Goal 3

**Goal Statement:** By June of 2020, at least 83% or more of our 4th and 5th grade students will meet their growth measure on Reading STAAR as compared to 73% in 2019.

**CNA Focus Area(s):** Student Achievement, Curriculum, Assessment

**Strategy:** Involve all campus stakeholders in tracking student growth.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Use data from formative assessments with fidelity in PLCs.		Facilitators, Teachers	September- June	Professional Development by Facilitators, Teacher Input	Observations of PLCs, Agendas for PLCs include data analysis
Assessments will be graded within 24 hours for immediate student and parent feedback.		Teachers	September - June	Skyward	Gradebook, student goal tracker, and Eduphoria
Students will monitor their progress using a goal/growth tracker system.		Facilitators, Teachers	September - June	Professional Development by Facilitators, Teacher Input, Student Tracker Sheet	Student Exemplars discussed at PLCs and classroom observations of students using goal trackers



**Strategy:** Improve quality Tier I Reading instruction.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Provide professional development on Vocabulary Instruction by September 2019.		ESL Coach	August-September	Professional Development session created by ESL Coach, Professional Resources and Research by Isabel Beck et al.	Agenda, Professional Development Attendance sheet
Provide professional development on effective reading strategies throughout the school year to impact the quality of Tier 1 instruction.		Literacy Coach, Reading Interventionist, ESL Coach, Teachers	August-September	Literacy Coach, Reading Interventionist, ESL Coach, Teachers Campus developed PD, District provided PD, Thinking Maps training	Agendas, Professional Development Attendance sheets, Observations, Lesson Plans
Teachers will observe other teachers utilize quality reading strategies in the classroom setting.		Administrators, Facilitators, and teachers	September-June	Teacher Classrooms, Learning Walk Recording Sheet	Staff feedback, observations, schedule of teachers observing other classrooms
Facilitators will assist 4 <sup>th</sup> -5 <sup>th</sup> grade teachers in planning effective reading instruction for all students including students identified as at-risk and GT.		Reading & ESL Coach Teachers	September-June	Reading & ESL Coach Professional Teaching Resources, Campus Instructional Materials	Lesson Plans, Observations, agendas from planning PLCs

## Goal 4

<b>Goal Statement:</b> By May of 2020, we will increase the number of parent engagement sessions offered by holding at least one parent involvement event in the fall semester and one in the spring semester	<b>CNA Focus Area(s):</b> Anecdotal Feedback from SBDMC, PTO, and Staff
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**Strategy:** Collect input from Site Based Decision Making Committee.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Set meeting dates with different stakeholders to gather input regarding parent engagement opportunities.		CORE Team, Teachers, SBDMC, PTO	August - September	Meeting Agendas	Input received from all stakeholders involved.

**Strategy:** Campus will create a plan for an additional parent involvement activity.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Review Master School Calendar and input from SBDMC to determine appropriate date		CORE Team, Teachers, SBDMC, PTO	October	Calendar	Date Determined
Plan activities to take place during parent involvement activity		CORE Team, Teachers, SBDMC, PTO	October-November	Ideas	Plan of action for night
Publicize parent involvement activity		CORE Team and Teachers	Spring semester	Canvas, Skylert, Social Media	Communication to parents in multiple ways

## Financial Summary








Funding Source	Total Amount
State Comp. Ed	\$55,839.00
State Comp Ed: Tutoring	\$10,593.00
Bilingual/ESL: Materials, supplies, training	\$2,656.00
GT: Materials, supplies, training	\$200.00

## SBDMC Members

Name	Position
Stacy Boarman	Principal
Channon Almendarez	Assistant Principal
Christine Stanley	Kindergarten Teacher
Jenni Holtman	1 <sup>st</sup> Grade Teacher
Taylor Diamond	2 <sup>nd</sup> Grade Teacher
Sarah Nash	3 <sup>rd</sup> Grade Teacher
Melissa Boaz	4 <sup>th</sup> Grade Teacher
Rosie Kuhar	5 <sup>th</sup> Grade Teacher
Michelle Steenberg	Specials Teacher
Stephanie Warnock	Special Ed. Teacher
Matt Smith	Parent
Edward Lopez	Parent
Amy Green	Parent
Katrina Sayes	Parent
Lana Kettler	District Representative
Jan Rhodes	Community Member
Jenny Jones	Business Representative

## 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	 <p>Recruit, support, and retain teachers and principals</p>	 <p>Build a foundation of reading and math</p>	 <p>Connect high school to career and college</p>	 <p>Improve low-performing schools</p>
Enablers	 <p>Increase transparency, fairness and rigor in district and campus academic and financial performance</p>			
	 <p>Ensure compliance, effectively implement legislation and inform policymakers</p>			
	 <p>Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)</p>			

**State Compensatory Education**

<b>Position</b>	<b>FTEs Funded by Compensatory Education</b>
Math Facilitator 187	.5
Literacy Coach	.25