

Luling Independent School District
Luling Primary School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Luling Primary School is to empower, encourage, and educate students to build a solid foundation that instills a life-long love of learning through positive relationships that create a strong sense of community.

Vision

Students

The students at Luling Primary School are excited to explore math, reading, and writing concepts through hands-on learning station activities in small groups. Along with meaningful play and conversation, students are using manipulatives, art, music, movement, and technology to benefit individual student growth.

Teachers

Teachers at Luling Primary are passionate about providing engaging student centered classroom instruction that is differentiated to meet individual student needs and facilitate growth. Teachers model clear expectations through actively participating in daily activities. Teachers build relationships with students, parents, and community through communication and involvement.

Administrators

Our administrators at Luling Primary positively support students, staff, parents and the community through open communication, encouragement, and respect. The administrators are actively involved in daily activities on campus providing strong leadership that fosters student learning.

Parents and Community Members

Parent and community member involvement is a vital part of student success. Parents and community members actively support Luling Primary School by volunteering and participating in campus activities as positive role models. Parents and community members are respected, supported, and welcomed by students, teachers, and campus administrators.

Value Statement

At Luling Primary, we are . . .

- committed to planning and implementing activities that incorporate student interest, that are aligned to state standards, and challenge students to think at higher levels.
- committed to developing and maintaining open, honest, fair, and ongoing communication with each other, students, parents, and community members.
- committed to engage in teamwork during planning and will share ideas and effective instructional strategies to increase student growth.
- committed to encourage and support each other to create an environment where professional learning and growth are a priority.
- committed to developing an environment that fosters compassion and respect for student, staff, parents and community members.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: All campuses will meet or exceed the state accountability standards.	13
Goal 2: The average daily attendance rate will increase by 2 percentage points by the end of 2018-19.	19

Comprehensive Needs Assessment

Demographics

Demographics Summary

Luling Primary School serves approximately 258 students in grades prekindergarten through first. Luling Primary School has 20 English Language Learners in Kindergarten and First Grade (11%), 1 student (<1%) identified for 504 services, and 36 students (14%) receiving special education services. By ethnicity, the student population is 7% African-American, 71% Hispanic, 4% Two or More Races and 18% White. Additionally, 81% of students qualify for low socioeconomic status. As a result of the low socioeconomic population size, Luling Primary School is currently a Title I school that qualifies for a universal free breakfast.

The staff population is composed of 43% Hispanic and 57% White with 91% female and 9% male.

The average daily attendance rate for students was 94.8% in 2017-2018 which was a 1% decrease from the previous year.

Student Academic Achievement

Student Academic Achievement Summary

The campus site-based decision-making team looked at the following data: TAPR, STAAR, DRA, iStation, and TEMI. Conclusions were drawn to define strengths and needs for the campus. Not all strengths or needs are listed here. Only the most relevant strengths or needs for purposes of ongoing, continuous improvement are listed. The data showed the following:

Reading/ELA

Strengths: At Luling Primary, 65% of students were working on grade level according to the end-of-year iStation assessment. According to iStation, the percentage of students reading at or above end-of-year reading level goals improved approximately 13% in comparison to the previous year's data.

Areas for Improvement: Under the new accountability rating system from TEA, Luling Primary, by association with Leonard Shanklin Elementary, is no longer identified as a campus in need of improvement. Although the campus was considered to have met standard due to the improvement in student growth, there is significant room for growth in student achievement. At Luling Primary, iStation and DRA were used to provide insight into the reading development of students. According to the end of year iStation assessment summary, 65% of students met grade-level reading expectations at the end of the year; however, DRA data indicated that 51% of students met grade-level expectation.

Needs: Based on iStation data, 65% of students are able to perform basic phonics skills in isolation. End of year DRA data showed that 51% of students were at or above grade level for fluency and comprehension. As evidenced by the iStation and DRA scores, students are struggling to apply isolated reading skills to independent reading. Luling Primary will focus on improving reading instruction in all grades. Continued emphasis should be placed on literacy instructional delivery and teacher professional development to increase all student scores to 80% or better.

Writing

Strengths: At Luling Primary, a writing plan has been implemented since the 2014-15 school year to increase the amount of instructional time spent on writing, to establish consistent writing expectations, and to formatively assess writing development on a routine basis. In 2017-2018, the district implemented a PK-12 writing curriculum, "Writing Academy", to improve student writing skills. which is a PK-12 writing curriculum. The Writing Academy curriculum has been implemented during a scheduled writing time.

Areas for Improvement: Data from the TEA accountability reports demonstrate continued weakness in writing skills at Luling Elementary. The amount of time that students at Luling Primary receive instruction in and practice writing has increased throughout the school day including a designated writing time and incorporation of writing across the curriculum using a primary writing journal. Phonics development has been targeted for all students as well and generalized into reading and writing practice.

Needs: Emphasis must continue to be placed on writing at every grade level to improve STAAR Writing scores at 4th grade.

Math

Strengths: At Luling Primary, student performance was analyzed using the Texas Early Mathematics Inventories (TEMI) three times during the year. Data demonstrated that 82% of students mastered grade level curriculum.

Areas for Improvement: At Luling Primary students need to continue to master grade level TEKS. All students are assessed three times a year using TEMI and regularly using IXL Math to identify areas of need that will be addressed during scheduled intervention time.

Needs: Luling Primary will continue to focus on math instruction and assessment in all grades to ensure that students maintain math skills. Primary teachers will continue to plan with an instructional leader on a weekly basis to improve understanding of math concepts and instructional delivery. Luling Primary will maintain student mastery at 80% or better according to TEMI data.

Science

Strengths: Luling Primary uses a Stemsopes Science Curriculum, a comprehensive standardized TEKS based curriculum in Kindergarten and First Grade. The curriculum aligns with the newly adopted 5E lesson plan model.

Areas for Improvement: Instruction in elementary science tends to be superficial due to limited teacher preparation, content knowledge, and instructional expertise in the content.

Needs: Implementation of the adopted science curriculum including student exploration of content will occur daily in all Kindergarten and First Grade classrooms using the Stemsopes curriculum.

School Processes & Programs

School Processes & Programs Summary

Teachers plan instructional units each six weeks. Teachers use TEKS Resource System (TRS) to develop unit maps with integrated Performance Assessments. The unit maps are used to develop weekly lesson plans. Lesson plans are developed collaboratively by grade level instructional teams. Formative assessment is regularly used and determines the skills and content that are retaught during small group and scheduled intervention time. Performance assessments are administered at the end of instructional units as determined during unit mapping. Diagnostic assessments (iStation, BAS, TEMI, & AMC) are administered three times a year. Assessment data is used to guide instruction. Expectations and responsibilities are communicated to faculty and teachers at monthly faculty meetings and through weekly e-staff. Administrative roles and responsibilities were established at the beginning of the school year, and adjust (if needed) as the school year progresses.

Perceptions

Perceptions Summary

The culture and climate of Luling Primary is supportive for students, staff, and community members. Staff members adhere to a state designed code of ethics, as well as expectations outlined in the Luling ISD and Luling Primary Faculty Handbook. Positive staff morale is sustained through community circles which foster professional collaboration and support. Student success is routinely recognized and celebrated through awards assemblies, positive behavior referrals, posted campus recognition, etc. An annual survey is completed by all stakeholders to monitor and adjust campus initiatives accordingly to sustain a positive campus climate and culture. We believe that Luling Primary provides students with a solid foundation for a positive educational experience and promotes a life-long love of learning.

Priority Problem Statements

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
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity 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/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals





Goal 1: All campuses will meet or exceed the state accountability standards.

Performance Objective 1: The percentage of Pre-Kindergarten students who develop grade level early literacy skills as measured by the Circle Assessment will be 70% by the end of the 2018-19 school year.

Evaluation Data Source(s) 1: CIRCLE Progress Monitoring System Assessment Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Professional development opportunities for the implementation of adopted pre-K curriculum.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Effective delivery of the district adopted pre-K early literacy curriculum resulting in increased student achievement.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Professional development opportunities in the creation of an effective learning environment that promotes early literacy development.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Pre-K classrooms arrangements that promote early literacy skill development.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Provide training opportunities to increase effective instructional strategies to increase early literacy skills.	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Increased instructional rigor, engaging instructional activities and experiences addressing early literacy				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: All campuses will meet or exceed the state accountability standards.

Performance Objective 2: The percentage of Kindergarten and 1st grade students who are reading on grade level as measured by iStation will increase to 70% by the end of the 2018-19 school year.

Evaluation Data Source(s) 2: iStation Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Professional development opportunities for teachers to develop and expand instructional strategies to teach reading.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Increased instructional rigor, engaging instructional activities and experiences to increase reading skills.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Training and implementation of recently acquired district adopted literacy curriculum.</p>	Principal, Director of Elementary Curriculum and Instruction, Teachers	Increased instructional rigor and student engagement during literacy instruction.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Provide professional development opportunities and PLC collaboration to plan and implement guided reading instruction, small group instruction, and the facilitation of reading station work using the iREAD format.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Increased student engagement and participation in targeted reading activities, increased student participation in small group instruction, and students actively participating in station activities.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Promote and encourage student participation in the Accelerated Reader Program to increase the amount of time that students read.</p>	Principal, Assistant Principal, Teachers	Increased amount of time that students spend reading at school and outside of school. Increased reading skills.				


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June

Goal 1: All campuses will meet or exceed the state accountability standards.

Performance Objective 3: The percentage of Pre-Kindergarten students who are on grade level in math as measured by the Circle Assessment will be 70% by the end of the 2018-19 school year.

Evaluation Data Source(s) 3: CIRCLE Progress Monitoring System Assessment Reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Professional development opportunities for the implementation of adopted pre-K curriculum.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Effective delivery of the district adopted pre-K math curriculum resulting in increased student achievement.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Professional development opportunities in the creation of an effective learning environment that promotes early numeracy development.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Pre-K classrooms arrangements that promote numeracy skill development.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Provide training opportunities to increase effective instructional strategies to increase early literacy skills.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Increased instructional rigor, engaging instructional activities and experiences addressing early literacy				
						


Goal 1: All campuses will meet or exceed the state accountability standards.

Performance Objective 4: The percentage of Kindergarten and 1st grade students who are on grade level in math as measured by the Texas Early Mathematics Inventory (TEMI) will increase to 70% by the end of the 2018-19 school year.


Evaluation Data Source(s) 4: Texas Early Mathematics Inventory (TEMI) Reports

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Professional development opportunities for teachers to develop and expand instructional strategies to teach math.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Increased instructional rigor, engaging instructional activities and experiences to increase math skills.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Provide professional development opportunities and PLC collaboration to plan and implement guided math instruction, small group instruction, and the facilitation of math station work using the STACK format.</p>	Principal, Assistant Principal, Director of Elementary Curriculum and Instruction, Teachers	Increased student engagement and participation in targeted reading activities, increased student participation in small group instruction, and students actively participating in station activities.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: The average daily attendance rate will increase by 2 percentage points by the end of 2018-19.

Performance Objective 1: Performance Objective 1

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) Monitor daily attendance on a weekly basis and communicate the importance of school attendance with parents	Principal, Assistant Principal, Teachers	Early identification of attendance patters that negatively impact student academic performance				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) In collaboration with parents, the development of intervention plans for students with attendance patterns that negatively impact student academic performance	Principal, Assistant Principal, Teachers	Increased school attendance rates and increased student academic success				



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