

Puster Elementary Campus Improvement Plan

2018-2019

Learning for all, whatever it takes.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Lovejoy Independent School District Board Goals

- Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels.
- Priority #2: Lovejoy ISD will continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, and parents, and colleagues.
- Priority #3: Lovejoy ISD will become a lighthouse for Science, Technology, Engineering, and Math (STEM) education that serves to prepare students for the future of their choosing within these ever-expanding fields.
- Priority #4: Lovejoy ISD will continue to develop revenue generating strategies and well as budget efficiencies to ensure the Lovejoy student experience is maintained at current levels.
- Priority #5: Lovejoy ISD will strengthen the program for safety and security that serves as the model for K-12 by enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are met.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2018-2019

Data Sources Reviewed: <ul style="list-style-type: none"> ● 2018 STAAR Data ● 2017-18 EOY Benchmarks ● 2017-18 Istation Data ● Staff discussion/input 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Most students are from high SES homes, coming with a wealth of background knowledge and parents willing to be active participants in the educational process.	A deliberate approach to making attendance a priority on days leading up to holidays.	Focus on student attendance with student recognition as well as communication to parents around the importance of attendance through principal message and teacher newsletters.
Student Achievement	High percentages of our students continue to meet minimum standards. Our 3 rd and 4 th grade math scores were very strong.	A focus this year will be to continue our improvement around 3 rd and 4 th grade reading scores (Level III) as well as 4 th grade writing (Level III).	Continuous improvement of teacher instruction through vertical alignment and teacher reflection. Construct our intervention targets based on data and be very specific about what each child needs to be successful. Utilize resources (Istation, Reading Intervention, student/teacher conferencing, tutorials) to effectively intervene with struggling students. Effectively enhance the learning experience of students who we anticipate to fall 2-3 questions below Level III Advanced

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Culture and Climate	According to the Gallup Survey from the Spring of 2018, teachers are prideful of their school. There are valuable relationships among staff and the teachers and staff genuinely care for each other.	A focus will be around the Graduate Profile. Fair and respectful of others is a pillar we are trying to uphold. With character, RTime, and social skills being a focus teachers will be able to focus on teaching rather than discipline issues.	Staff at Puster will set an example for students of how we treat others fairly and respectfully. An added character trait of having a Growth Mindset will teach students how to address difficult situations both socially and academically.
Staff Quality/ Professional Development	Staff are dedicated to Learning at Lovejoy. Fourteen staff members were recognized with the Dee Rogers Award. They attend weekly staff meetings and vertical teams. They meet with DLC on a regular basis.	Teaching with rigor is a need. Implementation of higher level questioning and embedding it into lesson plans is an area of growth.	Teachers being reflective in the instruction they deliver in the classroom. Using video devices to allow them to gauge their own teaching.
Curriculum, Instruction, Assessment	Curriculum coordinators for ELAR, math, and science are working closely with our staff to assist with vertical teaming, planning, and assessment. Teachers are dedicated to monitoring student progress.	Campus leadership and curriculum coordinators working closely together to lead teachers to improve their instruction and the rigor in their classrooms. Implementing Kagan strategies to increase engagement in the classroom.	Develop norms around collaborative planning so that all team members can deliver instruction at a high level and there are procedures in place in each classroom where the learning needs of each student is met.
Family and Community Involvement	We have a highly involved parent population who assist us by volunteering their time and resources to support their children's education.	Develop a trust among the Puster community that all of our teachers in each grade level have the ability to teach any child that is in their classroom.	Be very transparent in the work we do. Invite parents to Puster Pride assemblies. Promote interactions between campus administration and community.
Technology	Some grade levels are more apt to take instructional risks than others. As a whole, we have a lot of resources at our expense.	Create growth mindset around technology. Be risk takers and take the approach of "why shouldn't I" rather than "why should I". Continue working on implementing the best technological resources.	Continue to offer professional development and create time for DLCs to collaborate with grade level teams in order to successfully integrate technology.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but 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 of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Board Priority #1: Campus Goal(s)

Puster Elementary will support the Lovejoy ISD Board Goal of continuing to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary level.

Objective(s):

- All students will meet or exceed the standard for a year’s growth in reading as measured by Istation and/or DRA assessments.
- All students will meet or exceed the Progress Measure for 4th grade reading as determined by the STAAR Progress Measure.
- All students will meet or exceed the Progress Measure for 4th grade math as determined by the STAAR Progress Measure.
- Increase our Masters GL Performance in 3rd Grade Reading from 66% to 72%.
- Increase our Masters GL Performance in 3rd Grade Math from 75% to 78%.
- Increase our Masters GL Performance in 4th Grade Reading from 48% to 60%.
- Increase our Masters GL Performance in 4th Grade Math from 70% to 73%.
- Increase our Masters GL Performance in 4th Grade Writing from 32% to 40%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Utilize Writing Vertical Teams to more coherently align grade level curriculum	Kevin Parker, Holly Haynes, Classroom teachers	Curriculum Specialists, Benchmark Data, STAAR Writing Data	September 2018-May 2019	Tutoring Groups, lesson plans	Student performance	Teacher monitoring notes, benchmark data, Istation data, STAAR data
Individualized Intervention	Kevin Parker, Holly Haynes, classroom teachers, campus interventionist	Classroom teachers, professional books	September 2018-May 2019	Monthly de-brief between administration and teachers, formative assessments	Student performance	Istation data, Monitoring Notes from Teachers, Benchmark Scores, STAAR Reading Scores, DRA
Effectively implement Readers and Writers workshop across all grade levels to increase rigor and differentiate campus-wide vertically aligned SLO target towards historically low writing data	Kevin Parker, Holly Haynes, Classroom Teachers	Curriculum Specialists, Professional books	September 2018-May 2019	Lesson Plans, Walk Throughs	Student performance	Student Readers’ Response, Benchmark Scores, STAAR Reading Scores

Board Priority #2: Campus Goal(s)

Puster Elementary will support the Lovejoy ISD Board Goal to continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, and parents, and colleagues.

Objective(s):

- Continue to promote employee satisfaction by focusing on teacher and student growth through collaboration and professional development.
- Promote common high expectations for student behavior, character, and social skills.
- Promote more collaboration and team building across grade levels through vertical teams.
- Promote recognition of staff members that promote and demonstrate the values of Lovejoy ISD.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Focused R-Time and Counselor-led programs centered around a specific student behavior skill each week, and recognizing students who excel in implementing the skill.	Kevin Parker, Holly Haynes, Bryan Smith, Classroom Teachers	R-Time Lesson Materials, Technology for announcement, Guidance Lessons	August 2018-May 2019	R-Time observations, You've Been Spotted Awards,	Improved student behavior	Copies of positive emails, call logs from positive phone calls, fewer office referrals
Implement Culture Committee to monitor and improve school-wide culture for all staff and all students.	Kevin Parker, Holly Haynes, Culture Committee Members	Sunshine funds	September 2018-May 2019	Christmas Party, Staff Cookout, Staff Awards	Teacher satisfaction, student behavior and satisfaction	Gallup Survey, Attendance at Staff Parties, Retention of Teachers, Administrative Lunch Coverage
School-wide recognition of positive character traits	All Staff	6 Pillars of Character Education	August 2018-May 2019	You've Been Spotted Awards	Improved student behavior	Improved student-student interactions and student-teacher relationships
Professional development throughout the year that positively impacts student learning.	Kevin Parker, Holly Haynes, C&I	Learning at Lovejoy, Staff Meetings, Monday C&I professional development	September 2018-August 2019	Teacher attendance	Student achievement	Student Achievement

Board Priority #3: Campus Goal(s) Puster Elementary will support the Lovejoy ISD Board Goal of becoming a lighthouse for Science, Technology, Engineering, and Math (STEM) education that serves to prepare students for the future of their choosing within these ever-expanding fields.						
Objective(s): <ul style="list-style-type: none"> • Develop a vertically aligned school plan for technology integration. • Utilize Bright Spot teachers on campus to share STEM knowledge • Utilize Stemscores to implement the aligned focused science curriculum 						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Through collaborative planning, teachers will explore opportunities to integrate technology into their instruction	Kevin Parker, Holly Haynes, Classroom teachers	Crystal Hume, Alison Smithwick	September 2018-May 2019	Sign in sheets, notes, handouts	Lesson plans & student products	Lesson plans, Student products
Explore opportunities to provide students with STEM based learning	Classroom Teachers, Kevin Parker, Holly Haynes	Crystal Hume, Alison Smithwick	September 2018-May 2019	Sign in sheets, notes, handouts	Goals shared with staff, Student products	Student products
Ensure every students has the opportunity to experience Makerspace in the library at least one time per week.	Kevin Parker, Holly Haynes, classroom teachers, Alison Smithwick	Makerspace items	September 2018-May 2019	Student products	Increased student participation documented through sign in sheets	Increased quality of products produced by students

Board Priority #4: Campus Goal(s)

Puster Elementary will support the Lovejoy ISD goal of continuing to develop revenue generating strategies as well as budget efficiencies to ensure the Lovejoy student experience is maintained at current levels.

Objective(s):

- Utilize campus resources to create both a unique student experience and generate revenue for the district and campus.
- Implement Pre K program that aligns with the academic expectations of our K-4 curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Puster Elementary will host a Campus Campout for families to participate in fun activities and camp out on school grounds.	Kevin Parker, Parent volunteers	Campus facilities	April 2019	Generated Revenue	Continuation of district programs and addition of new programs	Participant survey and feedback
Puster Elementary will hire certified high quality teaching staff for the Pre-K classrooms	Kevin Parker, Holly Haynes	District Funds, Campus Funds	September 2018-May 2019	Student registration	Revenue generated	Parent Feedback
The Pre-K program will implement a curriculum that is aligned and prepares Pre-K students for Kindergarten in Lovejoy ISD.	Kevin Parker, Holly Haynes, classroom teachers	District C&I staff,	September 2018-May 2019	formative assessments	Student generated work products	formative assessments throughout the year

Board Priority #5:

Lovejoy ISD will strengthen the program for safety and security that serves as the model for K-12 by enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are met.

Objective(s):

- Inform teachers and students of routines and procedures in order to successfully keep all parties safe at the school.
- Equip staff with tools to decrease response time in the event of an emergency.
- Secure building to ensure unauthorized visitors are not permitted on the campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Lockdown, Fire, and Tornado drills performed regularly	Kevin Parker, Holly Haynes, campus security officer	Local law enforcement, LISD Director of Safety and Security	September 2018-May 2019	Drill documentation and log	Student and teacher efficiency of implementation	Monthly drills
Equip staff with Enseco alarm buttons	Kevin Parker, Holly Haynes, campus security officer	Enseco IT, LISD Director of Safety and Security	September 2018-May 2019	Observations by campus administrators	Decreased response time to campus emergencies	Routine checks
Door alarms installed to alert doors left ajar	Kevin Parker, Holly Haynes, campus security officer	LISD Director of Safety and Security	September 2018-May 2019	Fewer instances where doors are found open	No unauthorized visitors on campus	Sign in documentation