

DeSoto Independent School District
The Meadows Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth



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Comprehensive Needs Assessment

Revised/Approved: August 27, 2015

Demographics

Demographics Summary

Demographics

Total Enrolment 434

Economically disadvantaged 77%

Mobility rate 23%

Special Education 11%

Demographics Strengths

Well-established enrollment procedures

Well-established attendance procedures

Student Academic Achievement

Student Academic Achievement Summary

57% of all students approaches grade level standard for all subjects

63% of all students approaches for reading

48% approaches for writing

53% approaches for science

Student Academic Achievement Strengths

12% increase in overall passing rate

24.4% increase in math

15% increase in science

23% increase in writing

School Processes & Programs

School Processes & Programs Summary

iSTEAM

TEKS Resources

Collaborate planning

Vertical Alignment

Authentic Work

PLC/Campus based professional development

School Processes & Programs Strengths

Ongoing collaborative planning

TEKS walks for authentic work (student work sample matching TEKS)

Ongoing PLC and professional development based on campus needs

Perceptions

Perceptions Strengths

Daily "shout outs" to students and teacher doing well

Gold Rush - award incentive for students and teachers performing at established criteria (performing at meets and masters level)

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase student achievement

Performance Objective 1: To increase our Science % met on the STAAR Test to 70% approaching and 30% meets and masters.

Evaluation Data Source(s) 1: TAPR, Eduphoria

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Teachers will use instructional strategies i.e. small group, centers, and labs along with resources to increase achievement including items such as STEMSCOPE, and other resources ranging from equipment, instructional guides, technology, manipulatives, and related science materials.		Principal; Assistant Principal; Instructional Coordinator; Teachers	increased student achievement				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6 2) Incorporate a reward system for all students who achieve academic goals.		Teachers PBIS Committee Adminstrators	Increase in academic achievement decrease in misbehavior				
Funding Sources: 211 - Title I - 2000.00							
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Goal 1: Increase student achievement

Performance Objective 2: To increase our Reading and Writing % met on the STAAR Test to 70% approaching with 30% meets and masters.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Teachers will use a variety of instructional strategies to keep students actively engaged in learning including centers, literature circles, classroom novels, readers and writers response, and small group instruction		Teachers; Instructional Coordinator; Principal; Assistant Principal	data driven instruction increase student achievement				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 2) Teachers will use resources to increase achievement including items such as Star 360, Accelerated reader, A-Z reading, and other educational materials and supplies (technology, books, instructional guides for classroom instruction and intervention.		Teachers; Instructional Coordinator; Principal; Assistant Principal	increase student achievement				
Critical Success Factors CSF 1 CSF 5 CSF 6 3) Incorporate a reward system for students who achieve academic goals.		Teachers Administrators PBIS Committee	increase in achievement decrease in misbehavior				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 1: Increase student achievement

Performance Objective 3: To increase our Math % met on the STAAR Test to 70% approaching and 30% meets and masters.

Evaluation Data Source(s) 3: TAPR, Eduphoria

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 1) Teachers will use a variety of instructional strategies and resources providing student centered instruction using direct teach, small group, centers, manipulatives, and teacher/student conferences.		Teachers; Instructional Coordinator; Principal; Assistant Principal	increase in academic achievement				
	Funding Sources: 211 - Title I - 6845.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 2) Incorporate a reward system for all students who achieve academic goals, and teachers will communicate with parents via email, website, class dojo.		PBIS	increase achievement decrease misbehavior communication positive climate/culture				
	Funding Sources: 211 - Title I - 0.00						
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Goal 1: Increase student achievement

Performance Objective 4: To maintain student attendance average of 97% to increase participation and success in academics.

Evaluation Data Source(s) 4: PEIMS

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Students will incentives for perfect attendance and be recognized at 9 weeks award assemblies.</p>		Teachers; Assistant Principal; Principal; Counselor	positive culture increase achievement parental involvement				
Funding Sources: 211 - Title I - 0.00							

Goal 1: Increase student achievement

Performance Objective 5: To provide students instruction in the area of social emotional learning to increase positive interactions between students and decrease negative behaviors.

Evaluation Data Source(s) 5: PEIMS, discipline referrals, positive behavior reports , student surveys

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Teachers will use instructional strategies from SEL curriculum to teach appropriate social skills in real world situations to increase student achievement							
Critical Success Factors CSF 1 CSF 6 2) Incorporate a reward system for students who achieve social goals							

Goal 1: Increase student achievement

Performance Objective 6: To provide after-school tutoring focusing on low student expectations to close learning gaps utilizing classroom teachers and contracted tutors.

Evaluation Data Source(s) 6: Roster, assessments, lesson plans, attendance sheets

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Tutors will implement research-based instruction on low scoring student expectations in order to close learning gaps of students. Tutors will utilize data to re-teach skills needed.	2.4, 2.5						

Goal 1: Increase student achievement

Performance Objective 7: Use supplemental staff to provide instructional intervention pull out groups during the school day.

Evaluation Data Source(s) 7: Roster, assessments, student data, Eduphoria

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Staff will utilized research-based curriculum to increase student knowledge in assessed content areas.	2.4, 2.5, 2.6						
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Goal 2: Improve Teacher Quality

Performance Objective 1: To increase teacher quality

Evaluation Data Source(s) 1: Eduphoria, walk-throughs, observations, surveys, student data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Provide campus based staff development focused on increasing rigor and relevance by teaching grade level TEKS with fidelity and incorporating research-based instructional strategies.		teachers, principal, assistant principal, instructional coordinator	increased teacher quality increase in student achievement				
Critical Success Factors CSF 6 CSF 7 2) Teachers will attend relevant content area professional development to increase student achievement and teacher quality		teachers, admin	increase teacher quality increase student achievement				

Goal 3: Increase parental involvement

Performance Objective 1: To offer monthly parental involvement opportunities

Evaluation Data Source(s) 1: agenda, sign in sheet, surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Campus will use research-based instructional materials and resources to increase parental involvement to provide monthly instructional/curriculum/social based activities to encourage parental involvement.		Principal; Assistant Principal; Counselor; Teachers, PBIS	increase in achievement positive culture				
Funding Sources: 211 - Title I - 139.27							
2) Incorporate an incentive system to increase parental involvement in campus activities as well as parent academies.							
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will use instructional strategies i.e. small group, centers, and labs along with resources to increase achievement including items such as STEMSCOPE, and other resources ranging from equipment, instructional guides, technology, manipulatives, and related science materials.
1	1	2	Incorporate a reward system for all students who achieve academic goals.
1	2	1	Teachers will use a variety of instructional strategies to keep students actively engaged in learning including centers, literature circles, classroom novels, readers and writers response, and small group instruction
1	2	2	Teachers will use resources to increase achievement including items such as Star 360, Accelerated reader, A-Z reading, and other educational materials and supplies (technology, books, instructional guides for classroom instruction and intervention.
1	3	1	Teachers will use a variety of instructional strategies and resources providing student centered instruction using direct teach, small group, centers, manipulatives, and teacher/student conferences.
1	3	2	Incorporate a reward system for all students who achieve academic goals, and teachers will communicate with parents via email, website, class dojo.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)