

# **Lancaster Independent School District**

## **Lancaster Elementary**

### **2016-2017 Campus Improvement Plan**



# Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Through collegiality, supporting adult learning, and nurturing teachers, LES will build a community of practice that will enable all students to succeed.

All members of the community, students, teachers, parents, and the administrative team will be supported to do their best.

We will be exemplary!

## Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

As a neighborhood public school, LES is committed to delivering a quality instructional program to ALL student groups enrolled in our school. Our aim is two fold; we strive to meet the individual needs of each student and we desire to build a strong school community built upon academic excellence, self respect and discipline, as well as empathy and compassion for others.

## **THE LISD GRADUATE will:**

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

# Core Beliefs

**In Lancaster ISD, we believe that:**

**Equity in education is a human right.**

**Educators, parents and students share in the responsibility of developing well-rounded individuals.**

**Engaged, relevant learning experiences provide for a quality education leading to quality of life.**

**Learning is a life-long process that is enhanced by taking risks.**

**A person has the capacity to learn from past experiences.**

**Purposeful planning to meet individual student needs leads to intentional outcomes for student success.**

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

# Table of Contents

Comprehensive Needs Assessment .....	7
Demographics .....	7
Student Achievement .....	10
School Culture and Climate .....	12
Staff Quality, Recruitment, and Retention .....	14
Curriculum, Instruction, and Assessment .....	16
Family and Community Involvement .....	18
School Context and Organization .....	20
Technology .....	21
Comprehensive Needs Assessment Data Documentation .....	23
Goals .....	26
Goal 1: All students will read on or above grade levels measured by the Universal Screener (iStation) and 90% of students in grades 3-5 will pass all versions of the STAAR Test in Reading. ....	26
Goal 2: All students will receive writing instruction that exemplifies best practices in writing that is developmentally appropriate, and that will lead to 90% of students in grade 4 passing all versions of the STAAR Test with a score of 3 or 4 on all compositions. ....	28
Goal 3: All students will receive rigorous mathematics instruction at a cognitive level that meets their individual learning needs and 90% of all students in grade 3-5 will meet or exceed standard on the STAAR assessment. ....	30
Goal 4: All students will have access to a science program that provides for hands on science labs and opportunities to use the scientific method to solve real world problems through the STEM pipeline of engineering. These exposures will lead to 90% of all students at grade 5 passing all versions of the STAAR test in science. ....	32
Goal 5: All students will have access to social studies programming that provides for mastery learning of TEKS Expectations to aid in their understanding of American and world cultures as well as their community. All students will achieve 90% mastery on all Campus/District Assessments in the area of Social Studies. ....	34
Goal 6: All parents will be encouraged and supported to become more involved in all school activities and events, especially those related to academic achievement. ....	35
Goal 7: All students at LES will be citizens of a safe and nurturing learning environment that will provide them with the character education that will enable them to succeed academically and socially through the guidance and counseling program. ....	36
Goal 8: All Lancaster Elementary staff will integrate technology into their classroom instruction to promote student use of 21st century learning opportunities and skills. ....	37
2016-2017 Campus Improvement Committee .....	38

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lancaster Elementary is in its tenth year of educating children in the 2016-2017 school year. Our school is composed of students in PK(3) through 5<sup>th</sup> Grade.

At the end of the 2015-2016 school year Lancaster Elementary had an enrollment of 703 students. 2016-2017 enrollment has increased as we currently serve 727 students. The campus provides a comprehensive academic program that includes: general education services, fine arts services, physical education services, counseling services, special education and speech services, Section 504 services, English as a Second Language (ESL) services, and gifted and talented (GT) services.

There are a total of 66 staff members on the campus. Of the 38 classroom teachers, 8 are new to the district. All paraprofessional staff have in district experience. The principal has been in the district for 10 years and has a total of 14 years of public school experience. The assistant principal has been in the district for 9 years, all of which have been at LES. The school secretary, PEIMS clerk, and nurse assistant all have in district experience. We have 5 special areas teachers (Art, Music, Physical Education, Technology, and Library). All have district experience with the exception of the Library Assistant.

Grade Level	Number of Teachers
Pre-Kindergarten	8
Kindergarten	3
First Grade	4
Second Grade	4
Third Grade	4
Fourth Grade	4
Fifth Grade	4

Support Staff	Number of Staff
Campus Administrators	2

Office Staff	3
Reading Interventionist	1
Master Teachers	2
Gifted and Talented Teachers	4
Counselor	1
Special Areas Teachers (Art, Music, PE, Technology)	4
Special Education Teacher	1
Instructional Assistants	7 Pre-Kindergarten 1 Kindergarten 1 Library Assistant 1 Special Education Assistant
Custodial Staff	5
Food & Nutrition Staff	6

### Demographics Strengths

The diverse population at LES helps stakeholders develop an understanding of the cultures of children and staff from various backgrounds, and to learn to function in a multicultural environment.



## **Demographics Needs**

1. We have only 4 male teachers staffed at LES. The recruitment of high-qualified male teachers need to be explored if hiring opportunities come available to be more reflective of the student body.
2. We have only 4 bilingual staff members. The recruitment of high-qualified bilingual teachers need to be explored if hiring opportunities come available to be more reflective of the student body.

## Student Achievement

### Student Achievement Summary

TAKS Summary for 2006-2007 Academically Acceptable  
No Distinctions

TAKS Summary for 2007-2008 Academically Acceptable  
Commended on Writing

TAKS Summary for 2008-2009 Academically Acceptable  
No Distinctions

TAKS Summary for 2009-2010 Exemplary  
Commended on Math  
Commended on Science  
Comparable Improvement: Reading and Math

TAKS Summary for 2010-2011 Recognized  
Commended on Math

STAAR Summary for 2011-2012 No Rating N/A

STAAR Summary for 2012-2013  
Met Standard: Student Achievement, Student Progress, and Closing Performance gaps  
1 out of 3 Distinctions: Academic Achievement in Mathematics

STAAR Summary for 2013-2014  
Met Standard: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness  
5 out of 6 Distinctions: Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness

STAAR Summary for 2014-2015  
Met Standard: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness  
4 out of 5 Distinctions: Academic Achievement in Reading/ELA, Academic Achievement in Science, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness

## STAAR Summary for 2015-2016

Met Standard: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness

5 out of 6 Distinctions: Academic Achievement in Reading/ELA, Academic Achievement in Math, Top 25 Percent Student Progress, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness

### **Student Achievement Strengths**

Areas of strength in student achievement for Lancaster Elementary are:

1. 4th and 5th Grade Reading
2. 3rd, 4th and 5th Grade Math
3. 4th Writing
4. 5th Grade Science

As a whole, the averages for these assessments were higher than the state averages.

### **Student Achievement Needs**

Lancaster Elementary is working to strengthen student achievement in English/Language Arts/Reading vertically from grade level K through 5th Grade. Reading across the board will continue to be a focal point.

The campus also has an identified an immediate need for increasing student achievement in 3rd Grade Reading (we have 3 new teachers at this grade level).

We missed the distinction for Science in our comparison group due to the lack of students scoring at Level III: Advanced.

## **School Culture and Climate**

### **School Culture and Climate Summary**

At LES, our motto is "Exemplary is the Expectation." This motto shows in what we do for kids on a daily basis. We realize the expectation starts with every adult in the building and translates to the student body through what they hear us say and what they see us do. Teachers know that going the extra mile in the instructional planning process goes even longer with students' learning and achieving at high levels. We believe that ALL students can learn.

In the same token, teachers take care of each other and collaborate on a daily basis. Teachers are included in and give input on most decisions that affect their classrooms. They feel empowered, confident, and supported in making decisions that directly affect the learning of students in their classrooms.

Disciplinary policies and practices are proactive because we believe all students deserve an opportunity to learn in a safe, orderly, bully-free, classroom environment. Teachers are afforded the opportunity to deliver instruction with minimal disruptions due to the campus-wide discipline system in place.

### **School Culture and Climate Strengths**

1. Teachers consistently show respect for one another, students, and parents.
2. Teachers are proud of what they have accomplished throughout the years and this competitive attitude/nature drives them in their daily quest to be the best.
3. Teachers know that service and support are a given. They remain humble and vulnerable which allows them to receive critical feedback while creating authentic opportunities for collaboration.
4. Students express in various ways that they feel supported, welcome, safe, and excited to learn.
5. The various outlets are available for students to participate in throughout the year: Step/dance club, High Achievers Club, Tiger Beats, Honors Choir, Art Club, Student Council (5th Grade only), My Brother's Keeper (3rd-5th boys only), Sister 2 Sister (3rd-5th girls only), Quiz Bowl Teams, Piano, and Boys' Scout (1st-5th Grade boys), Girls' and Boys' basketball (3rd-5th only)

## **School Culture and Climate Needs**

1. Discipline referral numbers at Pre-K and 3rd for 2015-2016 were inflated compared to other grade levels. Most of these referrals occurred at specific times during the instructional block and during transition periods. However, most referrals were for non-serious infractions with only 3 students being removed to DAEP in the entire school.
2. Teachers work extremely hard to ensure students achieve at high levels; measures need to be put in place to celebrate teachers more.
3. Students work equally as hard to learn; additional measures need to be put in place to celebrate students.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

#### **RETENTION**

Staff turnover was fairly low. This school year we hired 9 teachers.

#### **STAFF QUALITY**

At LES, all teachers are highly qualified. Teaching and learning is our number one priority. When a teacher fails to consistently plan for and deliver instruction at a level conducive to high levels of student attainment and achievement several corrective actions are put into play to ensure immediate support and growth. We have a campus based mentoring model in accordance with the district model.

#### **RECRUITMENT**

All potential hires are screened by campus administrators via TalentEd before being offered an interview. Interview candidates have to prepare a model lesson to share with a interview panel that consists of the counselor, campus administrators, classroom teachers, and Master teachers.

### **Staff Quality, Recruitment, and Retention Strengths**

1. The campus leadership team remained the same.
2. Of the 9 new teachers hired this year, only 1 is new to teaching.
3. PreK (3 and 4), Kindergarten and 2nd grade teams are all comprised of returning teachers.

### **Staff Quality, Recruitment, and Retention Needs**

1. We lost 6 teachers at the end of the 2015-2016 school year.
2. 1st, 3rd and 5th grade have at least 2 new teachers on each team.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

#### **CURRICULUM**

Increasing the quality of instruction is a key component of ensuring student attainment and achievement. Staff will consistently and effectively implement professional development strategies modeled in weekly PLC meetings. In addition, staff will use the following adopted curriculum with fidelity: Frogstreet Press, Owl, Texas Treasures (Reading), Texas Go Math, Science Fusion, and My World (Social Studies). The following supplemental programs will also be used with fidelity to enhance the core instruction: iStation and other approved district mandated instructional learning sites.

#### **INSTRUCTION AND ASSESSMENT**

Teachers consistently review multiple student data sources to plan for and deliver instruction following the lesson cycle. Teachers informally assess students' learning on a daily basis via demonstrations of learning and formally administer a weekly assessment. Other formal embedded assessments throughout the school year include: district common formative assessments, district benchmarks, mock STAAR assessments, and the STAAR. These assessment/accountability pieces foster alignment between what is expected to be taught, what is actually taught, and what students master. When a student does not meet standard on assessed curriculum, immediate intervention and reteach is performed to ensure student mastery.

#### **Curriculum, Instruction, and Assessment Strengths**

1. Teachers will continue to attend weekly, campus-based professional development trainings focused on scientifically-based research and best practices.
2. Teachers will attend monthly district horizontal and vertical alignment professional development trainings.
3. We have a vibrant RtI Model (to include intervention blocks, pull-out interventionists, computer-based intervention programs, etc.) to assist Tier II and Tier III students.
4. Teachers will continue to utilize demonstrations of learning on a daily basis to assess students to ensure concepts have been taught to the depth and complexity outlined in the standard/TEKS.
5. We offer after-school tutoring from October-April for Tier II students (K-5th only).
6. We offer Saturday school from January-April for Tier III students (3rd-5th only).



### **Curriculum, Instruction, and Assessment Needs**

1. Math teachers need support decomposing numbers and increasing fluency vertically K-5th.
2. Science (especially vocabulary), Social Studies and Writing concepts need to be consistently taught at all grade levels.
3. Figure 19 Comprehension skills and expository text need to be consistently taught at all grade levels.
4. We need to revamp our system for progress monitoring to ensure movement with all students.
5. Early childhood teachers will continue to focus on phonemic awareness (PreK-2nd).
6. Teachers need assistance with planning for, facilitating, and documenting small group instruction.
7. Teachers need to develop more opportunities for students to think critically.
8. Teachers need to incorporate 21st century learning skills into their lessons.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

We recognize the implications for involving and partnering with parents and the community at large as it relates to nurturing and educating the whole child. At LES, we not only have a PTA, but we also created the parental involvement committee to spearhead initiatives towards getting parents into the school. Some events we plan for parents and extended family members include, but are not limited to: Meet the Teacher night, Open House, Parent/Teacher conferences, Muffins with Mom, Donuts with Dad, mother/son dance, father/daughter dance, Grandparents' Day Read Across LES, Family Movie Nights, STEM Family nights, Curriculum Family nights for Reading and Math.

Aside from the aforementioned events, the school strives to communicate and keep parents informed by sending home monthly by sending home a newsletter (in English and Spanish), breakfast and lunch menus for the month, calendar of events, community correspondence (such as from the recreational center, community based sports leagues/programs/teams, Boys' and Girls' Scout information, daycare flyers, academic tutoring services, outreach and counseling services, etc.). The school also sends progress reports home every 3 weeks. Report cards go home at the end of each 6 week period.

Teachers keep parents informed by sending home weekly newsletters that explain lesson objectives and homework assignments. Some teachers take the expectation of regularly communicating a step further by using an mobile app called Class Dojo to immediately notify parents of classroom events and/or behavioral and academic concerns on a daily basis. This is addition to the use of student agendas, 2nd-5th grade; and student folders, Pre-K through 1st.

### **Family and Community Involvement Strengths**

1. We have a parental involvement committee to plan and oversee campus engagement events.
2. We will continue to plan monthly events in conjunction with PTA (specifically highlighting each garde level).

### **Family and Community Involvement Needs**

1. Explore multiple ways to involve parents with academics and discipline, especially dads.
2. Increase PTA membership
3. Explore more opportunities to partner with local businesses



## **School Context and Organization**

### **School Context and Organization Summary**

With an eagle-eye precision emphasis on teaching and learning, instructional time is protected and sacred at LES. All barriers and/or distractors that would have a negative impact on students learning, is minimalized if not all together eliminated. This starts with the building of the master schedule. In looking at the master schedule, teachers have their planning period and lunch time grouped together in one block. This maximizes time on task for students and cuts down on loss of instructional time due to unnessecary transitions.

### **School Context and Organization Strengths**

1. We have 2 Master teachers that specialize in math. They also work with Pre-K through 5th grade teachers to plan for and deliver math instruction. This teacher also pulls-out Tier III math students in small group. They also plan for and deliver instruction via weekly Cluster meetings.
2. We have 1 Reading interventionist. She works with 3rd-5th grade teachers to plan for and deliver reading instruction. This teacher also pulls Tier III reading students in small group.
3. Grade level teachers are horizontally aligned on their planning periods and vertically align one day a week after-school for collaboration and planning.
4. Systems for data review, reflection, and sharing are in place.
5. The leadership team meets weekly to address teaching and learning specifics.

### **School Context and Organization Needs**

1. We need to build in more times during the year for Pre-K through 2nd grade to vertically align and collaborate at the campus level.

# Technology

## Technology Summary

Currently, we have a total of 2 computer labs and 11 technology carts available for use by teachers and students:

1 iPad cart= 24 (these devices are solely used by 5th grade because the teachers won this cart through a grant)

2 iPad minis cart= 67 (30 of which is solely used by GT students as the district purchased the cart specifically for Exploration Academy)

2 netbook carts= 51

2 laptop carts= 55

4 chromebook carts= 112

## Technology Strengths

1. We acquired more technology devices during the 2015-2016 school year.
2. Students use these devices at least 3-4 times a week at every grade level.
3. The Art, Music, Technology and GT teachers received projector systems.

## Technology Needs

1. We still need to purchase additional devices until every classroom has its own cart of devices (1:1 student to device ratio).
2. Teachers need additional training on teaching with interactive whiteboards and facilitating students' learning via netbooks, iPads, and laptops.

3. We need to outfit all classrooms in the building with interactive whiteboards or projector systems. Pre-K classrooms, the gym, cluster room and Science lab still need to be outfitted.
4. We have two computer labs. However, the district infrastructure does not support both labs running at the same time. This system needs to be upgraded.
5. Issues with connectivity/wifi throughout the building continue to plague the campus (the gym area does not get any wifi service).

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

## 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
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation



- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1: All students will read on or above grade levels measured by the Universal Screener (iStation) and 90% of students in grades 3-5 will pass all versions of the STAAR Test in Reading.**

**Performance Objective 1:** Lancaster Elementary School's daily reading instruction in general, special, ESL and Gifted and Talented education will reinforce and/or improve every student's reading skills as measured by standardized reading assessments and increased student reading achievement scores by at least one grade level in one school term.

**Summative Evaluation:** STAAR, Campus/District Common and Benchmark Assessments, EOY Universal Screener, EOY Running Records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Every student/family will receive a copy of the curriculum overview for the Reading core for PK- 5th grade. Specific instructional areas of strength and growth will be defined and communicated.	Principal	1. Sign-in sheet from goals night				
2) Instructional staff will meet vertically to discuss reading content, align instructional strategies, and analyze data each six weeks	Principal, AP, Master teachers and instructional staff.	25% increase in student achievement performance on re-assessed TEKS at next comprehensive assessment (Campus or District Benchmark)				
3) All will be trained in administering and analyzing iStation testing data and implement leadership team guided action plans to respond to student deficits.	Principal, AP, Master teachers, and instructional staff.	By the end of 32 instructional weeks, 90% of students will be at or above benchmark performance on iStation.				
4) Students will utilize Accelerated Reader and Tumblebooks to received level appropriate reading practice.	AP, Library Assistant, Master teachers, and classroom teachers	By the end of 32 instructional weeks, 90% of students will read at or above current grade level as evidenced by STAAR and iStation.				
5) All Instructional staff will receive 2-4 TAP observations to provide specific feedback to guide and improve instructional performance.	Principal, Assistant Principal and Master teachers	95% of instructional staff will be rated as at least proficient as measured on the TAP evaluation rubrics.				
6) All students will receive explicit instruction that enhances vocabulary acquisition.	Principal, AP, Master teachers, and classroom teachers	improved student performance on comprehension based assessments as measured by Running Records and classroom assessments in K-2 and STAAR Reading for 3rd- 5th Grades.				
7) All students will be assessed for mastery weekly of TEKS in Reading and served in Intervention/Enrichment groups based on their level of mastery	Principal, AP, Master teachers, Reading Recovery teacher, and classroom teachers	1. improved student performance on comprehension based assessments as measured by Running Records and classroom assessments in K-2 and STAAR Reading for 3rd- 5th Grades.  2. Record of Intervention forms				






8) All Tier III Reading students in grades 3-5 will be pulled into small groups at least twice a week for 30 minutes to work with the Reading interventionist.	Principal, AP, Master teachers, and Reading Recovery teacher	1. improved student performance on comprehension based assessments as measured by Running Records and classroom assessments in K-2 and STAAR Reading for 3rd- 5th Grades.  2. Record of Intervention forms				
9) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.	Principal, AP, and Master teachers	1. Budget allocations/purchases 2. Walk-through data				
10) Teachers will be required to seek out additional professional development trainings through Region 10 or the state of Texas as aligned to the TEKS	LT and lead reading teachers	Certificates of completion				

**Goal 2: All students will receive writing instruction that exemplifies best practices in writing that is developmentally appropriate, and that will lead to 90% of students in grade 4 passing all versions of the STAAR Test with a score of 3 or 4 on all compositions.**

**Performance Objective 1:** All students will receive writing instruction that exemplifies best practices in writing, that is developmentally appropriate, and in accordance to the 2016-2017 Campus Writing Plan. This will lead to 90% of students in grade 4 passing all versions of the STAAR Writing Test. And, we will strive for a 25% Advanced performance rate in the area of Writing. All students (PK-5) at LES will participate in daily writing practice that will support our 4th grade writing goal.

**Summative Evaluation:** Cumulative student writing portfolio containing a minimum of 6 samples of student writing at the Good or Excellent level of the campus approved writing rubric, which is aligned to the Texas Education writing standards for grades K-2; and levels 4-8 of the STAAR Writing Rubric in grades 3rd- 5th.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Staff development in LES Campus-Wide Writing Plan (Components of New Jersey Writing Project & Ready Write, 4 Square Writing Model, STAAR Writing Rubric) for all ELAR Instructional staff each six weeks	Principal, AP, Master teachers, and 4th Grade Writing teachers	1. Writing samples (from all grade levels) displayed each week on the school-wide writing bulletin board. 2. 90% of student will score 4-8 on the expository written compositions as measured by 4th grade STAAR Writing test				
2) Students in Grades Pre-K through 5th will complete at least 3 writing prompts within each 6 week period to address specific types of writing appropriate to their respective grade level TEKS	Principal , AP, Master teachers, and classroom teachers	1. Writing portfolios 2. Writing samples (from all grade levels) displayed each week on the school-wide writing bulletin board. 3. 90% of student writing scores of 3-4 on each of two written compositions as measured by 4th grade STAAR Writing test				
3) All 4th grade students will be routinely assessed for mastery of TEKS in writing and served in Intervention/Enrichment groups based on their level of mastery	Principal, AP, Master teachers, and 4th Grade Writing teachers	1. Teacher made weekly assessments 2. Student portfolios 3. CFAs 4. Benchmarks 5. Mock STAAR assessments				
4) Math, Science and Social Studies teachers will support writing development in students by incorporating reflective journal writing activities.	Principal, AP, Master teachers, and classroom teachers	Journal entries				
5) Teachers will be required to seek out additional professional development trainings through Region 10 or the state of Texas as aligned to the TEKS	LT and lead writing teachers	Certificates of completion				






6) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.	Principal, AP, and Master teachers	1. Budget allocations/purchases 2. Walk-through data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: All students will receive rigorous mathematics instruction at a cognitive level that meets their individual learning needs and 90% of all students in grade 3-5 will meet or exceed standard on the STAAR assessment.**

**Performance Objective 1:** Lancaster Elementary School's daily mathematics instruction in general, special, ESL and Gifted and Talented education will reinforce and/or improve every student's computational and problem solving skills as measured by standardized mathematics assessments and increased student math achievement scores by at least one grade level in one school term.

**Summative Evaluation:** 90% of students will meet standard on the STAAR Math test in grades 3rd- 5th and Campus/District EOY Assessments for grade levels K through 2; with at least 25% of students in grades 3-5 performing at the advanced level on STAAR.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrative team will meet with all teachers, faculty & staff to establish expectations and instructional non-negotiables in the area of Mathematics.	Principal, AP and Master teachers	100% implementation of campus instructional non-negotiables by mathematics teachers as measured through walk- thru observation and feedback.				
2) Teachers will use DMAC to analyze data and adapt/modify teaching strategies to plan for math instruction and intervention.	Principal, AP and Master teachers	Increased student performance on Campus and District Benchmarks and cumulative assessments specifically on retested skills.				
3) Professional staff will vertically meet to discuss Math content and identify gaps created with the movement of TEKS, align instructional strategies, and analyze data each 3 weeks.	Principal, AP, and Master teachers	1. Vertical team meeting Agenda and Minutes detailing instructional strategies and intervention activities to be utilized in the immediate next 3 weeks of instruction.  2. Walk through and observation data confirming 100% implementation of planned intervention and instructional strategies.				
4) All mathematics teachers will implement cyclical computational and skill drills during the math instructional block daily.	Principal, AP and Master teachers	1. Walk-through data on fluency drills  2. Overall increase of student mastery of TEKS/computational skills				
5) All mathematics teachers will implement the use of daily math problems as well as utilize the district problem-solving model to review current and spiraled problem solving skills.	Principal, AP and Master teachers	Student work in math journals (evidence of the Tiger's Design Process must be observed)				
6) Tier II and III students will be provided with an extra 30 minutes of Math Intervention at least 2-4 times a week.	Master teachers	1. Teacher lesson plans 2. Record of Intervention forms 3. Walk-through data				
7) All mathematics teachers will implement the use of exit tickets (demonstrations of learning) as informal assessments of students learning of current concepts daily.	Principal, AP, and Master teachers	1. Student work samples 2. Walk-through data				
8) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.	Principal, AP, and Master teachers	1. Budget allocations/purchases 2. Walk-through data				

9) Teachers will be required to seek out additional professional development trainings through Region 10 or the state of Texas as aligned to the TEKS.	LT and lead math teachers	Certificates of completion				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


**Goal 4: All students will have access to a science program that provides for hands on science labs and opportunities to use the scientific method to solve real world problems through the STEM pipeline of engineering. These exposures will lead to 90% of all students at grade 5 passing all versions of the STAAR test in science.**

**Performance Objective 1:** Lancaster Elementary School's daily science instruction in general, special, ESL and Gifted and Talented education will reinforce and/or improve every student's conceptual understanding of science vocabulary and scientific process as measured by standardized science assessments and rubric graded hands on laboratory activities.

**Summative Evaluation:** 90% of 5th Grade students will meet standard on the STAAR Science test and Campus/District EOY Assessments for grade levels K through 2; with at least 25% of students in 5th Grade performing at the advanced level on STAAR.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Instructional staff will analyze K through 5th grade district science data, identify instructional trends and student needs and modify and adjust instructional and intervention plans to address those trends and needs.	Principal, AP and Master teachers	Incremental increases in student achievement as measured by cumulative campus and district assessments where skills tested on Common Formative Assessments are reassessed.				
2) Science instructional staff will meet vertically to support teachers in choosing and implementing effective instructional strategies to build student conceptual understanding of science TEKS.	Principal, AP and Master teachers	1. Vertical team meeting Agenda and Minutes detailing instructional strategies and intervention activities to be utilized in the immediate next 3 weeks of instruction.  2. Walk through and observation data confirming 100% implementation of planned intervention and instructional strategies.				
3) Instructional staff in grades 3-5 will utilize Motivation Science workbooks to ensure each student rigorous, STAAR formatted practice of Science TEKS in Enrichment/Intervention period	Principal, AP and Master teachers	Incremental increases in student achievement as measured by cumulative campus and district assessments where skills tested on Common Formative Assessments are reassessed.				
4) Each student will participate in a science related field trip activity that addresses TEKS objectives appropriate to their grade level.	Principal, AP and classroom teachers	1. Field Trip Request forms and manifests  2. Field trip lesson plans.				
5) Instructional staff will provide daily science instruction with 40% of science class being hands on/lab work.	LT and lead science teachers	1. Teacher lesson plans 2. Walk-through data				
6) Science teachers will explicitly teach science vocabulary via concept webs, thinking maps, interactive word walls, other advanced graphic organizers, journal writing, instructional videos such as Flocabulary, BrainPOP, Bill Nye the Science Guy, PBS Kids, etc.	Principal, AP and Master teachers	1. Teacher lesson plans 2. Walk-through data				
7) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.	Principal, AP, and Master teachers	1. Budget allocations/purchases 2. Walk-through data				








8) STEM committee will create 2 parent engagement opportunities	Principal and STEM Committee	Sign-in sheets				
9) Teachers will be required to seek out additional professional development trainings through Region 10 or the state of Texas as aligned to the TEKS	Principal and lead Science teachers	Certificates of completions				
						

**Goal 5: All students will have access to social studies programming that provides for mastery learning of TEKS Expectations to aid in their understanding of American and world cultures as well as their community. All students will achieve 90% mastery on all Campus/District Assessments in the area of Social Studies.**

**Performance Objective 1:** All students will be provided daily instruction using the newly adopted social studies curriculum to ensure mastery of TEKS and opportunities to understand the world in which they live.






**Summative Evaluation:** All grade levels will achieve a 90% passing rate on all Campus/District level assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All students will have access to Time for Kids to support relevance of Social Studies curriculum and foster interest in national and global social issues as appropriate by grade level.	Principal, AP and Master teachers	1. Teacher lesson plans 2. Walk-through data				
2) Teachers will be properly trained on how to effectively implement the new curriculum.	Principal, AP, Master teachers and District level support staff	1. Teacher lesson plans 2. Certificates of course completion 3. Walk-through data				
3) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.	Principal, AP, and Master teachers	1. Budget allocations/purchases 2. Walk-through data				
4) All teachers will utilize daily geography curriculum.	Classroom teachers	1. Student work samples 2. Walk-through data				
5) All students, K-5th will complete a minimum of 2 cumulative Social Studies projects.	Classroom teachers	1. Student work samples 2. Walk-through data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 6: All parents will be encouraged and supported to become more involved in all school activities and events, especially those related to academic achievement.**

**Performance Objective 1:** All parents will have multiple opportunities during the school year to engage in their child's learning process in addition to monthly PTA events and programs.


**Summative Evaluation:** Parental involvement will increase by 25% during the 2015-2016 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The principal will be more accessible to parents by hosting two Q & A sessions/forums. These sessions will be called "Pastries with the Principal" and will give parents the opportunity to ask questions related to academics and school business; 1 in the first semester and 1 in the second semester.	Principal	Parent sign-in sheet				
2) There will be a school bulletin board designated in the front foyer area strictly for parents where pertinent information regarding academics and school business will be shared.	Counselor and office manager	Monthly updates				
3) Parents will be recognized for the involvement and volunteer efforts at the EOY awards assemblies with certificates.	Counselor and classroom teachers	Parent sign-in sheets				
4) All teachers will be properly trained on how to effectively and consistently use Class Dojo to communicate with parents daily.	Principal, AP and Master teachers	1. Observation 2. Parent and teacher feedback				
5) Teachers will be responsible for maintaining a parent contact log each six weeks. These will be turned at the monthly RtI Meetings.	Principal, AP and Master teachers	1. Completed Parent Contact Logs 2. Parent feedback				
6) Dads will be engaged through the inclusion of the "All Pro Dads" program.	Team Captain	Sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 7: All students at LES will be citizens of a safe and nurturing learning environment that will provide them with the character education that will enable them to succeed academically and socially through the guidance and counseling program.**

**Performance Objective 1:** All students will display positive character traits on a daily basis as a result of being consistently exposed to character education initiatives throughout the school year.


**Summative Evaluation:** There will be at least a 25% decrease in discipline referrals and at least a 25% decrease in referrals to the counselor.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The counselor will see all classes bi-weekly and teach them the components of character education.	School counselor	1. Rotation schedule 2. Observation data				
2) Staff members will provide students with incentives that reward their demonstrations of the character traits.	All	1. School-wide PBIS initiative: "Caught Being Good" 2. Bulletin board in the commons area 3. Budget allocations/purchases				
						

**Goal 8: All Lancaster Elementary staff will integrate technology into their classroom instruction to promote student use of 21st century learning opportunities and skills.**

**Performance Objective 1:** All teachers will model the use of 21st century technology on a consistent basis and create learning opportunities for students to apply these skills.

**Summative Evaluation:** At least 90% of students in grades 3-5 will be able to proficiently apply 21st century technology skills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will be trained throughout the school year on how to create 21st century technology skills learning opportunities for students.	District technology department, Region 10, and other accredited professional development sources	Certificates of completion				
2) Campus leadership team will model the use of 21st century technology skills when applicable (such as staff meetings, PLC meetings and campus-based professional development days).	Campus leadership team	Meeting agendas				
3) More technology devices need to be purchased to facilitate all classrooms having at least a class set of netbooks or iPads for instructional purposes and creating final products.	Principal, PTA	Budget allowances (or fundraising efforts) and purchase orders				
4) Students in grades 3-5 will showcase their use of 21st technology skills via final PBL products.	Classroom teachers	STEM showcase participation				
						

## 2016-2017 Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Nakesha Reddick	Principal
Administrative Assistant	Brenda Gray	Administrative Assistant
Administrator	Gail Rodgers	Assistant Principal
Business Representative	LaShawn Williams	Business Owner
Classroom Teacher	Toni Cherry	4th Grade Teacher
Non-classroom Professional	Kenyetta Hickmon	Special Education Teacher
Non-classroom Professional	Jacqueline Rasheed	Counselor
Non-classroom Professional	Alterice Sadler	Reading Interventionist
Non-classroom Professional	Cartney Slaughter	Master Teacher
Non-classroom Professional	Philia Stewart	Master Teacher
Paraprofessional	Beatrice Zurita	Pre-K(4) Aide
Parent	Jymira Alexander	Parent
Parent	Rhonda Raven	PTA President