Allen Independent School District

Reed Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25% Closing Performance Gaps

Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

Allen ISD:

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential.

Reed Elementary:

Reed Elementary is a family of learners. We are dedicated to achieving excellence by giving our personal best. Our diverse learning community promotes the critical thinking, problem-solving, and perseverance necessary for students to be successful members of society and future leaders!

Vision

Allen ISD:

Where Eagles Soar

Reed Elementary:

Reed Elementary - Inspiring Success!

District Goals and Campus Beliefs

Allen ISD Goals:

Transform the traditional classroom into an innovative learning experience that meets the needs of the individual learner.
Transform the learning environment by increasing rigor and encouraging innovation so that students become effective problem solvers.
Integrate effective communication through advancing technologies and develop interpersonal skills throughout the learning environment.
Foster sustainable opportunities for every person to become a responsible and engaged citizen.

Reed staff believe:

In a collaborative, professional learning community.

In a strong relationship between families and school.

In maintaining a positive, respectful environment built upon high morale that transfers from staff to students to community.

In our commitment to effective communication that is respectful and meaningful.

Innovative instruction empowers Reed Owls to soar into the global future.

Our students will be well-rounded citizens who continue to grow.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Reed Elementary is a 33 year old, K-6th grade campus in Allen ISD. Although this improvement plan focuses on the 2016-17 school year, the demographic information comes from the information available in August of 2016. Student enrollment at Reed did not change significantly from 2015-16 to 2016-17, decreasing by just 11 students. The student body is comprised of variety of student groups that range in size: 8.2% are African American, 12.2% are Hispanic-Latino, 69% are White, 0.8% are American Indian, 4.5% are Asian, 0.2% are Pacific Islander,and 4.7% claim Two or More Races.

The mobility rate at Reed is 11.4%. 25.8% of the students at Reed are Economically Disadvantaged, which is well below the state average but above the district average. Additional student groups include 5.2% English Language Learners and 15.4% in Special Education.

Demographics Strengths

Reed Elementary has many demographic strengths. Some of the most notable include:

- Reed has a diverse student body, comprised of a variety of ethnicities and races.
- Reed enrollment has remained consistent over the past few years. As of 8/16/16, Reed's enrollment totaled 597 students.
- Reed's at-risk population has decreased from 32.1% to 26.3% from the 2014-15 school year to Augst 2016.
- The economic health of the Reed community has improved as indicated by a decrease in our Economically Disadvantaged population from 26.6% to 25.8% from the 2014-15 school year to August 2016.

Demographics Needs

The following demographic needs are listed in order of importance:

1. Reed's SpEd population has increased from 13.7% to 15.41% from the 2014-2015 school year to August 2016.This is above the state and district averages.

2. Reed's mobility rate has increased from 7.1% in 2013-14 to 11.4% in 2015-16.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Reed Elementary exceeded the state targets on all four performance indexes.

- Index 1 - Student Achievement. Reed Elementary Score: 89 (state target score = 60)
- Index 2 - Student Progress. Reed Elementary Score: 37 (state target score = 32)
- Index 3 - Closing Performance Gaps. Reed Elementary Score: 54 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Reed Elementary Score 54 (state target score = 12)

These scores result in Reed Elementary receiving a 2016 Texas Accountability **Met Standard** rating. The campus also earned **three Distinctions**:

- Top 25 Percent Closing Performance Gaps
- Academic Achievement in Mathematics
- Academic Achievement in Science

Mathematics Achievement

Grade	Reed	District	State
3	89%	93%	77%
4	81%	91%	72%
5	91%	93%	76%
6	95%	96%	71%

Grade	BOY	EOY	% Improvement
K	92%	95%	+3%
1	97%	98%	+1%

2	64%	72%	+8%

Reading Achievement

Grade	Reed	District	State
3	89%	90%	72%
4	88%	93%	74%
5	87%	92%	72%
6	91%	91%	68%

Grade	BOY	EOY	% Improvement
K	91%	86%	-5%
1	81%	84%	+4%
2	86%	94%	+9%

Writing Achievement

Grade	Reed	District	State
3	N/A	N/A	N/A
4	77%	89%	67%
5	N/A	N/A	N/A
6	N/A	N/A	N/A

Science Achievement

Grade	Reed	District	State
3	N/A	N/A	N/A
4	N/A	N/A	N/A
5	91%	89%	72%
6	N/A	N/A	N/A

Student Achievement Strengths

An analysis of Reed Elementary's student achievement data reveals the following areas of strength:

- Distinction Designations were earned in three areas
  - Top 25% Closing Performance Gap
  - Academic Achievement in Mathematics
  - Academic Achievement in Science
- Although Reed has a higher percentage of Economically Disadvantaged students than the district average percentage, Reed students performed at, near, or above the district passing rates on STAAR in Math grades 3,5,6; in Reading 3,4, 5, 6 and in Science.
- All System Safeguards were met
- State targets were exceeded in all four indexes
- Additional tutor secured with SSI funds

Student Achievement Needs

The following student achievement needs are in priority order.

1. Use of consistent Writing instruction and strategies K-6
2. Use of consistent Reading strategies based on best practices
3. Increase critical thinking and problem solving in all areas
4. Use of a consistent math problem solving model
5. Close achievement gap in all subjects for Economically Disadvantaged Students and Special Education Students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Reed Elementary bases all instruction on the Texas Essential Knowledge and Skills (TEKS) and the district curriculum and pacing calendars. While this improvement plan focuses on the 2016-17 school year, the information references the implementation of written, taught, and tested curriculum during the 2015-16 school year.

Curriculum, Instruction, and Assessment Strengths

Instruction at Reed Elementary is deeply valued and prioritized. Staff share a 'minutes matter' mantra because they understand that the consistency and quality of engaging instruction directly relates to student focus and learning. Grade levels plan their instruction of TEKS based on a vertically aligned, collaboratively agreed upon school-wide lesson plan framework. Through the Instructional Leadership Team,staff input is solicited in regard to the critical elements of instruction for which our teachers hold themselves accountable. Based on teacher input, the following components are included in lesson plans: the TEKS statement, resources and technology, essential questions, academic vocabulary, fluency, whole group instruction, guided practice, critical writing, technology integration, small group instruction, and instructional accommodations for learners.

According to the 2016 STAAR data, Reed Elementary earned three distinctions related to student performance on the tested curriculum. These distinctions include closing the achievement gap, math achievement distinction, and a science achievement distinction.

Curriculum, Instruction, and Assessment Needs

The following are Reed's curriculum, instruction, and assessment needs in priority order.

1. Purposeful creation and consistent use of classroom assessments that correlate with state and district curricular standards, and continued use of assessment data to monitor and adjust instruction for all students.
2. Maintaining level of rigor of instruction as compared to the level of rigor at which students will be assessed.
3. Idea development in composition writing, specifically Grade 4, all student groups
4. Figure 19 comprehension skills, Grades K-6, specifically Grades 3; 4, all student groups
5. Critical Thinking, problem solving, Grades K-6, specifically Grades 3; 4, all student groups

While all student groups would benefit from an emphasis of the instructional needs listed, student groups identified as those who are

economically disadvantaged and receiving special education services specifically demonstrate a need for instructional support based on 2016 state assessment data.

Family and Community Involvement

Family and Community Involvement Summary

Reed continues to strive for strong, two-way communication with families and community stakeholders. We also work to involve our parents and community within the school, and provide a forum for introducing families to the many resources available to them within the community.

In an effort to increase family and community involvement, we continue to identify and offer activities that will help achieve increases in these areas.

Family and Community Involvement Strengths

- Partnerships - church, YMSL/NCL, PALS, Senior readers, Allen area retired teachers, Time to Read, Healthy Teeth (Kiwanis)
- SAGE program - administered by parent volunteers
- Community members involved in school decisions (SRO, CIP, Project Kids, PTA, Reed Garden)
- Family and community members involved in meaningful activities that support students' learning (Family math night, PTA programs, senior readers, YMSL/NCL tutoring, curriculum night, open house, parent conferences)

Family and Community Involvement Needs

The following curriculum, instruction, and assessment needs are listed in order of importance:

1. School to home connection (homework help, problem solve from school day)
2. Allen Public Library involvement
3. Inspire the community and families to be more active in our students' education and lives outside of school to build healthy family relationships.

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
- 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
- Accountability Distinction Designations
- Federal Report Card 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
- Progress of prior year STAAR failures
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on the current common metrics such as STAAR and other standardized test and local assessments.

Performance Objective 1: Student achievement will improve across all grade levels.

Summative Evaluation: 2017 Accountability Summary, 2017 TAPR, K-2 universal screening data, content area action team EOY reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Staff will participate in targeted, year-long reading staff development. Primary focus will be using meta-cognitive strategies for "close reading."	SSI coach, principal, reading action team members	Strategies integrated into lesson plans, increased student performance on STAAR and on universal screening data.				
Funding Sources: Local Funds - $3175.00						
2) Students will participate in a K-6 writing simulation. Teachers will collaborate to score student papers.	Writing action team, SSI coach, principals	Campus writing simulation scores				
3) Teachers will integrate consistent academic writing vocabulary into their lessons.		Lesson plans, Campus writing simulation scores				
4) Teachers will collaborate in content area-based Action Teams to disaggregate STAAR data and K-2 universal screening data and develop action plans based on their findings.	Action team leads, principals	Action team plans, STAAR data, Universal Screening data				
5) Students at risk of not meeting grade level standards in reading and math will receive targeted small group intervention.	Classroom teachers, CIS, SSI coach, principals	Increased student performance on STAAR and on universal screening data				
Funding Sources: School Excellence Initiative - $10000.00						
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 2: Maintain the Exemplary rating as achieved in 2015-16 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Reed Elementary will maintain the Exemplary rating in all eight categories for the local accountability system.

Summative Evaluation: 2016-17 Local Accountability Rating

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Fine Arts - Reed will promote and facilitate participation in UIL competitions, academically aligned field trips, fine arts performances, and weekly art and music instruction.	Classroom teachers, UIL coaches, art teacher, and music teacher, principals	Successful student performances, UIL participation rates, Reed Talent Showcase				
2) Wellness and Physical Education - Reed will promote and facilitate campus-based wellness events, bullying and character education, and weekly physical education instruction and activity.	PE coach, classroom teachers, counselor, and principals	Student participation in Run/Walk Club, Walk/Bike to School day, Allen Eagle Run, Safety Incident referrals and investigation results, Positive office referrals, master schedule (2 daily recess breaks for k-2), and PBIS Hoot coupons distributed				
3) Community and Parent Involvement - Reed will promote and facilitate campus-wide PTA membership, programs open to parents/the public, use of multiple communication paths to keep parents informed, community and business partnerships, and volunteering, tutoring, and mentoring opportunities.	Principals, PTA board, music teacher, classroom teachers, campus tech, PE coach, and librarian	100% staff membership in PTA, attendance at PTA functions and meetings, Outstanding Owl ceremony, grade level evening music programs, Fall Family Picnic, Eye Opener newsletter, updated digital marquee, Eleven23 church volunteers, Senior Readers, Art to Go, WatchDOGS				
4) 21st Century Workforce Development - Reed will promote and facilitate college and career readiness, career and college focus, and student leadership opportunities.	Counselor, club sponsors, PTA board	Student participation in guidance lessons on careers, Pride Council, Boys to Men, Girls Breakaway, K-OWL news team, student representatives on PTA Board, STEAM Club/Robotics Club, community resource fair, and Reed scholarship awards				
5) Second Language Acquisition - Reed will support second language learners in achieving academic success and will also provide opportunities for participation in multicultural experiences.	Classroom teachers, ELF, AIM teacher, principals	ESL teacher certification, providing interpreters, use of ELPS strategies, multicultural presentations on announcements, AIM studies of Europe, field trips to DMA.				
6) Digital Learning Environment - Reed will promote and facilitate student use of technology for authentic learning and the school culture will promote use of technology for a wide range of digital learning.	Classroom teachers, librarian, campus tech, principals	Successful student and teacher use of a variety of devices and hardware to acquire information, practice skills, problem solve, and create.				
7) Dropout Prevention Strategies - Reed will promote and facilitate student-focused programs and strategies, alternative schooling and extended day opportunities, and student involvement opportunities beyond the academic curriculum.	Classroom teachers, Intervention teachers, Club sponsors	Daily intervention block, student advancement from Tiers 2/3 to Tier 1, after school tutoring, Boys to Men, Girls Breakaway, STEAM club, iStation, Pride Council, K-OWL news team, student book clubs, UIL, Yearbook club, student reps on PTA board				

8) Educational Programs for Gifted and Talented Students - Reed will promote and facilitate programs for gifted and talented students by ensuring professional development of classroom teachers, administrators, and counselors, and will promote student enrollment in advanced academics coursework.	Classroom teachers, AIM teacher	Teaching staff participate in 30 hours of initial GT training, and 6 hour annual updates, enrichment support from AIM teacher, percentage of students enrolled in advanced coursework				
✔ = Accomplished 🔶 = Considerable 🔶 = Some Progress ⚪ = No Progress ✖ = Discontinue						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with district expectations all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Reed Elementary School staff will ensure improvement in student learning by working in high-performing collaborative teams.

Summative Evaluation: 2017 Accountability Summary, 2017 TAPR, K-2 universal screening data, content area action team EOY reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Staff will participate in targeted, year-long reading staff development. Primary focus will be using meta-cognitive strategies for "close reading."	SSI coach, principal, reading action team members	Strategies integrated into lesson plans, increased student performance on STAAR and on universal screening data.				
Funding Sources: Local Funds - $3175.00						
2) Students will participate in a K-6 writing simulation. Teachers will collaborate to score student papers.	Writing action team, SSI coach, principals	Campus writing simulation scores				
3) Teachers will integrate consistent academic writing vocabulary into their lessons.		Lesson plans, Campus writing simulation scores				
4) Teachers will collaborate in content area-based Action Teams to disaggregate STAAR data and K-2 universal screening data and develop action plans based on their findings.	Action team leads, principals	Action team plans, STAAR data, Universal Screening data				
5) Students at risk of not meeting grade level standards in reading and math will receive targeted small group intervention.	Classroom teachers, CIS, SSI coach, principals	Increased student performance on STAAR and on universal screening data				
Funding Sources: School Excellence Initiative - $10000.00						
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue						

Goal 4: Provide opportunities for all students to use technology through project-based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Reed Elementary will staff will integrate the Technology Applications TEKS across the curriculum, in all grade levels while students become proficient in technology teks.

Summative Evaluation: STaR Chart

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Each content area action team will include a technology leadership position, for the purpose of intentionally integrating technology into the team's instructional action plans.	Technology action team leaders, principals	Action plans				
2) K-6 students will participate in Technology Boot camp to learn about effective use of devices and software and digital citizenship.	Campus tech, LMS, Intervention teachers	Student products and software usage reports				
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Reed will provide education and awareness to all students, staff, and school community to promote understanding of diversity.

Summative Evaluation: Student and staff participation in applicable school events and trainings.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Students and staff will participate in quarterly Hoot and Holler rallies to recognize students displaying positive character traits and to promote school spirit.	Classroom teachers, principals	Student awards, Hoot and Holler agendas				
2) Provide programs and resources through SAGE (Special and Gifted Education) to promote empathy for and understanding of individual differences.	PTA SAGE chair, principals, classroom teachers	Staff and student participation, Safety Incident reports				
3) Students will participate in No Bullying lessons with their teachers, the counselor, and the principals.	Classroom teachers, counselor, principals	Reduced instances of bullying, reduced Safety Incident reports				
4) Students will participate in multicultural programs and experiences such as DMA field trips and ancient world studies through the AIM program.	Classroom teachers, AIM teacher	Lesson plans, field trip request/approval forms				
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug-free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Reed will provide a safe and secure environment to meet the academic and social needs of our students.

Summative Evaluation: Reduction in disciplinary referrals and Safety Incident reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Staff will receive and implement training in PBIS strategies. Year one primary goals include increasing safety and security in common areas such as hallways, cafeteria, bathrooms, and playground.	Hoot team (PBIS team), principals	Reduction in student disciplinary referrals				
2) Students will participate in No Bullying lessons with their teachers, the counselor, and the principals.	Classroom teachers, counselor, principals	Reduced instances of bullying, reduced Safety Incident reports				
3) Participate in school-wide WatchDOGS program to aide in maintaining a safe and secure learning environment and to provide male role models for students.	Counselor, PTA	WatchDOG participation				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Reed will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Summative Evaluation: Budget, staff survey results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) All budget allocations will be for evaluated to ensure maximum instructional impact.	Principals, secretary	2016-17 budget				
2) All staff will complete required E-courses	Principals	Completion certificates				
3) Teachers will be surveyed regarding their administrative support needs and other needs. Principals and campus leadership team will analyze data and develop an action plan to address the needs.	Principals, Leadership team	Teacher feedback, End of Year surveys, teacher turnover rate				
4) Each staff member will be recognized for his/her individual strengths, gifts, and campus contributions during quarterly Hoot and Holler assemblies. Staff will provide input.	Principals, teachers	Framed, personalized certificates recognizing individual contributions and strengths, End of Year surveys, teacher turnover rate				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Susanne Miller	principal
Business Representative		member
Classroom Teacher		member
Community Representative		member
District-level Professional		member
Non-classroom Professional	Shannon Ivey	assistant principal
Paraprofessional		member
Parent		member

Campus Funding Summary

School Excellence Initiative

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutor and bus transportation		$10,000.00
3	1	5	Tutor and bus transportation		$10,000.00
				Sub-Total	$20,000.00

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dr. Mario Campanaro, Notice and Note, Reading Non-fiction		$3,175.00
3	1	1	Dr. Mario Campanaro, Notice and Note, Reading Non-fiction		$3,175.00
				Sub-Total	$6,350.00
				Grand Total	$26,350.00