

# Allen Independent School District

## Lowery Freshman Center

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

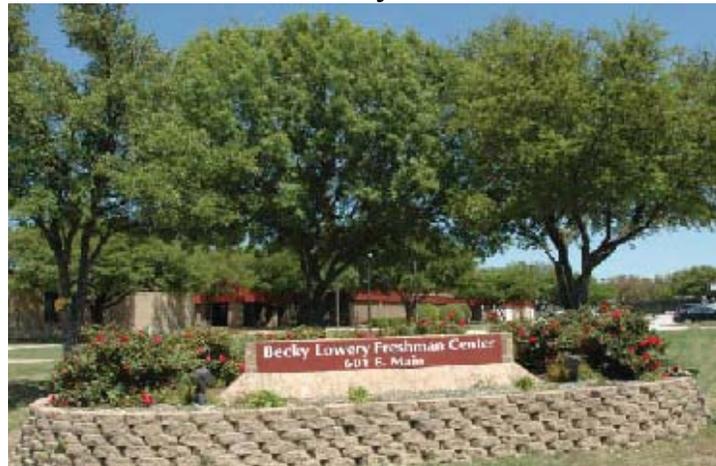
Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Student Progress

Postsecondary Readiness



## **Mission Statement**

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

## **Vision**

*Allen ISD...Where Eagles Soar!*

*Lowery Freshman Center...Where Eagles Begin Soaring Together!*

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lowery Freshman Center has been a vital part of the Allen ISD educational pathway for 16 years. The enrollment at Lowery Freshman Center (LFC) has continued to grow as the district grows. As the gateway to high school, Lowery serves all Allen ISD students as they experience the transition from middle school to high school. The demographic information of Lowery mirrors that of the district. Currently the enrollment has increased from around 1602 to 1775 for the 2017-2018 school year. Three student groups very close in size are African American, Asian, and Hispanic that represent 12%, 15%, and 15% respectively. The Anglo (white) population is represented by 54% of the student body. There are almost 4% claiming Two-or-More Races. The mobility rate of the Lowery Freshman Center is below the district and state averages and remains steady around 5.6%. The low percentage brings an added stability to the culture of Lowery. The attendance rate data is 96.9%. Although this rate is slightly lower than that of the district, it shows a strong emphasis on a high quality education and a long standing strong partnership with the families and community of Allen. Lowery Freshman Center serves many different student groups including 2.5% English Language Learners (ELLs), 9.6% Special Education, and 14.7% Gifted and Talented. Additionally, 13.6% are economically disadvantaged, and 24.7% are identified as At-Risk. A growing percentage of students are identified and served under Section 504, currently 12.2% of the student population. The number of students choosing to participate in a Career and Technical Education (CTE) course is almost 65% of the student population. In addition, the number of students participating in one or more advanced academics courses has risen from 300 to more than 1350 students over the last 10 years. Included in the advanced academic offerings is the Advanced Placement Human Geography course, which has experienced a rise in enrollment every year. Students in this course have continued to perform well above the national average on the AP Exam. The 2016 AP Human Geography results showed 83% of the Lowery Freshman Center students scored a 3 or higher on the exam. The global results, which include students of all grade levels 9-12, hovered around 52% of students scoring a 3 or higher. The focus of meeting the unique needs of freshmen students, whether academic, social and/or emotional, the Lowery Freshman Center continues to set higher expectations to better serve each and every student that enters our doors. As the Allen ISD vision is Where Eagles Soar, Lowery Freshman Center has a stronghold of the vision and believes it is the place "Where Eagles Begin Soaring Together."

### Demographics Strengths

- 75% of school population enrolled in at least one advanced course
- Variety of course offerings to meet diverse learner needs
- LFC provides a unique transition between middle and high school to meet student needs and to prevent distraction from upperclassmen, large high school, etc.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Enrollment in the advanced academic programs at Lowery does not mirror the demographic percentages of the campus.

**Problem Statement 2:** Collaboration and cohesion between different content areas needs to be encouraged and strengthened to provide better opportunities for deeper learning across the campus.

## Student Achievement

### Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year, Lowery Freshman Center met these targets:

- Index 1 - Student Achievement. Lowery Freshman Center Score: 95 (State Target Score: 60)
- Index 2 - Student Progress. Lowery Freshman Center Score: 52 (State Target Score: 17)
- Index 3 - Closing Performance Gaps. Lowery Freshman Center Score: 59 (State Target Score: 30)
- Index 4 - Post-Secondary Readiness. Lowery Freshman Center Score: 84.3 (State Target Score: 21)

These scores result in Lowery Freshman Center receiving a 2017 Texas Accountability Met Standard rating. The campus also earned five Distinction Designations:

- Academic Achievement in Reading/ELA
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

Although we are extremely proud of our scores, we know there are areas in which more work is necessary. On the 2017 STAAR EOC (End of Course) exams, the following scores show the percentage at Level II: Satisfactory Standard:

- Algebra I - 96%
- Biology – 98%
- English I – 91%

A deep analysis of the above scores shows an increase in all tested areas of the STAAR EOC data over the last two years. The 2017 assessment program included the same assessment for all students. Lowery Freshman Center received six of the seven possible distinctions, with the one not achieved being within one point of achievement.

To address the variance in the assessment program, the campus has analyzed scores to address areas of concern and problematic patterns within the curriculum. Since Lowery Freshman Center is home to only the freshman class, targeted intervention and acceleration happens in the summer prior to the summer STAAR EOC exams for students that did not obtain a satisfactory score.

Lowery Freshman Center met all but one of the State System Safeguards. The one State System Safeguard that was not met was that of Reading Performance

Rate within the Special Education student group. Although we did not meet the expectation of this State System Safeguard our data shows that we made a significant gain in that area. A more concerted effort will be taken to achieve this State System Safeguard by addressing the needs of each individual student through targeted intervention and acceleration both within the classroom and our specialized remediation program.

### **Student Achievement Strengths**

- Consistently achieving several distinctions on the school report card
- Increase in student participation and success in AP course
- Large percentage of student successful on STAAR EOCs

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Mastered Grade Level achievement on all EOC assessments needs to increase.

**Problem Statement 2:** Performance level on all STAAR EOC assessments needs to increase in all special programs/populations.

## School Culture and Climate

### School Culture and Climate Summary

One of the core beliefs of Lowery Freshman Center is that students are the focus of every decision. The emphasis on what is best for them is always considered. Learning is best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire campus strives to raise the expectations for academic and social behaviors to better prepare our students for whatever the future holds for them. Our vision for Lowery is “Where Eagles Begin Soaring Together”, with the three district middle schools emerging to one campus, Lowery has very unique goals to accomplish in one year. Continued work on campus-wide expectations for classroom behavior and academic success are stressed throughout the year.

Teachers and other staff receive training on campus-wide classroom and school procedures to promote a healthy classroom and school climate. Continuous training also includes support for instructional practices and improvement to ensure that academics are the primary focus. Time is allotted to learn routines and rituals correctly at the beginning of the school year and revisited throughout as needed. Additionally, when teachers carefully reflect and gather input on the purpose, appropriateness and necessity of classroom/school procedures, students feel respected and are willing to do what teachers expect.

### School Culture and Climate Strengths

- Student survey data reports that students feel safe at Lowery
- The teacher survey states that teachers feel that the climate/atmosphere of Lowery is positive
- The teacher survey revealed that teachers feel that their time is valued and Lowery Freshman Center is like a family

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student survey data states that inconsistency in procedures from class to class made it more difficult to maneuver and learn

**Problem Statement 2:** Student and teacher survey data revealed a lack of understanding about the graduate profile as well as the vision and mission that focuses the direction at Lowery

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

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

Lowery has a staff to student ratio of 15:1; which is slightly lower than the state average. The Highly Qualified staff percentage is 99.7 with 66.2% holding a bachelor's degree and 33.5% holding a master's degree also. The staff is supported by paraprofessionals who account for 9.1% of the total staff which is comparable to the state numbers. Lowery has an experienced staff with almost 68% having 6 or more years of teaching experience and 42.4% having 11 or more years of experience. The average experience is 11.3 years, which is higher than the state average of 10.9 years. New teachers are supported through monthly new teacher meetings with the campus instructional coach team. Teachers are provided training, information, opportunities to collaboratively problem-solve and ask questions. All new teachers are provided a mentor teacher to coach and support as the new teacher acclimates to campus culture. Bell Mentors for teachers new to teaching are formally trained and certified by the district and have additional expectations of support and coaching in developing the mentor/mentee relationships. Professional Learning experiences throughout the year provide on-going learning for the teachers to share individual knowledge and skills for collective learning.

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

- Routine and consistent professional learning opportunities throughout the school year
- Highly qualified and committed staff

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Adoption and implementation of consistent classroom management strategies throughout the campus.

**Problem Statement 2:** Professional Development focus on cultural sensitivity and awareness needed.

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

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

The Curriculum, Instruction and Assessment focus at Lowery Freshman Center is guided by the TEKS, our district Scope and Sequence and the results of campus based assessments. The TEKS system promotes 21st century skills including critical thinking and problem solving, communication skills, creativity, collaboration and information media literacy through unit Performance Indicators. During the summer and twice during the school year, each content area team maps out the specific skills and standards that will be taught during each coming semester. Guiding questions used during this process include: "What are the key concepts? What is the relevant standard? What working vocabulary is needed?" The teachers then work to determine "How" they will accomplish these targets.

Assessment continues to play a major role in decision making at Lowery Freshman Center. Although a majority of assessments tend to follow the traditional paper and pencil, multiple choice format, the campus continually looks for new and innovative ways to assess our students that allow for a more authentic picture of students' knowledge. Project based, performance based, products and presentations are a few of the methods that many of our teachers are implementing in an effort to allow students to demonstrate their knowledge of the material through application level skills. Disaggregation of each content area's assessment data occurs within each unit to determine areas of greatest instructional focus moving forward. Our 9th grade population is assessed through unit exams, benchmarks and 3 of the 5 mandated STAAR EOC exams - English 1, Algebra 1 and Biology. Data is collected and disaggregated to address areas of instructional need and to facilitate vertical conversation between our 3 middle schools and the high school. The major focus of these discussions centers around "What do we want the students to learn? How will they learn it? How will we know when they have learned it? What do we do when they do not learn it?"

Weekly content specific PLCs are held with the House Principal, Instructional Specialist, Canvas/Instructional Support Specialist and our Advanced Academics Coordinator when appropriate. These content area learning communities target lesson design, data review, strategic planning and professional learning. Paraprofessionals are included in all staff development days and campus professional learning experiences. Content areas also have a common planning period on alternating A or B days commensurate with the modified block schedule.

Student progress is monitored and adjusted based on individual students' needs. RTI and SIT committee meetings are coordinated to address gaps in students' instructional knowledge. Data from campus assessments, benchmarks and EOC Simulations are used to identify students in need of intervention. Our three STAAR tested content areas each address the identified students for intervention through EOC Academies to teach strategies for success. These academies, along with a multi-faceted instructional approach, have proven to be the most effective in offering instructional and behavioral interventions on our campus.

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

- Vertical alignment with middle schools and high school campuses
- Teacher leaders design curriculum that drives instructional practice
- Active Professional Learning Communities in each department and throughout the campus.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Intentionally designing and planning for the entire lesson cycle, concentrating on the beginning and end of the class to increase engagement and learning.

**Problem Statement 2:** Increased collaboration across content areas throughout the campus.

## **Family and Community Involvement**

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

The Lowery Freshman Center strives to create an inclusive campus where families and community members feel welcomed and informed about campus life. Lowery families are frequently invited to events through Skyward, social media, and the Lowery Newsletter. Parents of advanced placement and gifted students are invited to informative events, which highlight the characteristics, expectations, and supports for students in these programs. Every school year begins with a campus-wide Parent Education Event aimed at facilitating informal meetings between parent and teacher as well as address Skyward, Canvas and Naviance concerns/questions. The Parent Teacher Student Association (PTSA) of AHS/Lowery is an active and integral part of campus life. Our PTSA parents support teachers and students in many ways throughout the year: supplying meals, offering photocopying services, and presenting citizenship awards. Lowery teachers often solicit parent involvement at campus events. Parent presence at such events assigns additional value and importance to the learning that is already occurring. Parents often express admiration and gratitude for sharing in the success of events such as our Sister School grant program, classroom presentations, Homecoming activities, and social events in our self-contained classrooms. Every school year concludes with a celebration of student accomplishments at our annual Freshman Awards Ceremony. The Lowery family prides itself on the strength of relational bonds created with parents as evidenced through the myriad of interactions throughout the school year. Our teachers and staff understand that family and community support are essential ingredients in the recipe of student success.

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

- Variety of modes of communicating with the community about campus events
- Variety of events to inform the community about campus programming
- PTSA is an active and visible community support

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Centralized location and systematized process for all information to assist all stakeholders in obtaining necessary information.

**Problem Statement 2:** Purposeful inclusion of marginalized populations based on language, socio-economic status and ethnicity.

## School Context and Organization

### School Context and Organization Summary

The Lowery Organizational Culture is continuously evaluated and adjusted for maximum efficiency and effectiveness. The Instructional Leadership Team comprised of Principals, Instructional Support Staff, and Department Chairs meets frequently to discuss and collaborate on issues surrounding teaching and learning. The Instructional Leadership Team serves as a conduit for members to share ideas, concerns, and questions arising from PLC dialogue. Many decisions affecting the campus are presented in this arena to obtain feedback before making final determinations. Department Chairs work closely with Team Leads to maintain a unified department focus on student success. Principals meet regularly with Department Chairs under their supervision to ensure expectations are communicated accurately and consistently. Principals seek Department Chair input throughout the year on a myriad of issues: master schedule, teacher/student supports, student interventions, resources, programming, and PLC foci. A campus expectation of PLC dialogue focused on instructional improvement reverberates throughout all of our professional learning and instructional resources. PLCs meet weekly to align instruction, curriculum, and assessment and to analyze student progress and performance. Campus scheduling systems such as duty, lunches, traffic flow in the halls, tutoring, and after-school activities are continuously updated and modified throughout the year in response to staff, student, and community feedback. State-assessed content areas provide meaningful and engaging interventions in response to student performance data and individualized based on student need.

### School Context and Organization Strengths

- Lunch schedule runs efficiently and effectively
- Consistent communication between administration and Department Chairs
- Enforcement of district policies to ensure safety

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Efficiently refined shuttle schedule between AHS and Lowery. Continuously revised when needed.

**Problem Statement 2:** Refinement and reinforcement of a Lowery Campus-wide Discipline Plan.

# Technology

## Technology Summary

Technology integration as an instructional enhancement and support continues to be a priority and is sustained through an ever-increasing commitment of campus resources. Campus leadership is constantly seeking opportunities to augment campus access to technology and training in effective implementation of that technology. Professional learning related to Canvas is available throughout the year from a variety of sources: district representatives, content-specific specialists, CTE staff, and campus support staff. In addition, PLCs frequently share and problem-solve together around issues and solutions they have encountered with Canvas. Students are provided access to technology in every classroom during the day. In addition, the library is open before and after school providing students access to many computers, color and black/white printers, 3-D printers, more sophisticated software programs, technology tools such as headphones, cameras, and microphones. Students with limited or no access to technology outside of the school day are often provided an individual laptop to use at home.

## Technology Strengths

- Access to technology has increased yearly
- All classrooms have computer access
- Increased teacher competence and confidence in utilizing Canvas as an instructional tool
- Consistent professional learning to increase technological fluency of all staff

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Care of focused procedures for technology and its use campus-wide.

**Problem Statement 2:** Increased alignment of Canvas organization and utilization across contents.

**Problem Statement 3:** Parent education needed for Skyward, Canvas and Naviance to increase understanding of the various systems and their function.

**Problem Statement 4:** Increase usage and understanding for teachers and students with Naviance. Utilization of the tools provided to enhance learning and connections both on campus and off campus.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals

**Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.**

**Performance Objective 1:** Sub population performance in EOC English 1 STAAR exam will increase by 1% in the 2017-2018 school year.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 2 CSF 3</p> <p>1) Gather/analyze data from benchmark assessments, semester exams and simulations.</p>	Department Chairs, Instructional Coaches, House Principals	Identification of sub-pop needing intervention.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Supplemental instructional support and resources for Tier 2 and Tier 3 students. Provide learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation. Focus on direct contact with students for purposes of tutoring and additional time needed for success.</p>	Principal, House Principals, Department Chairs, Instructional Coaches					
Funding Sources: School Excellence Initiative - \$11,000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Supplemental instructional support and resources for ELL students.</p>	Principal, House Principals, ELL Department					
Funding Sources: Title III - \$3,000.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Supplemental instructional support and resources for Special Education students. Provide learning experiences and services for special education students to support individual learning needs.</p>	Principal, House Principals, Special Education Department, Department Chairs, Instructional Coaches					
Funding Sources: Special Education - \$950,000.00						

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Supplemental instructional support for ESL students providing learning experiences for English Learners promoting language acquisition and academic achievement.</p>	<p>Principal, House Principals, ELL Department</p>					
<p>Funding Sources: ESL - \$27,000.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Supplemental instructional support for Gifted and Talented identified students providing learning experiences supporting enrichment opportunities promoting critical and creative thinking.</p>	<p>Principal, House Principals, Department Chairs, Instructional Coaches</p>					
<p>Funding Sources: Gifted/Talented - \$1,250.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Provide supplemental learning experiences for students promoting career and technical development for industry and college readiness.</p>	<p>Principal, House Principals, Department Chairs, Instructional Coaches</p>					
<p>Funding Sources: CTE - \$425,000.00</p>						
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 2: Promote and nurture collaborative relationships essential for successful students and schools**

**Performance Objective 1:** In the 2017-2018 school year Lowery Freshman Center will increase the frequency and variability of communication based on feedback from parent, teacher and student surveys.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<b>Critical Success Factors</b> CSF 5 CSF 6 1) Google survey after each parent/student event	Principal	Effective communication to stakeholders.				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Increase use of Social Media sites.	Principal	Multiple forms of effective communication with stakeholders.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

**Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff**

**Performance Objective 1:** In the 2017-2018 school year Lowery Freshman Center will decrease discipline referrals by 5% from the 2016-2017 school year.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
<b>Critical Success Factors</b> CSF 2 CSF 3 CSF 6 CSF 7 1) Monthly House Meetings addressing discipline issues.	House Principals	Improvement towards goal.				
<b>Critical Success Factors</b> CSF 2 CSF 3 CSF 6 CSF 7 2) Continued refinement of campus-wide discipline process.	House Principals, Dept. Chairs	Improved use of instructional time.				
<b>Critical Success Factors</b> CSF 2 CSF 3 CSF 6 3) Transitional Circles will be utilized for students returning from DAEP.	House Principals	More positive re-entry back to school and fewer recurring discipline issues.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Supplemental instructional support and resources for Special Education students. Provide learning experiences and services for special education students to support individual learning needs.

# Campus Funding Summary

<b>School Excellence Initiative</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental resources and support staff		\$11,000.00
<b>Sub-Total</b>					\$11,000.00
<b>Title III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental resources and support staff		\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Gifted/Talented</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplemental resources and support staff		\$1,250.00
<b>Sub-Total</b>					\$1,250.00
<b>ESL</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental resources and support staff		\$27,000.00
<b>Sub-Total</b>					\$27,000.00
<b>CTE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Supplemental resources and support staff		\$425,000.00
<b>Sub-Total</b>					\$425,000.00
<b>Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental resources and support staff		\$950,000.00
<b>Sub-Total</b>					\$950,000.00
<b>Grand Total</b>					\$1,417,250.00