

Allen Independent School District
Lowery Freshman Center
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

Allen ISD Vision:

Where Eagles Soar!

Lowery Freshman Center Vision:

Where Eagles Begin Soaring Together!

Graduate Profile

Academically Prepared for Future Pursuits
Effective Problem-Solvers
Effective Communicators
Responsible and Engaged Citizens

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lowery Freshman Center has been a vital part of the Allen ISD educational pathway for over 23 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 fluctuation between 1775 and 1800 for the 2022-2023 school year. Three student groups very close in size are African American, Asian, and Hispanic that represent 12%, 27%, and 14% respectively. The Anglo (white) population represents 40% of the student body. There is slightly more than 6% claiming Two-or-More Races. The mobility rate of the Lowery Freshman Center is below the district and state averages and has seen a slight increase of .6% to 6.7%. The low percentage brings an added stability to the culture of Lowery. The attendance rate data is 96%. This rate is in line with that of the district and 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 6% English Language Learners (ELLs), 10% Special Education, and 17% Gifted and Talented. Additionally, 18.8% are economically disadvantaged, and 24.8% are identified as At-Risk. The At-Risk population has shown an increase of more than 5% over the last two years. A growing percentage of students are identified and served under Section 504, currently 13.0% of the student population. The number of students choosing to participate in a Career and Technical Education (CTE) course is more than 60% 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 15 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 2020 AP Human Geography results showed 87.4% 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 53% of students scoring a 3 or higher. As we focus on 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

- More diverse
- More culturally aware
- Focused on the Whole Child through daily Connections curriculum focus.
- Building acceptance among our community
- High expectation academically
- 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: Our consistent change of diverse population has increased our need for Staff Development in the area of cultural awareness and cultural biases **Root Cause:** Rapidly changing diverse population

Problem Statement 2: Enrollment in the advanced academic programs at Lowery does not mirror the demographic percentages of the campus

Problem Statement 3: Collaboration and cohesion between different content areas needs to be encouraged and strengthened to provide better opportunities for deeper learning across the campus

Problem Statement 4: Focused training in dealing with multiple highly represented sub-populations to address classroom engagement strategies that target specific learning needs

Problem Statement 5: Mastered Grade Level achievement on all EOC assessments needs to increase.

Student Learning

Student Learning Summary

Lowery Freshman Center received a 2019 Texas Accountability A-F rating of an A. The campus also earned three Distinction Designations:

- Academic Achievement in Reading/ELA
- Academic Achievement in Science
- Postsecondary Readiness

(Campus Distinction Designations were not awarded for the 2020-2021 school year.)

Although we are award that different learning modes during the 2020-2021 school year affected the results of the End-Of-Course exam scores, we can identify several areas in which an intense focus is necessary. On the 2021 STAAR EOC (End of Course) exams, Lowery Freshman Center earned the following percentage scores:

- Algebra I - 82%
- Biology – 94%
- English I – 89%

A deep analysis of the above scores shows a decrease in all three tested areas, the largest drop occurred in Algebra. The 2021 assessment program included the same assessment for all students.

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.

Student Learning Strengths

- Increase in student participation and success in AP course
- Large percentage of student successful on STAAR EOCs

Problem Statements Identifying Student Learning 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

Problem Statement 3: Focused training in dealing with multiple highly represented sub-populations to address classroom engagement strategies that target specific learning needs

Problem Statement 4: Mastered Grade Level achievement on all EOC assessments needs to increase.

School Processes & Programs

School Processes & Programs Summary

All stakeholders receive training that is recurring throughout the year to address: operations, safety/security, and promote a healthy/safe classroom and school climate. The training is differentiated to meet the needs of the staff/students during times of the school year. With multiple conflicts in before/after school activities, there are opportunities given to each staff member to meet regarding these issues. Finally, the staff work together to meet the needs of the students on our campus. They gain feedback when it comes to various issues and meet regarding what changes would be the most beneficial for all stakeholders.

School Processes & Programs Strengths

While meeting as a committee we were able to address multiple strengths that we see on our current campus:

- Hiring Process
 - Utilize Panel Interviews
 - Creating a Pool of great candidates
 - Hiring candidates that meet the campus vision
- Decision Making Process
 - District Office collaboration while in meetings
 - District Office/Administration will seek guidance from teachers
 - Campus teachers collaborate on formative assessments
- Curriculum and Instruction
 - Curriculum is written by teachers in the district
 - Individualized based on student need
 - Curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS)
- Maximizing Instructional Time
 - Teachers are given a Planning and Conference Period
 - Utilizing tutorials
 - Collaboration across teams to lighten workload

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With new staff and diverse population there is a need for Staff Development in the area of cultural biases and awareness. **Root Cause:** Changing Diverse Population

Problem Statement 2: Need for classroom engagement strategies that address and target specific needs of individual students. **Root Cause:** Consistent classroom engagement strategies across the campus.

Problem Statement 3: Utilizing student data in addressing the inconsistency across classroom procedures. **Root Cause:** Consistent Classroom Procedures

Problem Statement 4: Utilizing targeted, differentiated instruction to meet the needs of all students within the classrooms. **Root Cause:** Lack of understanding about differentiating for individual students

Problem Statement 5: Our consistent change of diverse population has increased our need for Staff Development in the area of cultural awareness and cultural biases **Root Cause:** Rapidly changing diverse population

Problem Statement 6: Focused training in dealing with multiple highly represented sub-populations to address classroom engagement strategies that target specific learning needs

Problem Statement 7: Mastered Grade Level achievement on all EOC assessments needs to increase.

Perceptions

Perceptions 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 merging into 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.

Perceptions Strengths

- Data reports that both students and teachers feel safe at Lowery.
- The teacher survey data is continually used to guide decisions concerning culture of the campus.
- Data reports that students are challenged and are receiving a well-rounded education.
- The teacher survey data is that teachers work together to support each other.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher survey data reveals that there are not many options to increase/improve parent/community involvement.

Problem Statement 2: Teacher and student survey data reveals that morale is low and teachers are exhausted as there is a need for universal campus expectations for students. **Root Cause:** Inconsistency in procedures and expectations from class to class that make it difficult to have an effective learning environment.

Problem Statement 3: The diverse population at Lowery is continuing to change which increases the need for staff to have an understanding of cultural biases and cultural awareness. **Root Cause:** Continued change in our diverse population at Lowery

Problem Statement 4: Our consistent change of diverse population has increased our need for Staff Development in the area of cultural awareness and cultural biases **Root Cause:** Rapidly changing diverse population

Problem Statement 5: Enrollment in the advanced academic programs at Lowery does not mirror the demographic percentages of the campus

Priority Problem Statements

Goals

Goal 1: Allen ISD will cultivate a culture of excellence.

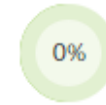
Performance Objective 1: In the 2022-2023 school year, Lowery Freshman Center will have a scheduled Connections class period focused on identified social emotional learning and high school transitional issues resulting in a safer environment and improved student success.

Evaluation Data Sources: Connections Curriculum
 Connections Activities
 Connections Assembly Topics
 CASEL Competencies Identified within the Connections Curriculum


| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Monthly House Meetings addressing discipline issues. Strategy's Expected Result/Impact: Improvement towards goal. Staff Responsible for Monitoring: House Principals</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implementation of Differentiated Discipline program campus wide. Strategy's Expected Result/Impact: Improved use of instructional time. Staff Responsible for Monitoring: Principal, House Principals, Department Chairs, Instructional Coaches</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Continued use of Kagan Strategies to enhance engagement in classrooms. Strategy's Expected Result/Impact: Improved use of instructional time. Staff Responsible for Monitoring: Principal, House Principals, Department Chairs, Instructional Coaches</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | | | | |


ESF Levers:

Level 3: Positive School Culture, Lever 5: Effective Instruction



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Allen ISD will cultivate a culture of excellence.







Performance Objective 2: In the 2022-2023 school year, Lowery Freshman Center will have several opportunities to allow students to experience ownership in their learning and achieving personal and academic growth.

Evaluation Data Sources: Counselor Student Conferences
College and Career Advisor Conferences
Course Selection Process

Goal 1: Allen ISD will cultivate a culture of excellence.

Performance Objective 3: In the 2022-2023 school year, Lowery Freshman Center will increase the frequency and variability of communication based on feedback from parent, teacher and student surveys.

Evaluation Data Sources: Weekly newsletter
 Twitter
 Skyward
 Google Form/Survey data






| Strategy 1 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 1: Weekly Lowery Newsletter to parents and teachers. Strategy's Expected Result/Impact: Impact communication Staff Responsible for Monitoring: Principal, House Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Weekly Staff Update from principal Strategy's Expected Result/Impact: Impact communication and culture Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1: The percent of graduates that meet the criteria for College, Career, and Military Readiness (CCMR) will increase from 78.4% to 83% by August 2024

HB3 Goal

Evaluation Data Sources: Accountability Results 2021-2024

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Provide supplemental learning experiences and supports to maximize college and career readiness for students.</p> <p>Strategy's Expected Result/Impact: Increase the number of graduates meeting the criteria for College and Career and Military Readiness.</p> <p>Funding Sources: - CCMR: State Allotment - \$384,663</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 2: The percent of students who earns an industry-based certification from the Texas Education Agency's approved list will increase from 4.1% to 6% by August 2024.

HB3 Goal

Evaluation Data Sources: Accountability Results 2021-2024

Goal 2: Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 3: The percent of graduates who earn dual course credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject will increase from 19.2% to 22% by August 2024.

HB3 Goal





Evaluation Data Sources: Accountability Results 2021-2024






Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1: In the 2022 -2023 school year, Lowery Freshman Center sub-population performance in English I STAAR EOC exam will increase by 1%

Evaluation Data Sources: EOC Scores
Accountability Data

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 1: Gather/analyze data from interim assessments, unit assessments, and semester exams. Strategy's Expected Result/Impact: Identification of sub-pop needing intervention Staff Responsible for Monitoring: Principal, House Principals, Department Chairs, Instructional Coaches</p> <p>Title I: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 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. Strategy's Expected Result/Impact: Identification of sub-pop needing intervention Staff Responsible for Monitoring: Principal, House Principals, Department Chairs, Instructional Coaches</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: - Comp Ed: State Special Allotment - \$146,444</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Supplemental instructional support and resources for ELL students. Strategy's Expected Result/Impact: Improved student achievement scores with focused sub-population Staff Responsible for Monitoring: Principal, House Principals, ELL Department</p> <p>Funding Sources: - Bilingual/ESL: State Special Allotment - \$30,441</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |

| Strategy 4 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 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> <p>Strategy's Expected Result/Impact: Improved student achievement scores with focused sub-population</p> <p>Staff Responsible for Monitoring: Principal, House Principals, Special Education Department, Department Chairs, Instructional Coaches</p> <p>Funding Sources: - Special Education: State Special Allotment - \$934,035</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Supplemental instructional support for ESL students providing learning experiences for English Learners promoting language acquisition and academic achievement.</p> <p>Strategy's Expected Result/Impact: Improved student achievement scores with focused sub-population</p> <p>Staff Responsible for Monitoring: Principal, House Principals, ELL Department</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Supplemental instructional support for Gifted and Talented identified students providing learning experiences supporting enrichment opportunities promoting critical and creative thinking.</p> <p>Strategy's Expected Result/Impact: Improved student achievement scores with focused sub-population</p> <p>Staff Responsible for Monitoring: Principal, House Principals, Department Chairs, Instructional Coaches</p> <p>Funding Sources: - GT Allotment - \$147,494</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Provide supplemental learning experiences for students promoting career and technical development for industry and college readiness.</p> <p>Staff Responsible for Monitoring: Principal, House Principals, Department Chairs, Instructional Coaches</p> <p>Funding Sources: - CTE: State Special Allotment - \$491,169</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 8: HB 4545 Focused Tutoring Sessions * Approximately 50-75 students * 6 Teachers on Saturday Morning</p> <p>Strategy's Expected Result/Impact: Improved student achievement scores with focused sub-population Staff Responsible for Monitoring: Principal, House Principals, Department Chairs, Instructional Coaches</p> <p>Title I: 2.5, 2.6</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 2: In the 2022-2023 school year, Lowery Freshman Center will increase intervention opportunities for all students.







Evaluation Data Sources: Sign-in/out data
Feedback from teachers, students and parents

Goal 3: Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 3: In the 2022-2023 school year, Lowery Freshman Center Algebra STAAR EOC exam will increase by 2%.

Evaluation Data Sources: EOC Scores

| Strategy 1 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| <p>Strategy 1: Implementation of Desmos Curriculum for entire Algebra 1 Team</p> <p>Strategy's Expected Result/Impact: Improved instructional strategies</p> <p>Improved student achievement scores</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair Math Team Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Algebra team members will continue to utilize Kagan Cooperative Learning strategies and build on current training with new members.</p> <p>Strategy's Expected Result/Impact: Improved instructional strategies</p> <p>Improved student achievement scores</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair Math Team Leads</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| | 0% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 3: Algebra - Remediation Blitz * Data collection for targeting students * Benchmark Scheduled dates * Benchmark data analysis * Instructional Specialist will facilitate lesson/activity planning in conjunction with the teachers who are able to assist with tutoring on the selected dates.</p> <p>Strategy's Expected Result/Impact: Improved instructional strategies</p> <p>Improved student achievement scores</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair Math Team Leads</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: All campus teachers trained with Kagan Cooperative Learning strategies to enhance instruction in all classes at Lowery.</p> <p>Strategy's Expected Result/Impact: Increased engagement in all classes</p> <p>Staff Responsible for Monitoring: Instructional Coaches, House Principals</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Sept | Dec | Mar | May |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Campus Funding Summary

| Bilingual/ESL: State Special Allotment | | | | | |
|--|-----------|----------|------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 3 | | | \$30,441.00 |
| Sub-Total | | | | | \$30,441.00 |
| CCMR: State Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | | | \$384,663.00 |
| Sub-Total | | | | | \$384,663.00 |
| Comp Ed: State Special Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 2 | | | \$146,444.00 |
| Sub-Total | | | | | \$146,444.00 |
| CTE: State Special Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 7 | | | \$491,169.00 |
| Sub-Total | | | | | \$491,169.00 |
| Special Education: State Special Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 4 | | | \$934,035.00 |
| Sub-Total | | | | | \$934,035.00 |
| GT Allotment | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 6 | | | \$147,494.00 |
| Sub-Total | | | | | \$147,494.00 |