

Allen Independent School District

Lowery Freshman Center

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Postsecondary Readiness



Board Approval Date: September 23, 2019

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 21 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 1770 to more 1800 for the 2019-2020 school year. Three student groups very close in size are African American, Asian, and Hispanic that represent 13%, 17%, and 16% respectively. The Anglo (white) population is represented by 48% of the student body. There are almost 5.1% claiming Two-or-More Races. The mobility rate of the Lowery Freshman Center is below the district and state averages and remains steady around 6.1%. The low percentage brings an added stability to the culture of Lowery. The attendance rate data is 97%. 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 5% English Language Learners (ELLs), 9.1% Special Education, and 17.3% Gifted and Talented. Additionally, 18.2% are economically disadvantaged, and 17.0% are identified as At-Risk. A growing percentage of students are identified and served under Section 504, currently 14.0% of the student population. The number of students choosing to participate in a Career and Technical Education (CTE) course is almost 62.6% 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 12 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 2019 AP Human Geography results showed 73.6% 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 50% 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
- 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 rapidly changing 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 Academic Achievement

Student Academic Achievement 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

Although we are extremely proud of our scores, we know there are areas in which more work is necessary. On the 2019 STAAR EOC (End of Course) exams, Lowery Freshman Center earned the following percentage scores:

- Algebra I - 90%
- Biology – 98%
- English I – 92%

A deep analysis of the above scores shows an increase in the English Language Arts area and a decrease in the Algebra area. The 2019 assessment program included the same assessment for all students. Lowery Freshman Center received three of the seven possible distinctions.

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 Academic 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 Academic 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

Problem Statement 3: Enrollment in the advanced academic programs at Lowery does not mirror the demographic percentages of the campus

Problem Statement 4: 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 5: Focused training in dealing with multiple highly represented sub-populations to address classroom engagement strategies that target specific learning needs

School Processes & Programs

School Processes & Programs Summary

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 Processes & Programs Strengths

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our rapidly changing 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: Focused training in dealing with multiple highly represented sub-populations to address classroom engagement strategies that target specific learning needs

Problem Statement 3: Mastered Grade Level achievement on all EOC assessments needs to increase.

Problem Statement 4: Student survey data states that inconsistency in procedures from class to class made it more difficult to maneuver and learn

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 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.

Perceptions Strengths

- Student survey data reports that students feel safe at Lowery.
- The teacher survey data is continually used to guide decisions concerning culture of the campus.
- Resiliency of the staff was evident throughout our school year in less than ideal circumstances.

Problem Statements Identifying Perceptions 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

Problem Statement 3: Our rapidly changing diverse population has increased our need for Staff Development in the area of cultural awareness and cultural biases **Root Cause:** Rapidly changing diverse population

Priority Problem Statements

Problem Statement 1: Our rapidly changing diverse population has increased our need for Staff Development in the area of cultural awareness and cultural biases

Root Cause 1: Rapidly changing diverse population

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

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

Root Cause 2:

Problem Statement 2 Areas: Demographics - Student Academic Achievement

Problem Statement 3: Performance level on all STAAR EOC assessments needs to increase in all special programs/populations

Root Cause 3:

Problem Statement 3 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- 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

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: In the 2019-2020 school year, Lowery Freshman Center Algebra STAAR EOC exam will increase by 2%.

Evaluation Data Source(s) 1: EOC Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Entire Algebra team will be trained in Kagan Cooperative Learning strategies.	2.4, 2.5	Administration Math Department Chair Math Team Leads	Improved instructional strategies Improved student achievement scores				
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) 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.	2.4, 2.6	Administration Math Department Chair Math Team Leads	Improved instructional strategies Improved student achievement scores				
Funding Sources: School Excellence Initiative - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
3) Algebra 1- Hire Certified Tutor for Targeted Tutorials	2.6	Administration Math Department Chair Math Team Leads	Improved instructional strategies Improved student achievement scores				
Funding Sources: School Excellence Initiative - 2000.00							
							

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.



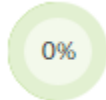

Performance Objective 2: In the 2019-2020 school year, Lowery Freshman Center sub-population performance in English I STAAR EOC exam will increase by 1%

Evaluation Data Source(s) 2: EOC Scores
Accountability Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Gather/analyze data from benchmark assessments, semester exams, and simulations		Principal, House Principals, Department Chairs, Instructional Coaches	Identification of sub-pop needing intervention				
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.		Principal, House Principals, Department Chairs, Instructional Coaches					
3) Supplemental instructional support and resources for ELL students.		Principal, House Principals, ELL Department	Improved student achievement scores with focused sub-population				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
4) Supplemental instructional support and resources for Special Education students. Provide learning experiences and services for special education students to support individual learning needs.		Principal, House Principals, Special Education Department, Department Chairs, Instructional Coaches					
	Funding Sources: Special Education - 1036000.00						
5) Supplemental instructional support for ESL students providing learning experiences for English Learners promoting language acquisition and academic achievement.		Principal, House Principals, ELL Department					
	Funding Sources: ESL - 32000.00						
6) Supplemental instructional support for Gifted and Talented identified students providing learning experiences supporting enrichment opportunities promoting critical and creative thinking.		Principal, House Principals, Department Chairs, Instructional Coaches					
	Funding Sources: Gifted/Talented - 136000.00						
7) Provide supplemental learning experiences for students promoting career and technical development for industry and college readiness.		Principal, House Principals, Department Chairs, Instructional Coaches					
	Funding Sources: CTE - 560000.00						
8) ELA Super Saturday Writing Workshop * Approximately 50-75 students * 8-10 Teachers on Saturday Morning	2.5, 2.6	Principal, House Principals, Department Chairs, Instructional Coaches					
	Funding Sources: School Excellence Initiative - 1000.00						




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
9) ELA - Expository Boot Camp 4 Rotations * Each pair of teachers will prepare one lesson and present it to a different group each day. * Fun, Creative, Interactive Lessons. * Students should attend all four sessions. * Session 1: Developing Ideas for Thesis Writing * Session 2: Paragraph Development * Session 3: Progression, Transitions, and Organization * Session 4: Sentence Boundaries, Structure, and Variety	2.4, 2.6	Principal, House Principals, Department Chairs, Instructional Coaches					
	Funding Sources: School Excellence Initiative - 1000.00						
10) ELA and EL - Spring Interventions ASSETS - Boot Camps Boot Camps (4 days in a row) * Four Reading and Revising/Editing Sessions (One Boot Camp) * After school	2.4, 2.5, 2.6	Principal, House Principals, Department Chairs, Instructional Coaches					
	Funding Sources: School Excellence Initiative - 2000.00						
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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 3: In the 2019-2020 school year, Lowery Freshman Center will increase intervention opportunities for all students.

Evaluation Data Source(s) 3: Sign-in/out data
Feedback from teachers, students and parents

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Various Focused Tutoring Support * As needed throughout the year through SEI Supplemental Pay * All Student groups as necessary. (Tutoring Center/Testing Center) * Daily Sessions	2.4, 2.5, 2.6	Principal, House Principals, Department Chairs, Instructional Coaches					
2) In the 2019-2020 school year, Lowery Freshman Center will design and create a Tutoring Center that will operate daily to address the intervention needs of all students.	2.5, 2.6	Principal, House Principals, Department Chairs, Instructional Coaches					
3) ELA Super Saturday Writing Workshop * Approximately 50-75 students * 8-10 Teachers on Saturday Morning							
4) ELA - Expository Boot Camp 4 Rotations * Each pair of teachers will prepare one lesson and present it to a different group each day. * Fun, Creative, Interactive Lessons. * Students should attend all four sessions. * Session 1: Developing Ideas for Thesis Writing * Session 2: Paragraph Development * Session 3: Progression, Transitions, and Organization * Session 4: Sentence Boundaries, Structure, and Variety		Principal, House Principals, Department Chairs, Instructional Coaches					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
5) Various Focused Testing Support * As needed throughout the year through SEI Supplemental Pay * All Student groups as necessary. (Tutoring Center/Testing Center) * Daily Sessions	2.4, 2.5, 2.6	Principal, House Principals, Department Chairs, Instructional Coaches					
Funding Sources: School Excellence Initiative - 6500.00							
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 6) 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.	2.4, 2.6	Principal, House Principals, Department Chairs, Instructional Coaches					
Funding Sources: School Excellence Initiative - 500.00							
7) Algebra 1- Hire Certified Tutor for Targeted Tutorials	2.6	Principal, House Principals, Department Chairs, Instructional Coaches					
Funding Sources: School Excellence Initiative - 2000.00							
							

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

Performance Objective 1: In the 2019-2020 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 Source(s) 1: Student schedules



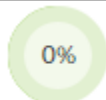

Connections curriculum

Connections activities

Connections assembly topics

Lowery Learns session focused on Connections and SEL

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Align lessons to CASEL Competencies and align with School Connect curriculum throughout the Connections curriculum.	2.5	Principal, House Principals, Counselors					
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Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

Performance Objective 2: In the 2019-2020 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) 2: Weekly newsletter

Twitter
Skyward

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
1) Google survey after each parent/student event	3.2	Principal, House Principals, Counselors, Coordinators	Effective/improved communication to stakeholders				
2) Increase use of Social Media sites		Principal, House Principal, Counselors, Instructional Coaches	Multiple forms of effective communication with stakeholders.				
3) Conduct parent meeting throughout the year to address various groups. Advanced Academics Gifted/Talented Parent Education Night Course Selection Incoming Freshman Outgoing Freshman Connections Focus LFC Freshman Success	3.2	Principal, House Principals, Counselors, Coordinator of Advanced Academics, College and Career Department	Effective/improved communication to stakeholders				
							

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 2019-2020 school year Lowery Freshman Center will decrease discipline referrals by 5% from the 2018-2019 school year.

Evaluation Data Source(s) 1: Skyward Data


Focus Groups


Survey Data


Leadership/PLC information


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	May
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 1) Monthly House Meetings addressing discipline issues.	2.6	House Principals	Improvement towards goal.				
ESF Levers Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Continued refinement of campus-wide expectations for behavior following a campus discipline matrix.		Principal, House Principals, Department Chairs, Instructional Coaches	Improved use of instructional time.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$500.00
1	1	3	School Excellence Initiative - Tutoring		\$2,000.00
1	2	8			\$1,000.00
1	2	9			\$1,000.00
1	2	10			\$2,000.00
1	3	5			\$6,500.00
1	3	6			\$500.00
1	3	7	School Excellence Initiative - Tutoring		\$2,000.00
Sub-Total					\$15,500.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6			\$136,000.00
Sub-Total					\$136,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$32,000.00
Sub-Total					\$32,000.00
CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7			\$560,000.00
Sub-Total					\$560,000.00

Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$1,036,000.00
Sub-Total					\$1,036,000.00
Grand Total					\$1,779,500.00