Allen Independent School District

Story Elementary

2018-2019 Campus Improvement Plan

Mission Statement

Our Mission at Story Elementary is to be the family that helps students create the pages of success that build the chapters of their lives.

Vision

Where YOUR Story Begins

Value Statement

We Believe:

*All students will achieve their highest potential in a safe, nurturing, positive environment when taught at an instructional level that meets their individual needs.

*We are all lifelong learners who can achieve success when we collaborate and use innovative strategies in all aspects of learning.

*Effective communication among all administration, staff, parents, and students creates a risk free partnership for student achievement.

Comprehensive Needs Assessment

Revised/Approved: October 05, 2018

Demographics

Demographics Summary

Story elementary has approximately 495 students on campus this year. This is a decrease from our numbers the past few years. We do have a small mobility rate (about 6%) due to the amount of familes who rent homes in our neighborhood. Story has seen one new housing development pop up in our zone. It is small and has only slightly increased attendance.

We have seen an increase in the African American (13.52%) and Asian population (11.62%). In return we have seen a slight decrease in our white population (51%). Our SPED population has remained consistent this year compared to last year. Our SPED referral rate also remains consistent.

With our mobility rate being at 6% we do have supports in place for these students which include weekend backpacks, resources provided for medical needs (lens club) and clothing (ACO), free and reduced lunches, scholarships for field trips, coats and shoes, reduced kids club fees if needed, and busing. Academic supports include SSI, Resource, Tutoring, Homework club, ESL,and Fly Time which is our intervention block.

Our students who are at risk are usually our lower performing students, receiving SPED services and/or those with low income. SPED services, ESL, DT, ARI/AMI tutoring and SSI are available to them. ESL is based on the home language surveys and students qualify at least for 2 years. We have had 1 family decline services this year. Our at risk population includes, 21.7 %, economically disadvantaged - 25%, LEP - 5.7% and 504 - 8.4%.

Special education demographics are broken down as follows: 20% of the African American population, 10% of Hispanic, 10% of other races and 60% of the white race have been referred. This reflects our student population and shows that referrals are not being made based on ethnicity or race.

Our attendance rates have held at 97.3% (similar to last year) which is higher than district and state. Students are sometimes checked out for partial days due to transportation issues and conflicts with parents' scheduling due to no busing for students living too close and parents not wanting them to walk home alone. Our campus reaches out to parents to let them know about options such as daycare, taxi mom, buses or kids club. We follow up with parents daily to see why a child is absent or tardy. We have the homeroom teacher, administrator and registrar make contact with parents.

ELL students are supported with ESL supports, tutoring before and after school, vocabulary accommodations, classroom and testing accommodation, pull out programs, and inclusion in the classroom.

Demographics Strengths

1. Story Elementary excels at identifying and supporting our students who are at risk students.
2. Story Elementary provides mentoring support for our new teachers to ensure success.
3. Story Staff gives 110% at all times to our students.
4. Story Elementary has a successful tutoring program in place to meet our students needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parents do not always understand the state attendance policy and why it is important for their child to be in school.

Problem Statement 2: Communication with our ELL parents can be challenging and often times the parents rely on their child to communicate between the school and them.

Student Achievement

Student Achievement Summary

Story has implemented additional Campus Curriculum Assessments in order to group interventions more efficiently and intentionally target needed areas of growth. In addition to SSI groups all staff have been involved in creating the additional tutoring groups. This intentional grouping has also allowed us to identify and provide enrichment to students as well as intervention to whose who are low performing. Story strives to maintain a family-like atmosphere where students feel safe and comfortable which is optimal in a learning environment. In addition, this also helps with parent/teacher communication. Story teachers are committed to learning and implementing technology in their instruction as well as in their assignments to allow students to become proficient in their real world applications. Story has implemented several new intervention strategies in order to focus on individual student growth which we hope will be reflected by an increase in campus STAAR scores.

Student Achievement Strengths

1. Story Elementary focuses on intentional grouping based on data with less teacher discretion.
2. Story Elementary has increased opportunities for students to receive enrichment.
3. Story Elementary has increased staff participation for tutoring groups so we can reach more students.
4. Story Elementary has a strong familyatmosphere to provide students with a safe comfortable place to learn.
5. Story Elementary Teachers focus on implementation and integration of technology in everyday classroom instruction and assignments.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Story needs to focus on intentional planning for instruction.

Problem Statement 2: Story needs to work on small group instruction within the classroom.

School Culture and Climate

School Culture and Climate Summary

Students, families and educators work together to develop, live and contribute to a sustainable, positive school climate. This climate nurtures youth development and learning for a productive life. Our campus works towards a culture where people are engaged and respected.

School Culture and Climate Strengths

1. Story has done a great job integrating the Second Steps Behavior Program in order to help our students with social skills.
2. The Parker's Ponderings Newsletter has been informational and helpful to teachers when looking for resources to support behavior and social skills.
3. Story teachers are supportive of students and staff members personally and professionally.
4. Story has put into place a Buddy Bench on the playground to help students not feel alone at recess.
5. Story has implemented "new to Story" student lunches.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Story will design a plan of action for students who are assigned detention.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Story Elementary are 100% highly qualified. We currently have 50 professional staff and 14 paraprofessional staff. Approximately 60% of our staff has been at Story for 5 years or more. Good communication, support for staff and great collaboration account for the feeling of cohesiveness and the family climate that Story emanates.

Staff Quality, Recruitment, and Retention Strengths

1. Story Elementary has highly qualified staff.
2. Story Elementary has great communication from administration.
3. Story Elementary has instructional coaches that provide instructional support for all staff and new teachers.
4. The Story staff is cohesive, supportive and collaborative.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Story will transform how we train our new teachers and provide them more opportunities to learn from each other and what was taught to the staff prior to their hiring.

Problem Statement 2: Story will create meaningful professional development for Wednesdays.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction, and assessment at Story has many strengths, but we have some things we need to work on as well. The vast majority of the staff at Story use the district curriculum documents, but not with fidelity. Teachers use the documents for pacing and explanation of the standards. Several teachers also use the documents for resources, however; the majority of teachers feel they need to supplement the documents. Teachers feel there are not enough resources for science and social studies. In some grade levels teachers believe the district reading curriculum doesn't match the format in which the reading is tested. In math, teachers feel sometimes there are too many resources suggested and sometimes there is not enough. They feel the resources need to be better vetted and the best resources need to be highlighted. Teachers are going to other staff members, blogs, Pinterest, and Teachers Pay Teachers for their supplements. We need to ensure that teachers have a variety of resources to pull from that are rigorous and meet the standards.

Vertical Action Team (VAT) meetings are used to ensure vertical alignment between all grades and content areas. However, teachers feel these meetings could be more beneficial if they were more focused and had a protocol.

Between the district and Story, the staff is receiving lots of professional development on best practices and instructional strategies. Sometimes the staff feels overwhelmed with the amount of information they are given. They feel that getting a little less information, but doing more with that would be beneficial. The staff did say they felt the Story PDs were more beneficial and useful for immediate classroom use than district summer PD.

Another main area of need for our campus is in enrichment. The curriculum documents provide a great guide for our teacher so they can ensure mastery of all TEKS.   Teachers do not feel they have enough resources for enrichment, and they stuggle with fitting it all in. The Instructional Coaches can help with this by finding good resources and helping teachers find the time/strategies to implement enrichment.

Teachers do a great job with assessment. Teachers use CFAs, the new CCAs, and district assessments to guide their instruction, make small groups, review/reteach concepts, and guide their tutoring. Teachers feel the CCAs have been a good addition this year. We have found that teachers are using the data from assessments to guide their instruction in a more effective manner on a day to day basis. Some teachers feel they need a few more pre-assessment options and rubrics.

Curriculum, Instruction, and Assessment Strengths

1. **Curriculum Documents** - The vast majority of teachers are using the curriculum documents when planning. Teachers are using the curriculum documents for pacing, what standards and resources to use.
2. **Assessments** - Teachers are using CFAs, CCAs, and district assessments to gauge where their students are at.
3. **Data** - Teachers use all assessments to help determine who is placed in their small groups and tutoring after school. The data also guides their reteaching and instruction.
4. **Curriculum** - Teachers supplement their curriculum documents.

5. **PD** - The school and district offer a lot of great PDs on new resources and strategies that are best practices

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Story will focus on providing more resources and training to help our teachers with enrichment.

Parent and Community Engagement

Parent and Community Engagement Summary

Story does a great job communicating with families and our Story community. We do our best to include parents and involve them with the school through a variety of ways. Most parents do feel welcome and appreciate the communication provided by our staff. We have programs designed to involve our families and we are always continuing to look for additional programs as well.

Parent and Community Engagement Strengths

We picked different programs and events that do an amazing job including our families and students.

- Watch DOGS program
- PTA
- Recycling Program/E-Club
- Grandparent Breakfast
- Heroes Day
- ACO Day

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Story would like to add more parent/community events such as "Muffins with Mom" or a "Donuts with Dad".

Problem Statement 2: Story would like to have an opportunity for parents to complete a Survey and get feedback from our families on our customer service.

School Context and Organization

School Context and Organization Summary

At Story, there is a focus on student achievement that utilizes many data points, teacher input, and all staff to support students' needs both for intervention and enrichment. Communication is a strength at Story among leadership, staff and with students and parents. Teacher and parent input is valued and is part of the decision making process. Story is proud to have a climate that supports student growth and caring for the whole student.

School Context and Organization Strengths

1. Leadership - formal and informal leadership is positive, well-organized
2. Communication -We provide information to our staff/family/community in multiple ways. Examples: Tabor Talk, emails, newsletters, Peachjar, Thursday folders, Skyward blasts
3. Professional Development/Planning Time - staff time is valued, professional development is meaningful, like teacher led PD
4. Decision Making Process - teacher input/staff input is valued; participate via surveys, Team Leaders
5. Focus on Student Achievement - Analysis of data, tutoring, homework club, enrichment time, CCAs

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Story Elementary will develop a more efficient system for tracking after school activities and dismissal process.

Technology

Technology Summary

Currently, at Story, the total of laptops, desktops, and ipads combined is 560. This provides students and staff with readily available access to technology. This past year, the staff engaged in Techno Wednesday staff development sessions that provided training in areas of need as indicated by the staff. Examples include apps for student work, like Seesaw, and digging into the TA TEKS. A recent survey indicates that the faculty feels like they have had good support with technology this year. This year instructional technology learning opportunities will be embedded into content area vertical alignment teams and led by the campus instructional coaches. The librarian and campus tech will continue to provide support for technology needs.

Technology Strengths

1. Story Teachers have access to technology
2. Story provides professional development opportunities on technology
3. Story has great Campus Tech Support
4. Story supports teachers downloading Apps that meet instructional needs
5. Story teachers have a great understanding of TA TEKS

Problem Statements Identifying Technology Needs

Problem Statement 1: Story teachers struggle with trouble shooting technology issues.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- 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 for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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 2018-2019 school year Story Elementary will establish, implement, monitor, and evaluate our new and improved Intervention time (Fly Time) for our at risk students and students needing enrichment to help provide instruction based on individual needs and to help reach their expected growth on STAAR.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Sept	Formative Dec	Formative Mar	Summative May
1) Story Elementary will utilize our instructional Para's, Focus Team, along with our AMI/ARI tutors, to support our students who are considered at risk.	Para CIS Administration	Benchmark, CCA, Simulations, and STAAR progress	◔			
Funding Sources: School Excellence Initiative - 10000.00, Title III - 3000.00, Comp Ed - 268000.00, ESL - 30000.00						
2) Story Elementary will utilize our Instructional Coach's to have collaborative conversations on improving small group instruction, intentional planning and enrichment.	Administration Teachers IC	Benchmark, CCA, Simulations, and STAAR progress	◔			
3) Story will provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Admin AIM Teacher	Benchmarks, CCA, Simulations, and STAAR progress	◔			
Funding Sources: Gifted/Talented - 67000.00						
✔ = Accomplished ➜ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue						

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: Story Elementary will focus on academic structures that will promote the closing of academic gaps among Special Education students.

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Story will continue to focus on our Special Education students to help increase performance levels by focusing on tutoring in order to close their gaps.	SPED Teachers Diagnostician Admin CIS	Progress on IEPS, Benchmark, Simulations, and STAAR progress				
	Funding Sources: Special Education - 552000.00					
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◯ = Some Progress ◯ = No Progress ✖ = Discontinue						

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: Story Elementary will focus on small group instruction, intentional planning and enrichment specifically in reading/writing to help make sure that kids at Story increase our Met Expectation for 2019 STAAR.

> **Evaluation Data Source(s) 3:**

> **Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Story will refine our FOCUS Intervention time (Fly time) and procedures for the campus that target reading/writing to increase student success on STAAR.	Admin CIS SSI Teacher Classroom Teachers AIM IC	Benchmark, CCA's, Simulations, and STAAR progress	◑			
2) Story will create and schedule Professional Developments with a specific focus on Small Group Instruction, intentional Planning and how to provide enrichment for students.	Admin IC	Benchmark, CCA's Simulations, and STAAR progress	◑			
3) The focus team will provide extra inclusion support during writing/reading class time to help with student success on STAAR.	Admin AIM ELL DT SSI	Benchmark, CCA's, Simulations, and STAAR progress	◑			
✔ = Accomplished ➡ = Continue/Modify ◑ = Considerable ◔ = Some Progress ◯ = No Progress ✗ = Discontinue						

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

Performance Objective 1: Through the course of the 2018-2019 school year, Story Elementary will increase community involvement by adding ways to allow parents to be more involved

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

> **Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Story will provide an opportunity for parents to provide feedback to the school about school culture and climate.	ADMIN Office	Parents involvement will increase by 10%	◓			
2) Story will provide more information to Parents on attendance importance and the law.	Admin PIEMS	Attendance will show an increase	◔			
3) Story will start Muffins with Moms and Donuts with Dads.	Sunshine Admin	10% participation for the first year	◯			
	Funding Sources: Local Funds - 1000.00					
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◑ = Some Progress ◯ = No Progress ✖ = Discontinue						

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

Performance Objective 2: Through the course of the 2018-2019 school year, Story Elementary will redesign our New Teacher Mentor Program to provide more collaboration and support throughout the year.

 Evaluation Data Source(s) 2:

 Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Story will provide opportunities for our new teachers to collaborate specifically with our IC's.	IC's Teachers Admin	Continued Student Growth	🟠			
2) Story will provide an opportunity for our new teachers to collaborate more often and continue to educate them on the Allen/Story way (bi monthly).	Bell Mentor Leader Admin	Continued Teacher Growth	🟠			
✔ = 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: Story Elementary will provide social development opportunities for all students K-5 in order to positively impact discipline outcomes.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Sept	Dec	Mar	May
1) Story will implement the parent portion for Second Steps in order to help students with social skills and behavior management.	Admin Teachers Counselor	Lower office referrals	◑			
2) Story will continue our school detention plan so students are not missing instruction in order to serve out a consequence for behavior. We will add a behavior teaching component to this.	Admin Counselor Teachers	Lower office referrals	◑			
✔ = Accomplished ➡ = Continue/Modify ◔ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Story will continue to focus on our Special Education students to help increase performance levels by focusing on tutoring in order to close their gaps.

Campus Funding Summary

School Excellence Initiative

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$10,000.00
				Sub-Total	$10,000.00

Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$268,000.00
				Sub-Total	$268,000.00

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			$1,000.00
				Sub-Total	$1,000.00

Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$3,000.00
				Sub-Total	$3,000.00

Gifted/Talented

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$67,000.00
				Sub-Total	$67,000.00

ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$30,000.00
				Sub-Total	$30,000.00

Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	2	1			$552,000.00
				Sub-Total	$552,000.00
				Grand Total	$931,000.00