

**Allen Independent School District**  
**Story Elementary**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: B**



**Board Approval Date: September 23, 2019**

# 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Story Elementary has approximately 503 students at present. There is an increase in the African American and Hispanic population while the White and Asian population has seen a slight decrease. Other demographic areas that we have seen a noticeable change has been a 3% rise in our DT students and 5% in our economically disadvantaged students. There was a sharp increase of 8% in our Free Lunch participation.

Story's mobility rate is up by nearly 3% this year. Our neighborhood has a lot of rental properties, and families move in and out frequently. We see many one parent households who often move due to job situation, economics or for extra family support. New students are supported by a buddy or a peer helper and quick requests for records from previous district to make sure they are getting the services they need.

Story uses both state and local indicators to identify at risk students, as well as their class work. There are many programs to support students in their academic success such as SSI, DT, Resource, AMI, ARI, Speech, tutoring, homework club etc. Programs to assist students identified as "at risk" include weekend backpacks, free or reduced lunches, scholarship programs for field trips and coats and shoes, if needed. Story offers a wide range of after school activities to keep students engaged, including Drama club, Robotics, Environmental club etc. If an afterschool program is optional there is generally low attendance as many students do not have a way of getting home after school.

Story's attendance rates have stayed stable but we have seen a large increase in students who are tardy. Students are late getting to school as often parents have left the house for work and students must walk to school or they are picked up early as the parent has a conflict and no way of getting the student home after school. We have a system in place to attempt to limit the amount of tardies a student has - at 5 tardies we send a letter home, next is a call from the teacher, then counselor. If we see no improvement then we get the administration involved. Due to our diverse population, we have definitely seen an increase in absences due to international travel.

### Demographics Strengths

1. Story Elementary has after school programs for assisting students who are struggling academically, as well as different clubs to keep students engaged with the school.
2. Story Elementary has a caring staff who will go the extra mile for all students.
3. Story Elementary has strong support from volunteers, PTA, and administration.

# Student Academic Achievement

## Student Academic Achievement Summary

Story continues to strive for the success of all learners by providing intentional planning and grouping of interventions in order to focus on student growth. It has been a priority for Story to not only provide increased intervention opportunities, but also enrichment opportunities through a variety of ways. Not only are students learning at Story, but the teachers are also committed to being lifelong learners through the increased professional development opportunities offered on campus. The opportunities have been provided by instructional coaches, as well as classroom teachers. Story hopes to increase student achievement in all student populations by providing additional support.

## Student Academic Achievement Strengths

1. Story Elementary has increased teacher/instructional coach intentional planning opportunities.
2. Story Elementary continues to have a strong family atmosphere to provide students with a safe and comfortable place to learn.
3. Story Elementary has provided increased opportunities for campus based professional development for teachers.
4. Story Elementary has increased focus on small group instruction during Fly Time to reach struggling learners.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Story will continue to focus on providing differentiation in the classroom. Using our Instructional Coaches to Co-teach or model ways to provide differentiation within the classrooms would be one way for teachers to be able to improve in this area.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum, instruction, and assessment at Story has many strengths, but we have some things we need to work on as well. Teachers who do small groups or stations often feel they are needing more resources. The majority of teachers who are supplementing the curriculum documents look to the ICs for guidance. They also go to other staff members, blogs, and Pinterest for their supplements. Ninety-one percent of teachers felt that Story did a great job (even more so than last year) in supplying teachers with the resources they needed for their classrooms. We have made improvements in this area, but as we move forward, we need to continue to ensure that teachers have a variety of resources to pull from that are rigorous and meet the standards.

The staff at Story receives a lot of professional development on best practices and instructional strategies. During the 2019-2020 school year, we want to focus on giving teachers more of a voice/choice in what professional development they want to attend.

Overall, teachers are doing a great job with assessment. Teachers use formative quick checks, CFAs, CCAs, and district assessments to guide their instruction, make small groups, review/reteach concepts, and guide their tutoring. When looking at the types of assessments teachers are giving and using, many are not using pre-assessments. When asked to elaborate, some teachers felt they wanted to add pre-assessments. The committee feels this would be a good goal for all teachers. The implementation of pre-assessments would help teachers track growth, group their students, and know the areas to focus on in their units.

Last year, we designated enrichment as a main area of need for our campus. Though many teachers felt they did a satisfactory job with enrichment this year (ranking themselves a 3 out of 5), many teachers still felt they simply needed more time to plan enrichment and needed more grade level appropriate resources that students could do independently. However, our committee discussed that true enrichment should not always be independent. We decided this was an area that we still needed to grow in, but it would be our work in progress while we focus on the areas of pre-assessment and follow-up from PDs.

The staff at Story Elementary is 100% highly qualified. We currently have 52 professional staff and 16 paraprofessional staff. Story teachers are provided many opportunities for growth through a variety of avenues. Staff is regularly polled to discover their personal needs for professional growth. Instructional coaches meet weekly with teachers and provide one-on-one training and support. Teachers are also given opportunities to lead professional development sessions. One area identified for growth is to provide opportunities for first-year teachers to build a relationship with other first-year teachers to be able to collaborate, share challenges, and share ideas.

## School Processes & Programs Strengths

1. Story Elementary teachers are consistently using assessment data to help make small groups, tutoring, and guide their reteaching and instruction.
2. Story Elementary has offered a lot of great PDs on new resources and strategies that are best practices.
3. Story Elementary staff is able to give input on what they need in terms of professional development.

4. Story Elementary provides valuable instructional support and professional development.
5. Story Elementary has great communication via an open door policy, use of newsletters, twitter, email, etc. and continuous input from staff via surveys.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Story Elementary will need to increase our use of pre-assessments so that teachers can structure their lessons to what the kids already know and not know.

**Problem Statement 2:** Story Elementary teachers would like more follow up on Professional Development that has been taught throughout the year.

## **Perceptions**

### **Perceptions Summary**

The word “family” is what can be associated with Story Elementary School. The students, families, and educators of this campus work together to make the school system run smoothly and provide a positive school climate. As a “family” we expect all students and educators to exhibit exceptional behavior and respectful attitude for all. When all contributors invest in our students, it will nurture youth development and learning for a productive future.

### **Perceptions Strengths**

1. Story Elementary has a sense of “family”- everyone working to make the system smooth and positive.
2. Story Elementary completes a “Welcome Tour” for new families.
3. Story Elementary is well informed with Tabor Talks and organized with daily procedures.
4. Story Elementary students feel supported and nurtured at Story.
5. Story Elementary educators and staff are dedicated to the students and families of Story Elementary.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Our students struggle with behavior and social skills at all age levels.



# Priority Problem Statements

# 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
- 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 Released Test Questions
- 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)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## 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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement 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

- Action research results

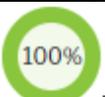
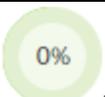
# Goals

## 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 Story Elementary will establish, implement, monitor, and evaluate our at risk students so we can 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	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Story Elementary will restructure our SSI program and way that we plan intervention for our kids.	Admin ICs SSI Teacher ARI Tutors AMI Tutors	Benchmarks, CCAs, Simulations and STAAR Progress				
<b>Funding Sources:</b> School Excellence Initiative - 9300.00						
2) Story will implement pre-assessments this year in math/science to check the knowledge of our students before a topic is taught.	Admin IC's ELL Teacher Classroom Teachers	Benchmarks, CCA's, Simulations and STAAR Progress, TELPAS				
<b>Funding Sources:</b> ESL - 318000.00						
 = Accomplished  = Continue/Modify  = 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 Diag Admin CIS	Progress on IEPS, Benchmark, Simulations, and STAAR progress				
<b>Funding Sources:</b> Special Education - 610000.00						
2) Story Elementary will start reverse inclusion for our Resource 2 students, allowing general ed students to work with our Resource 2 students in their classroom. This will help with not only academics, but social growth as well.	SPED Teachers Diag Admin	Progress on IEPS Feedback from Resource 2 Teachers				
= Accomplished                 = Continue/Modify                 = 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 increase the "Meets" level on STAAR 2020 by focusing on small group instruction, intentional planning and enrichment.

**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 focus on providing differentiation in the classroom using our instructional coaches to Co-teach or model ways to provide differentiation at least 1 time a 9 weeks.	Admin ICs Classroom teachers AIM Teacher	Benchmarks, CCAs, Simulations and STAAR Progress				
2) Story will implement choice PD board for staff to choose from so they can review previous years PD and learn new content of their choice.	Admin ICs	Benchmarks, CCAs, 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, CCAAs, Simulations and STAAR Progress				
<b>Funding Sources:</b> Gifted/Talented - 65000.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

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

### Performance Objective 1:

Through the course of the 2019-2020 school year, Story Elementary will increase community involvement by recognizing volunteers for their hard work.

### 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 create a monthly recognition award that will be given to volunteers at our Rally each month.	All Staff	Parents who volunteer will increase by 5%				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

**Performance Objective 2:** Story Elementary will focus on growing all of our staff as leaders and as teams.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:** Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Story will provide an opportunity for our new teachers to have more knowledge about our Story way by creating an "At a Glance" monthly, explaining in detail everything coming up.	Bell Mentor Leader Admin	Continued Teacher and student growth				
2) Story will create a mentor/mentee program for our new paras so they can collaborate and grow.	Bell Mentor Leader Admin	Continued Teacher and student growth				
3) Story will intentionally plan four team building activities for the staff throughout the year.	Admin	Improve teamwork, collaboration, and team building				
 = Accomplished  = Continue/Modify  = 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:** Through the course of the 2019-2020 school year, Story Elementary will continually tweak our efforts on school wide expectations for all students.

**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 create a Behavior Committee that will meet before school starts to create consistency throughout the school for expectations.	Admin Behavior Committee Counselor	Decrease number of Office Referrals Decrease notes home to parents				
2) Story administrators will meet with the Behavior Committee every 9 weeks to discuss upcoming issues, scenarios, and discipline referrals for training purposes.	Admin Behavior Committee Counselor	Decrease Office Referrals Decrease notes home to parents				
3) Parker Ponderings Newsletter will be sent out monthly with behavior resources and ideas for reinforcement.	Admin	Decrease Office Referrals Decrease notes home to parents				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Amanda Tabor	Principal
Administrator	Kathy Parker	Asst. Principal
Business Representative	Joel Parker	Community Member
Classroom Teacher	Aleesha Smith	5th grade teacher
Paraprofessional	Emily Crawford	Campus Tech
Non-classroom Professional	Rachel Hacker	Resource Teacher
Non-classroom Professional	Kim Putman	AIM Teacher
Classroom Teacher	Stefanie Clark	2nd Grade Teacher
District-level Professional	Kim McLaughlin	E Director of Student Services

# Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staffing and Materials		\$9,300.00
<b>Sub-Total</b>					\$9,300.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Staffing and Materials		\$65,000.00
<b>Sub-Total</b>					\$65,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staffing and Materials		\$318,000.00
<b>Sub-Total</b>					\$318,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Staffing and Materials		\$610,000.00
<b>Sub-Total</b>					\$610,000.00
<b>Grand Total</b>					\$1,002,300.00