

Allen Independent School District

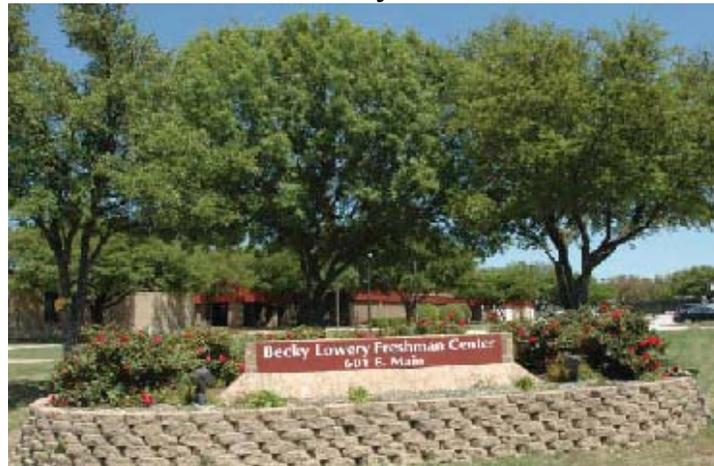
Lowery Freshman Center

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Science
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



Board Approval Date: August 22, 2016
Public Presentation Date: August 22, 2016

Mission Statement

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

Vision

Allen ISD...Where Eagles Soar!

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary

Lowery Freshman Center has been a vital part of the Allen ISD educational pathway for 16 years. The enrollment at Lowery Freshman Center (LFC) has continued to grow as the district grows. As the gateway to high school, Lowery serves all Allen ISD students as they experience the transition from middle school to high school.

The demographic information of Lowery mirrors that of the district. Currently the enrollment data hovers around 1600. Three student groups very close in size are African American, Asian, and Hispanic that represent 12%, 15%, and 15% respectively. The Anglo (white) population is represented by 54% of the student body. There are almost 4% claiming Two-or-More Races.

The mobility rate of the Lowery Freshman Center is below the district and state averages and has stayed steady around 5.1%. The low percentage brings an added stability to the culture of Lowery. The attendance rate data is 96.9%. Although this rate is slightly lower than that of the district, it shows a strong emphasis on a high quality education and a long standing strong partnership with the families and community of Allen. Lowery Freshman Center serves many different student groups that includes a low 2.4% of English Language Learners (ELLs), 9.6% Special Education, and 13% Gifted and Talented. Additionally, 16% are economically disadvantaged, and 21.7% are identified as At-Risk.

A growing representation of students are identified and served under Section 504 at 10% of the enrollment. The number of students choosing to participate in a Career and Technical Education (CTE) course is almost 65% of the student population. In addition, the number of students participating in one or more advanced academics courses has risen from 300 students to more than 1200 students over the last 8 years. Included in the advanced academic offerings is the Advanced Placement Human Geography course that has experienced a rise in enrollment numbers every year and have continued to perform well above the national average on the AP Exam. The 2016 AP Human Geography results showed 83% of the Lowery Freshman Center students scored a 3 or higher on the exam, the global results which include students of all grade levels 9-12 hovered around 52% of students scoring a 3 or higher.

The focus of meeting the unique needs of freshmen students, whether academic, social and/or emotional, the Lowery Freshman Center continues to set higher expectations to better serve each and every student that enters our doors. As the Allen ISD vision is Where Eagles Soar, Lowery Freshman Center has a stronghold of the vision and believes it is the place where Eagles Begin Soaring Together.

Demographics Strengths

Lowery Freshman Center has many strengths. Some of the most notable demographics strengths include:

- Allen ISD is well-known for excellent schools. Many families move to the area because of this reputation and the desire to seek the best educational setting coupled with a myriad of opportunities for their children.
- The Lowery Freshman Center attendance rate continues to be above the state average which represents a strong commitment between the school and community as to the value of education.
- As the student population continues to grow, the commitment to excellence and meeting the needs of all of our students has not wavered.
- The unique transition needs of freshmen students is more easily addressed based on our freshman center concept without the additional stress and distraction of upperclassmen.

Demographics Needs

The following needs have been identified at Lowery Freshman Center:

- More specialized parent, student, and/or teacher sessions would be beneficial to addressing the needs of our diverse population and student groups while partnering with parents to allow every student to experience success
- More opportunities for students to participate in clubs, organizations, and activities to address the diverse academic, social and/or emotional needs unique to a freshman campus yet assisting in the transition to high school
- More strategies to make the large school feel smaller to meet the individual needs of our students

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-2016 school year, Lowery Freshman Center met these targets:

- Index 1 - Student Achievement. Lowery Freshman Center Score: 94 (State Target Score: 60)
- Index 2 - Student Progress. Lowery Freshman Center Score: 43 (State Target Score: 17)
- Index 3 - Closing Performance Gaps. Lowery Freshman Center Score: 56 (State Target Score: 30)
- Index 4 - Post-Secondary Readiness. Lowery Freshman Center Score: 82 (State Target Score: 21)

These scores result in Lowery Freshman Center receiving a 2016 Texas Accountability Met Standard rating. The campus also earned five Distinction Designations:

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

Although we are extremely proud of our scores, we know there are areas in which more work is necessary. On the 2016 STAAR EOC (End of Course) exams, the following scores show the percentage at Level II: Satisfactory Standard:

- Algebra I - 92%
- Biology - 98%
- English I - 91%

A deep analysis of the above scores shows a slight increase in Algebra and maintaining the same percentages in the other subjects when comparing the 2015 STAAR EOC data. The 2015 assessment program included the same assessment for all students. Therefore, Special Education students with modified assessments took the same assessment as all other students; there was no modified version as in years past. The 2016 Texas Assessment program includes an Accommodated version of the STAAR EOC to provide students needing specific and elaborate accommodations an assessment that meets their needs. However, very few students qualify to take the Accommodated version of the STAAR EOC. Although we received more distinctions this year than 2015, two distinctions were within a point of the target score.

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

Lowery Freshman Center met all but one of the State System Safeguards. The one State System Safeguard that was not met was that of Reading Performance Rate within the Special Education student group. A more concerted effort will be taken to achieve this State System Safeguard by addressing the needs of each individual student through targeted intervention and acceleration both within the classroom and our specialized remediation program.

Student Achievement Strengths

Lowery Freshman Center has a population of hard-working, high achieving students and teachers. The campus is proud of the many areas of student achievement strengths, including:

- Earning Distinction Designation in Academic Achievement in Reading/ELA, Mathematics, and Science
- Earning Distinction Designation in Top 25 Percent Student Progress and Post-secondary Readiness

- Achieving well above the State Target Score in each of the four indices measured by the 2016 Accountability Summary
- AP Human Geography exam scores of 3 or higher is well above the national average (Lowery 83%, National 52%)
- Achieving well above the Quartile 1 minimum score in 2 Distinctions: Greater than Expected Growth in Reading/ELA and EOC Biology Performance (Level III)

Student Achievement Needs

Student Achievement needs will be present at Lowery Freshman Center until every student and every student group achieves a 100% mastery of the TEKS. After the analysis of the data, we have identified the following as the most current, critical student achievement needs.

- Special Education students scored significantly below all other student groups on campus, specifically in Reading/English.
- The greatest need is in the area of Math, specifically Algebra EOC growth and performance.
- Special Education students score significantly below all other student groups.
- The requested drops from an advanced course to an on-level course is higher than anticipated.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

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

effective in offering instructional and behavioral interventions on our campus.

Curriculum, Instruction, and Assessment Strengths

- EOC Academies focuses on supporting concepts identified by data within the areas of ELA, Biology and Algebra 1.
- Utilization of Canvas to promote a more blended approach to instruction.
- PLCs continue to work both vertically and horizontally with instruction to incorporate best practices.

Curriculum, Instruction, and Assessment Needs

- An increased utilization of AWARE for data gathering purposes on Unit Assessments, Semester Exams and District Benchmarks
- Engaging lesson design
- Professional development focused around integrating technology effectively

Family and Community Involvement

Family and Community Involvement Summary

The Lowery Freshman Center strives to create an inclusive campus where families and community members feel welcomed and educated about campus life. Lowery families are frequently invited to campus-life events through Skyward, social media, and the Lowery Newsletter. The Lowery staff prioritizes and emphasizes parent education and communication of programming through multiple venues throughout the year. Parents of advanced placement students and gifted students are invited to education events where staff specialists explain the needs, expectations, and supports for students in these areas. Every school year begins with a campus-wide Parent Education Night which aims at facilitating informal meetings between parent and teacher. The Parent Teacher Student Association of Lowery is an active and integral part of campus life. Our PTSA parents support teachers and students in many ways throughout the year: supplying meals, offering photocopying services, and presenting citizenship awards. Lowery teachers are advocates for parent volunteers at campus events to help showcase the knowledge and skills of our students. Having parents attend such events assigns additional value and importance to the learning that is already occurring. Parents often expressed admiration and gratitude for sharing in the success of events such as our Language Showcase, classroom presentations, Homecoming activities, and social events in our self-contained classrooms. Every school year concludes with a celebration of student accomplishments at our annual Freshman Awards Ceremony. The Lowery family prides itself on the strength of relational bonds created with parents as evidenced through the myriad of interactions throughout the school year. Our teachers and staff understand the importance of parent involvement and support as keys to student success.

Family and Community Involvement Strengths

- Frequent communication about campus life events via various modes
- Parent representative at LPAC meetings
- Parent Education Event at the beginning of the school year to initiate positive relationships with parents
- Campus celebration of student achievement at the end of each school year with faculty/parent mixer afterwards
- Advanced academics parent event

- Gifted student parent event
- Active involvement of PTSA in campus life
- Dynamic Dads program invites volunteers to greet students in the morning
- Parent volunteers at campus events to provide additional supervision
- Spring Upcoming Ninth Graders' Parent Event to facilitate the transition to high school
- Parent judges in speech and debate contests
- Allen ISD Arts Showcase invites parents and community members to enjoy student work at Allen High School

Family and Community Involvement Needs

- Lack of significant parent participation in yearly campus events.
- Parents of students of English Language Learners continue to be underrepresented at parent informational events.
- Lack of knowledge regarding certain content areas and classroom expectations at the high school level.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Progress of prior year STAAR failures

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Goals

Goal 1: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Lowery Freshman Center will increase the percentage of students meeting standard in all student groups on STAAR/EOC.

Summative Evaluation: 2016-2017 STAAR/EOC results, PSAT 9 data, Distinctions Earned

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>1) Individual tutoring sessions focused on specific needs identified through past STAAR data, Benchmark data, formative and summative assessment data.</p>	<p>ELA Department, ELA House Principal, Math Department, Math House Principal, Instructional Specialists (Math and ELA), SPED Case Managers</p>	<p>Scheduled sessions, student attendance to sessions, STAAR EOC scores</p>				
Funding Sources: School Excellence Initiative						
<p>2) Analyze campus assessment data during PLCs, focusing on all student groups and performance of each.</p>	<p>ELA, Biology, Social Studies, and Algebra Departments, House Principals, Instructional Specialist, SPED Case Managers</p>	<p>Campus Assessment data, STAAR EOC scores</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Lowery Freshman Center will earn all Distinctions in the state accountability system based on performance on STAAR EOC testing, attendance rates, and postsecondary readiness standards.

Summative Evaluation: 2016-2017 Accountability Standards

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
State System Safeguard Strategy Federal System Safeguard Strategy 1) Analyze data for students who did not make progress on STAAR. Targeted tutoring for those students.	ELA, Biology, and Algebra Teachers, House Principals, Instructional Specialist	STAAR EOC data and accountability distinctions				
2) Use of group feature in testing software to collaborate on the creation of assessments and compare data for students on campus-based assessments.	All teachers, House Principals, Instructional Specialist	STAAR EOC data and accountability distinctions				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Lowery Freshman Center will improve student learning through professional leaning communities that focus on curriculum, instruction/assessment and intervention.

Summative Evaluation: STAAR EOC data and increased number of students scoring Advanced Level III

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) The campus will provide professional development for all teachers to focus on dis-aggregating data. AWARE, Lead4Forward, and Canvas analytics	Principal, House Principals, Campus Leadership team	Increased use of data programs.				
2) Utilize ACT Sessions for teachers specific to technology integration and learning to better focus on needs and concerns of teachers and assist with creating opportunities for student technology use in learning opportunities. (ACT - Allen Curriculum Training either scheduled after school hours or during various conference periods)	Principal, House Principals, Instructional support staff, Leadership Team	ACT Session topics scheduled, each attendance, teacher feedback				
3) Focus lessons in advanced courses to target areas of need identified in data from Accountability Summary focused on Level III results on Reading/ELA EOC exam.	House Principals, Advanced Academic Coordinator, Advanced Academic teachers, Instructional support staff	PLC meeting topics, formative assessments, benchmark data, simulation data, STAAR EOC spring data results				
						

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 2: Encourage innovation through purposeful planning and relevant real-world application to develop effective problem solvers.

Summative Evaluation: Increased innovative teaching strategies.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) The campus will continue to offer professional development in Project Based Learning and Blended Learning	Principal, House Principals, Leadership Team, Instruction Support staff, Teacher leaders	Increased use of PBL options and blended learning techniques in the classroom.				
2) Focus PLC conversations around the analysis of data and student work. Utilize the collaboration between teachers to build teacher capacity with regard to student achievement. Continue to utilize the PLCs to focus on opportunities to increase rigor and problem solving options in lesson planning and curriculum writing.	Principal, House Principals, Instructional Support staff, Department Chairs, Learner Services staff	PLC documented agenda and planning, lesson plans, classroom observation, ALW data, teacher feedback and reflection				
						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Lowery Freshman Center will provide opportunities for all students to use technology through project based activities.

Summative Evaluation: Increased Project Based cross-curricular activities.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Provide open lab for teachers to better utilize features of Canvas through blended-learning planning and opportunities.	House Principals, Leadership Team, Instructional Support staff	Teacher survey data, student survey data.				
2) Continue promote BYOD throughout the campus to increase technology use during instructional time.	Principal, House Principals, Instructional Support staff, Leadership Team.	Teacher survey data, student survey data.				
3) Teach appropriate use of technology throughout all instructional areas.	Principal, House Principals, Leadership Team, Instructional Support staff, teachers.	Teacher survey data, student survey data.				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Lowery Freshman Center will provide education and awareness to all students, staff and school community to promote understanding of diversity.

Summative Evaluation: Attendance at events. Participation for staff, students, parents and community.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Increase parent attendance at yearly events through consistency and variety of modes of communication including social media, call-outs, Skyward, Canvas, and teacher announcements in the classroom.	Principal, House Principals, Leadership Team	Attendance data from yearly events and parent survey of successful communication strategies.				
2) Increase ELL parent attendance at yearly events by increased communication with those parents through the ELL classroom and providing translation services and materials.	Principal, House Principals, Leadership Team	Attendance data from yearly events and parent survey through ELL classroom of successful communication strategies.				
3) Design and implement a more comprehensive parent/student education event Spring semester for incoming freshmen where multiple contents, athletics, and clubs are represented to better educate parents about the ninth grade experience.	Principal, House Principals, Leadership Team	Documentation of a more comprehensive parent education event for incoming ninth grader event with more contents, athletics, and clubs represented than previous years.				
						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Lowery Freshman Center will provide a safe and structured program designed to meet the academic and social needs of our diverse population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Summative Evaluation: Campus attendance rates and student disciplinary referrals.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Conduct campus-wide Safety Audit addressing areas of concern in regard to student safety and overall safety of the building in any emergency.	Principal, House Principals, Security Staff, Executive Director of Safe and Secure Schools	Successful Safety Audit complete with suggestions for improvement.				
2) Create and maintain the use of a campus-wide discipline consequence plan.	Principal, House Principals, House Secretaries, and teachers	Reduced student discipline referrals				
3) Monitor campus conditions and submit for repair and improvement of instructional and common areas.	Principal, House Principals, Campus Secretaries, District COO, and District Director of Facilities.	Work order completions, teacher survey data.				
						

Goal 7: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Lowery Freshman Center will recruit, develop, and retain highly qualified staff.

Summative Evaluation: Lowery Freshman Center teacher turnover rate, reduced teacher absenteeism, teacher/student survey data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Continue to strengthen New Teacher Traditions and monthly professional learning opportunities to meet the needs and concerns of new teachers.	Principal, House Principals, Instructional Support Staff	New teacher feedback, scheduled new teacher professional development sessions, department chairs.				
2) Continue to focus on teacher morale, teacher appreciation, and teacher incentives through various means such as Sunshine Committee monthly themed activities, admin cookout, birthday recognition, celebrations, and awards.	Principal, House Principals, Department Chairs, Sunshine Committee, Pulse Team	Teacher/Staff survey data, Sunshine Committee planning/schedule/activities, monthly recognition, Friday Shout outs.				
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Individual tutoring sessions focused on specific needs identified through past STAAR data, Benchmark data, formative and summative assessment data.
2	1	1	Analyze data for students who did not make progress on STAAR. Targeted tutoring for those students.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Individual tutoring sessions focused on specific needs identified through past STAAR data, Benchmark data, formative and summative assessment data.
2	1	1	Analyze data for students who did not make progress on STAAR. Targeted tutoring for those students.

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00