

Lockhart Independent School District
Alma Brewer Strawn Elementary
2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Perceptions

Perceptions Summary

Professional Learning Community / Lesson Plan Reviews

ABS Elementary works as a professional learning community to best plan for student learning. Each grade level works as a professional learning community to discuss what we want students to learn, how students will learn, and how we will know students have learned it. Additionally, teachers discuss how to respond when students have not mastered and mastered the learning targets. PLCs review curriculum documents and data to help plan for student learning. LPRs will concentrate on coaching and collaborating to improve the planning and implementation of learning strategies.

Family Home Connection

ABS Elementary teachers and staff value our school community. We work hard at building relationships with students and families. We understand that our students each have their own story and we work at honoring these stories. We believe our students bring assets from home to the learning experience including linguistic, familial, and communal strengths. We work at being trauma informed and understand that our students also come from homes with distinct situations. We understand that our students and their families may have economic challenges. However, we believe in supporting them with a strengths based approach. We work hard at challenging deficit thinking. We communicate with student's families via teacher newsletters and technology programs such as Dojo and Seesaw. We host parent events and parent conferences. We invite parents to problem solving meetings through our student support team meetings and discuss response to intervention strategies. We create action plans for individuals in crisis situations.

Perceptions Strengths

A. B. Strawn identifies the following perceptions strengths:

1. Our work is student centered. We do what we do for and because of students.
2. We believe in the power of we as we work as teams in professional learning communities.
3. We have a familial lens to our school community. We are family and we respect the families in our community.
4. We respond to our students needs and are responsive to student crisis situations.
5. We have a strengths-based lens and believe that students' stories should be honored.
6. We build relationships with students', families, and each other.

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/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Support Systems and Other Data

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

Goals





Goal 1: Staff in LISD will be Locked on Excellence and relentlessly pursue targets so that all students demonstrate more than 1 year of academic growth.









Performance Objective 1: During the 2022-2023 school year, 80% of students in grades K-8 will make 1.5 years growth progress in reading and math.













High Priority

Evaluation Data Sources: Istation data, checkpoint data, running records data, dreambox, renmath

Next Year's Recommendation: We will continue with this goal next year to meet the targeted 75% of students reaching 1.5 growth in reading and math. The same data sets will be used to measure progress.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will demonstrate improvement in istation data to meet 1.5 goal by the end of the year. By the end of the year, 75% of K-5 students will be at tier 1 and tier 2 in istation.</p> <p>Strategy's Expected Result/Impact: Istation monthly data.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Grijalva (Lead) Assistant Principal, Joanna Villarreal RTI Teacher, Arizbeth Ramirez Sanchez Lead teachers K-5 classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Guided Reading Questioning Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet during Professional Learning Communities (PLCs) and Lesson Plan Reviews (LPRs) to analyze student data and discuss instructional methods that will address student progress and goals.</p> <p>Strategy's Expected Result/Impact: Principal will monitor and provide feedback on weekly lesson plans. Administrators will conduct walkthroughs to monitor implementation and progress. Teachers will collect student evidence to show student progress and presented the evidence in PLCs and discussed through Lesson Plan Reviews. This data will be uploaded and collected in a google folder to support their progress.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Grijalva (Lead) Assistant Principal, Joanna Villarreal RTI Teacher, Arizbeth Ramirez Sanchez K-5 teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue to implement the Fundamental Five instructional strategies that will set the expectation for core instructional practices in reading and math. By the end of the year, K-5 teacher walkthrough data will demonstrate 85% proficiency or above for all strategies.</p> <p>Strategy's Expected Result/Impact: Fundamental 5 walkthrough data will meet proficiency or above for all strategies by the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Joanna Villarreal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: Students in grades K-1st will complete the five recommended weekly lessons in Dreambox.</p> <p>Strategy's Expected Result/Impact: Teachers in K-1st will review weekly reports to ensure students are meeting their required weekly lessons.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal RTI Lead Teacher, Arizbeth Ramirez Sanchez (Lead), Team Lead teachers K-5 classroom teachers</p> <p>TEA Priorities: Improve low-performing schools - - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 75% of students in grades 2nd-5th will demonstrate 1.5 years growth in math using the RenMath program.</p> <p>Strategy's Expected Result/Impact: Student report will track 1.5 growth</p> <p>Staff Responsible for Monitoring: Principal - Benjamin Grijalva Asst. Principal - Joanna Villarreal RTI Specialist - Arizbeth Ramirez Sanchez Interventionist 2nd-5th grade Teachers</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 1: To proactively develop student leadership capacity at ABS, the campus counselor and Lighthouse team will implement the Leader In Me program.

Evaluation Data Sources: Increase leadership opportunities for students
Implement LIM lesson plans (biweekly report)

Next Year's Recommendation: We will continue with this goal of implementing the LIM lessons, support the Lighthouse Team to plan events and assist in providing students opportunities to take leadership roles at the campus. We will also continue the attendance goal of 97% rate for the year. The same data sets will be used to measure progress.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Leader In Me lessons to develop students' self-awareness and discover leadership potential.</p> <p>Strategy's Expected Result/Impact: Generate Leader In Me teacher report indicating the progress and monitoring of lessons implemented. Create student leadership opportunities where students take a greater lead in school functions/events</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Counselor, Maria Tamez Lighthouse Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Student attendance will increase between 2-5% points every month and meet the districts goal of 97% attendance by the end of the year.</p> <p>Strategy's Expected Result/Impact: Attendance report</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Counselor, Maria Tamez PEIMS - Luis Martinez Classroom Teachers Parent Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The students and staff in Lockhart ISD will demonstrate a LockHeart for People as they build relational capacity with all stakeholders.

Performance Objective 2: Teachers will participate in Conscious Discipline trainings throughout the school year. First year of implementation will provide teachers understanding the main components of the trauma-informed social and emotional learning program that creates a compassionate culture and facilitates an intentional shift in the adults understanding of student behavior.

Evaluation Data Sources: Teacher surveys

Next Year's Recommendation: The annual goal was met by having all components of the Conscious Discipline training provided to 98% of the staff. We would like to continue phase two of the training and set guidelines for teachers in implementing the Conscious Discipline practices and provide a training session for parents.





Strategy 1 Details	Reviews			
<p>Strategy 1: 90% of teachers will attend the five Conscious Discipline trainings throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will provide feedback through surveys.</p> <p>Staff Responsible for Monitoring: Principal - Dr. Grijalva Asst. Principal - Ms. Villarreal Counselor - Ms. Tamez</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: The students and staff in Lockhart ISD will Unlock the Potential so that they develop and empower self and others.

Performance Objective 1: ABS will build teacher capacity by embracing leadership opportunities for all staff.

Evaluation Data Sources: Professional development led by staff, campus surveys, leadership team surveys, planning community events.

Next Year's Recommendation: This goal was met by providing leadership opportunities to support new to profession teachers through the mentorship program. We will continue this goal to help incorporate the Lever Leaders for the coming school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher leaders will mentor new to the profession staff.</p> <p>Strategy's Expected Result/Impact: Providing quality and effective mentorship will increase the experience of first year teachers, directly impacting teacher retention. This mentorship will provide a meaningful connection the school and community.</p> <p>Teacher retention reports and employee surveys will measure effectiveness.</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva, Assistant Principal, Joanna Villarreal Mentors</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools -</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>75%</p>	 <p>100%</p>	 <p>100%</p>	 <p>100%</p>

Strategy 2 Details	Reviews			
<p>Strategy 2: ABS teachers will help identify and subsequently increase the number of emerging bilingual students who can participate in the TAG program.</p> <p>Strategy's Expected Result/Impact: Attend TAG training sessions for identifying students, increase certified TAG certifications</p> <p>Staff Responsible for Monitoring: Principal, Dr. Benjamin Grijalva Assistant Principal, Joanna Villarreal Coordinator of Special Programs - Beth Henrichs TAG Teacher - Sheila Mulbry</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Guided Reading Questioning Resources		\$0.00
Sub-Total					\$0.00