

Frank Madla Elementary



2018-
2019

MAKING
Magic
HAPPEN

District Call to Action

All students will enjoy successful education experiences to empower them to make decisions while enriching their lives in the future they create.

Madla Core Beliefs

We Believe

- ❖ We believe in educating students to be LIFE-LONG learners and instilling a love for learning.**
- ❖ We believe through positive relationships we can empower families to be active participants in their child's learning.**
- ❖ We believe in creating an enjoyable and safe learning environment where all students will be engaged, challenged and successful.**
- ❖ We believe in developing innovative problem solvers and mindful leaders in order to prepare them for their future.**
- ❖ We believe in promoting a strong, positive partnership between community and school by creating a welcoming environment.**

School Achievement Targets

Board Goal 1: The percentage of graduates who will qualify for community college/university, military, or industry certification will increase annually 4.5 percentage point from 67.5% to 90% by 2022.

Board Goal 2: The percent of students who perform at the masters grade level standard for all grades in state mathematics exams will increase 2.2 percentage points from 9% to 20% by the year 2022.

Board Goal 3: The percent of students who perform at the masters grade level standard for all grades in state reading exams will increase 2.4 percentage points each year from 8% to 20% by 2022.

	2016	2017	2018	2109	Lowest Student group	2018
3rd Grade Reading/ELA					3rd grade Math	13%
Meets Grade Level	57%	25%	15%		3rd grade Reading	15%
Masters Grade Level	27%	12%	7%		4th grade Math	27%
					4th grade Reading	31%
3rd Grade Math					4th grade Writing	29%
Meets Grade Level	17%	25%	13%		5th grade Math	43%
Masters Grade Level	8%	5%	6%		5th grade Reading	40%
					5th grade Science	26%
4th Grade Reading/ELA						
Meets Grade Level	22%	36%	31%			
Masters Grade Level	10%	21%	11%			
4th Grade Math						
Meets Grade Level	27%	38%	27%			
Masters Grade Level	10%	16%	7%			
5th Grade Reading/ELA						
Meets Grade Level	38%	31%	40%			
Masters Grade Level	14%	11%	17%			
5th Grade Math						
Meets Grade Level	28%	40%	43%			
Masters Grade Level	12%	7%	16%			
5th Grade Science						
Meets Grade Level	13%	22%	26%			
Masters Grade Level	2%	9%	6%			
Attendance		94.65			97%	
Elementary						
1 st grade – Reading on grade level		41%				
2 nd grade – Reading on grade level		45%				

Needs related to improving the quality of instruction

CILT team and admin. using the Campus Needs Assessment tool and learner outcomes in combination with Learning Walks, Walk-through data, RTI, STAAR scores and attendance data determine that the following are areas of need for our campus.

- Focus on Early Literacy for K-3(PD needed) (Connect/Elaborate)
- Guided Reading/Math (Involve/Elaborate)
- PLC focus on Data Analysis (Reflect, Connect, Reframe It, Act, Own It)
- LO/DOL Rigor(TEKS/Kilgo/Lead4ward) (Connect/Inquire)
- Accountable Talk, Write to Learn, Think Pair Share, Exit Tickets (Inquire)
- Focus on positive learning environment by implementing PBIS, CKH, Model(Inquire/Involve)
- Increase Attendance each month by building relationships with families (Connect)
- Kid Connections (conferences)

System evaluation (philosophy, processes, implementation, capacity)

Attendance: Committee will meet 2x month to come up with ways to improve attendance and limit number of absences each week.

- Parent Connections: Teachers will keep a call log of parent connections and turn in each month to lead teacher.

PLC: Will be held each Wednesday to talk about and analyze data using best practices and to identify students struggling and needing support.

- TEAM Time: Enhance team collaboration across grade levels by allowing time for teachers to meet during the school day by creating team time into the schedule.

PBIS/Capturing Kids Hearts/Champs: PBIS will continue to be used Schoolwide to enhance and build a common culture throughout the campus.

- Activities will be scheduled throughout the school year to build support among staff, students and parents.

TTESS: Work with Admin. team to enhance visibility in classrooms and provide feedback to teachers in a timely manner and increasing opportunities for coaching.

Actions-1st 30 days

July-Team Time CILT will meet in July to create yearly plan and prepare for PD in August.

Lead Teachers will meet in July to create Action Plans for 1st 9 weeks using data from STAAR and Istation.

Professional Development-August 2018

- Reboot (CKH)
- Meet the Teacher August 16, 2018
- PBIS Kick off
- Staff Handbook
- Bright Spots (Planning)

Data/PLC

- PLC Schedule and Protocol
- Action Plans/Each 9 weeks
- STAAR data/Where do we go from here?
- Fountas and Pinnell/What happens next?

TTESS

- Goal Setting with Teachers focusing on 2 goals

Parent Engagement Schedule Principal Coffees Monthly

Actions -90 days

- Meet and Greet Parents August 16, 2018
- Set Foundation with Parents Early
- August/PD/Data Analysis Where are we? Where do we go from here?
- Assessment to determine starting point
- August/PLC to create 9 week action plan
- Campus Committees will plan parent engagement activities.
- Provide professional development to K-2 teachers on writer's /readers' workshop and Empowering Writers to provide high quality instruction in writing.

2018-2019 Campus Targets

Problem:1	There is a need to enhance the quality of instruction to promote and increase student achievement in all subject areas in Meets and Masters.
Root Cause:	Lack of commitment and implementation using best practices and depth of complexity implementing grade level TEKS.
Goal 1:	Using Eukolos data, MAP, Istation, and District Assessments teachers will increase the rigor therefore increasing student engagement at a higher level.
How to address problem:	PLC (WOW) Working on the Work Wednesday will be executed with fidelity providing teachers with uninterrupted time to develop high quality lessons and activities that engage ALL students.

Problem: 2	Third grade math and reading as a grade level are at a deficit in meets and masters area.
Root Cause:	Lack of teacher collaboration, lack of implementation with fidelity, not using data to drive instruction and lack of TEK knowledge.
Goal 2:	Increase Meets and Masters in third grade reading and math by 10%.
How to address problem:	Teachers will meet every Wednesday in WOW, implement Non-Negotiables, Unit Plan, use data to formulate lesson plans and instructional strategies.

Madla Action Plan

Key Action One: *(Briefly state the specific goal or objective connected to data)*

Students will increase their reading level in K-3 by using the Fountas & Pinnell reading system to increase reading level and by implementing the Balanced literacy framework which includes the 5 components of reading daily and writing throughout the curriculum.

Root Cause-

Based

on Campus Needs Assessment teachers need PD in guided reading, small group instruction and balanced literacy knowledge.

- Teachers lack the understanding of all components of balanced literacy
- Instructional deficiency in teaching students to read
- Lack of differentiation
- Need for rigorous, meaningful center/station activities

Indicators of success *(Measurable results that describe success.)*

- Increase data points on Istation at all grade levels.
- 80% of teachers DOL will be executed on a daily basis.
- By the end of the year Pre-K/Headstart students will score on their chronological age level phonological awareness and reading according to the LAP -3.
- 70% of K-2 will read on or above grade level using Fountas & Pinnell.
- 3rd -5th graders will meet the Meets and Masters Level on STAAR by the year 2022 for reading by 45% and math by 40%.
- Teachers will use Readers and Writers workshop to build stamina and analytical thinking.
- Teachers will use Empowering Writers in 4th grade.
- Increase Campus Culture of Good First Instruction everyday.
- Monitor and participate in PLC during WOW Wednesday to track and provide evidence for student growth.
- Monitor LEP / Special Education students reading level based on Istation data and provide interventions based on need.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Provide Professional Development:

- Implement Fountas & Pinnell K-3.
- Implement Daily 5 classroom management system K-3.
- Implement Guided Reading Model.
- Bright Spots will implement Engage2learn model.

Learning Walks

PLC's/Data tracking beginning August

Vertical Alignment/1 x every 9 weeks planning will be implemented into schedule.

monitor LEP and Special Ed population reading data during WOW Wednesday.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Teachers will set reading goals with students based on Istation/Fountas & Pinnell data providing face to face feedback every 2 weeks.
- Teachers will attend Professional Development geared towards increasing reading instruction capacity.
- Learning Walks
- Provide Reading Intervention accordingly to students' RTI Level

	Key Action One Teachers will be trained in Balanced literacy for K-5 and will increase reading level and student progress.		
Staff Development	Who: 3rd Teachers Year 1 & K-2 teachers Year 2/Integrating Technology K-5		
	What: Balanced Literacy Fountas & Pinnell		
	When: July/August 2018		
	Where: Madla Elementary		
Budget	Proposed item	Description	Amount
	Staff development	Balanced Literacy	
	Materials/resources	Kits	\$800
	Purchased services		
	Other		
	Other		
	TOTAL		
Funding sources:			

Key Action Two: *(Briefly state the specific goal or objective.)*

Increase the number of students that demonstrate “on grade” level math proficiency at 70% to include problem-solving and reasoning using FAB Five Model . MAP will be used as an instructional tool and by creating manipulative activities to increase rigor and understanding TEKS applications.

Root Cause

Lack of math vocabulary.

Lower grades lacking fundamental math skills.

No problem solving process established.

Instructional deficiency and understanding of TEKS application in relation to how it's tested.

Indicators of success *(Measurable results that describe success.)*

Data points will increase using the MAP instructional tool and STAAR will show an increase in Meets and Masters in our lowest subgroup grade 3.

Teachers will use quick checks to meet student individual goals and develop interventions for students below level.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Provide Professional Development:

- Eukolos
- Lead Forward
- Kilgo Model (Unpack the TEKS)
- Effective strategies that target instruction.

Track and monitor use of MAP results and other Math programs.

Provide ongoing PD on classroom talks and Multiple Response Strategies

Purchase manipulatives

Learning Walk Protocol

PLC's (WOW Wednesday) Working on the Work Wednesday

/Implement Data area to create action plans specific to student needs.

Vertical Alignment team for math to identify targets and gaps.

- LEP and Special Ed. students will increase 5% on Math content.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

Teachers will teach students to create, set goals, and track progress.

All teachers will identify students that are “at-risk” for math proficiency and provide intervention.

Implement “guided math” activities to provide small group instruction and hands activities using manipulatives.

Teachers will apply SSAISD learning Framework while planning and delivering content.

Increase math vocabulary in all classrooms and hallways to meet School Board Goals of 2022.

Math PLC's will meet during WOW Wednesday to create unit plans, breakdown TEKS and provide opportunities to increase and transform student work making lessons engaging.

All grades K-5 will have Math Journals.

Develop Anchor Charts for all grades.

Principal/Vice Principal and Instructional Coach will provide feedback after walk-throughs.

Conduct *Math* Learning Walks and provide immediate feedback 3 times in the academic year.

Conduct student math conferences after each assessment

Implement a process for problem solving K-5.

	Key Action Two: Provide PD for Grade Level Teams using FAB Five model and Eukolos data to develop activities that are engaging and rigorous for all students. Teachers will work on reframing the lesson by Units.		
STAFF DEVELOP	Who: All Teachers		
	When: August 2018 Campus Led Professional Development		
	Where: Library		
Budget	Proposed item	Description	Amount
	Staff development	Reframing the lesson Eukolos Data-Digging Deeper	
	Materials/resources	Eukolos Data/Reframing the Lesson	
	Purchased services		
	Other		
	Other		
	TOTAL		0
	Funding sources: Title I		

Key Action Three *(Briefly state the specific goal or objective.)*

Improve campus culture by creating monthly activities for all students to enhance parent involvement and build parent engagement at our campus. Improve discipline by continuing PBIS/CKH and following the behavior model of the program.

Root Cause:

Lack of relationships between parent, teacher and school.
Revisit flow chart for discipline.
Social Contracts must be created by students.
Everyone needs to participate in the PBIS model.
25 minute meetings need to take place.
Lack of extracurricular activities
High Attendance
Limited Parent Engagement Activities

Indicators of success *(Measurable results that describe success.)*

All staff will assist in creating the PBIS environment before the students return on the 1st day.
All staff will participate in the Kick off launch to create excitement from the students.
Teachers will create Social Media classroom page to enhance involvement and keep parents updated. Class Dojo or Remind 101 are other ways teachers can build relationships with their parents.
Use twitter to continue to create positive messages about our school.
Parent engagement activities to increase student attendance/ principal conducts daily phone calls.
LEP and Special Ed. students will be included in all PBIS/ CKH activities.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Revisit flow chart for discipline.
Implement PBIS individual behavior plan.
Parent correspondence, remind notes with special events
Work with webmaster to train staff on Website, Remind 101, Facebook etc.
Support extracurricular activities during Thinking Thursday to by creating clubs, drama, student council etc.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

Revisit the Engage Model for CKH/PBIS
Train staff on flowchart and on minor and major referrals
Inform parents through notes, messenger and marque
Develop parent work center for those parents needing access
Staff will implement 1 extracurricular activity every 2 weeks.

	Key Action Three Teachers will learn how to build meaningful relationships with students and colleagues using Capturing Kids Hearts and PBIS Model to reduce anxiety and create a safe, effective environment for learning.		
S T A F F D E V	Who: Staff		
	What: Capturing Kids Hearts/PBIS Reboot		
	When: August 2018		
	Where: Auditorium Central Office		
B u d g e t	Proposed item	Description	Amount
	Staff development	Reboot	
	Materials/resources	Capturing Kids Hearts/PBIS Protocol/charts	0
	Purchased services		
	Other		
	Other		
	TOTAL		0
	Funding sources: PBIS none		

Key Action Four Attendance

Increase and improve our attendance percentage rate with students to 97% in all populations.

Root Cause:

- Parents do not recognize the value and importance of early education.
- Parents view Early Childhood as optional and required.
- Outside elements from home impact attendance.

Indicators of success *(Measurable results that describe success.)*

- Establish a norm of 97% daily attendance.
- 95% Daily Average.
- Decrease the number of students requiring attendance recovery, quarterly.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Create Year at Glance Attendance Chart to identify absent students prior to 10:00 am.
- Monitor and track students with chronic absences.
- Meet and communicate with families that are in danger of receiving “warning notices.”
- Classrooms will post daily attendance and class action plans.
- Post attendance on Marque.
- Monitor attendance in LEP and Special Education students.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- All teachers will identify students who are “at-risk” for chronic absences.
- Maintain current absentee log, with active phone numbers.
- Establish campus and grade level attendance incentive plan to encourage daily attendance.
- All staff will make contact with students on 2nd consecutive days.

	Key Action Four		
S T A F F D E V	Who: Attendance		
	What: Review expectations with staff regarding student attendance.		
	When: August 2018		
	Where: Madla Library		
B u d g e t	Proposed item	Description	Amount
	Staff development	August 15, 2018	0
	Materials/resources	Handouts/Powerpoint	
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding sources: none		