

Leadership Academy Network-TXWES
Leadership Academy at Como Elementary
Campus Improvement Plan
2020-2021



Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Leadership Academy at Como is a traditional campus serving approximately 400(+) students. Improvements are targeted to correlate and maximize Title 1 funds.

- 55% African American students,
- 37% Hispanic-(19% LEP/Bilingual Program)
- 5% White , 2% Two or More
- 95% Economically Disadvantaged
- 24% Mobility Rate

CNA identified the following area(s):

- Increase student reading levels across all grade levels.
- Ensure appropriate resources, interventions, and professional development are provided and available for students and teachers to support literacy, math, and science instruction.
- Resources and professional development to meet the needs of ELL/LEP, ED, and Special Education students and teachers.
- Increased opportunities for parental involvement, family communication, and technology-related support.
- Social and emotional wellness support for students.

Demographics Strengths

- Diversity of staff and students
- Ethnicity backgrounds are consistent with the previous year and continue to somewhat equal distribution.
- At-risk numbers and categories are consistent

Problem Statements Identifying Demographics Needs

Problem Statement 1: Resources and professional development are needed to meet the needs of ELL/LEP,ED and Sp. Education students and teachers that support student needs

Root Cause: Writing has been inconsistently implemented.

Problem Statement 2: Increase student reading levels across all grade levels **Root Cause:** Literacy data continues to demonstrate that students are not reading on grade level.

Problem Statement 3: Writing performance continues to be below grade level. **Root Cause:** Have not had a writing curriculum or consistent writing instruction across all grade levels and content

Student Achievement

Student Achievement Summary

The STAAR report for 2019-2020 was reviewed and analyzed in the needs assessment process. The needs assessments focused on consistent attendance Students will demonstrate exemplary performance in comparison to national standards in the areas of reading and writing of the English language and in the understanding of math and science.

Accountability Rating for the 2019-2020 school year is Met Standard. All four indices were met and exceed the state standards

Some of the strategies implemented this year will involve campus administrators closely monitoring the depth to which students are being taught and assessed as evidenced through walk-through , routine assessments data analysis, and review of benchmark , interim assessments. Additionally, during each 6 week period, rigorous assessments are given in each core subject area. These assessments are then analyzed to review which TEKS/student expectations have or have nit been mastered successfully.

CNA identified the following area(s):

- An aggressive writing intervention program
- An aggressive reading intervention program
- Maximize planning, instruction, and learning time for teachers and students; and
- Focused efforts to address academic needs for at-risk students
- Improve overall student performance in mathematics, reading and writing

Student Achievement Strengths

- Academic gains have continued to show evidence that student growth continues.
- Student lexile levels are increasing.
- Increased number of students in grades K-2 are reading more and becoming confident in their reading ability.
- LLI has been extremely beneficial for the campus.
- Percent of students who met or exceeded progress in all subjects increased in 2019 as compared to 2018

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Writing data demonstrates a need to implement a system of what writing instruction (PK-5th) should look like. **Root Cause:** Lack of consistent writing instruction (all grade levels) and curriculum.

Problem Statement 2: Students are not prepared for 3rd-5th math **Root Cause:** Low levels of rigor instruction (K-2nd)

Problem Statement 3: Bilingual instruction has not shown consistent student achievement/ or growth across content/grade levels **Root Cause:** Insufficient support of B/L program

School Culture and Climate

School Culture and Climate Summary

Leadership Academy at Como provides a warm and welcoming environment. Staff, parents, and the community have high expectations for students-academically, behaviorally, and socially. Parents and community members are welcomed and encouraged to participate in the educational process through a variety of avenues. Staff retention remains high. 100% Highly qualified teachers. SBDM committee includes parents and community members, business representatives, teachers and administrators as prescribed by the Texas Education Agency (TEA) and Board Policy.

Current campus efforts are in compliance with LAN/FWISD guidelines. The ongoing work of the committee includes:

- discussion of culture and climate issues
- expectations and values to a safe, disciplined environment for teaching and learning
- review efforts to better coordinate special funding to maximize instruction and services to at-risk students.

CNA identified following area(s):

- Increasing parental involvement in academics
- Developing academic support for parents so they are able to assist their student in regards to homework and academics
- Increasing leadership skills of staff

School Culture and Climate Strengths

- Restorative Practice implementation has led to a decrease in student discipline.
- Counselor provides direct social and emotional support to staff, students, and families.
- Visual displays to celebrate student achievement and behavioral success.
- Student participation in after school clubs.
- Campus wide House System to foster .

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Focus on meeting the social-emotional needs of students **Root Cause:** Students are coming to school w/ trauma that adversely affect social/academic progress.

Problem Statement 2: Social-emotional groups through the counseling department. **Root Cause:** More direct support needed to address student off-task, inappropriate behaviors

Problem Statement 3: Revamp our House System to include goals, outcomes and a variety of celebrations **Root Cause:** Foster a stronger school community where all students and staff feel they actively belong to.

Problem Statement 4: Explore ways to teach and allow students to take more ownership of behavior and actions **Root Cause:** Build relationships that foster a sense of pride and opportunities for leadership.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Leadership Academy at Como requires all teachers to be highly qualified effective personnel (recruited, developed and retained). Administrators provide feedback from routine walkthroughs and observations. Teachers staff goal setting documentation reflects professional development plans.

- Intentional Leadership
- Data Driven Management
- Engaged Instruction
- Increase documentation on attendance, feedback and implementation of campus plan

CNA identified the following area(s)

- Increase training on effective instructional practices for working with ELL's, at-risk, and economically disadvantaged
- Increase opportunities for individualized professional development
- Effectively recruit more bilingual and ESL teachers
- Provide differentiated PLC's

Staff Quality, Recruitment, and Retention Strengths

- Teacher appraisers and campus leadership sets goals, give timely feedback, and focus on continuous cycles of improvement
- Staff is dedicated to seeing students and the campus be successful.
- Teachers are open to sharing ideas and providing professional development support to others.
- Master Teachers identified for PreK-2nd and 3rd-5th to provide support in lesson planning and provide targeted feedback to teams.
- Instructional Specialists lead content teams in implementation of new curriculum and programs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Data integration in the classroom (monitoring and adjusting) Math PD for literacy/math teachers

Problem Statement 2: PLC designed to meet the varied needs of staff (differentiation) **Root Cause:** Differentiation (PLC)

Problem Statement 3: Continue to explore ways to provide PD for new staff members or teachers that change grade levels **Root Cause:** Staff needs new and innovative PD-look for virtual conferences/resources

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Leadership Academy at Como will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

Curriculum Development, implementation, and pacing has been collaboratively designed utilizing strong partnerships. Meaningful analysis of data to target areas of need. IPC's demonstrate tight alignment between state standards, objectives, and assessments.

CNA identified the following area(s):

- Increase time for teachers to plan and incorporate the usage of TEKS Resource System into current instructional frameworks/ scope and sequence
- Improvements in progress monitoring
- Consistently aligning Curriculum Frameworks/TRS to IPC development
- A need to continue to increase the number of math content experts on campus in order to see gains in math achievement.
- A need for more vertical articulation; opportunities to deconstruct TEKS

Curriculum, Instruction, and Assessment Strengths

- Utilize and share successful intervention strategies and programs across grade levels/subject areas
- Effective research-based materials to supplement teaching
- New resource implementation and impacts on systems are in place
- Instructional Specialists help plan rigorous instruction
- Data Reviews at the 3rd, 6th and 9th weeks period for Progress Monitoring and instructional adjustments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Student performance data reveals a need for implementation of effective instructional strategies to meet the level of rigor and depth of knowledge

Problem Statement 2: Increased focus on a cohesive writing curriculum and instruction **Root Cause:** Need to solidify stronger writing and reading skills

Problem Statement 3: Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding

Problem Statement 4: Identifying students in need of intervention-allowing reteach opportunities and individualized assistance for struggling learners. **Root Cause:** Early identification of student needs will accelerate Response to Intervention(Rt) efforts and support individualized instructional plans for teaching and learning

Parent and Community Engagement

Parent and Community Engagement Summary

SBDM Committee reviews and analyzes campus data, evaluating current strategies and updating the Campus Improvement Plan as necessary.

Improvement efforts will focus on increased parent participation. Parent communication includes a shared commitment to maintain or increase student growth academically.

CNA identified the following areas:

- better documentation of participation (BOY), (MOY), and (EOY)
- meaningful usage of parent/community feedback regarding quality of involvement strategies
- content tied to student achievement

Parent and Community Engagement Strengths

Parents are more engaged in understanding the progress of their child than in previous years

Community is invested in the school(via)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need to seek ways to engage parents in the academic performance/success of their child(ren) **Root Cause:** Home learning opportunities should be tailored to achievement data

Problem Statement 2: Explore ways to get 3rd-5th grade parents involved in our House System **Root Cause:** The need to create a positive school culture and increase parental involvement

Problem Statement 3: Identify (barriers) that may impact how parents are involved in school activities (bilingual families) **Root Cause:** Language barriers impact parent/teacher interaction

Problem Statement 4: Utilize all resources to increase parental participation(social media, parent portal, newsletters, blackboards, PTA membership) **Root Cause:** Lack of communication, notification of campus initiatives and progress

School Context and Organization

School Context and Organization Summary

Context and Organization includes addressing data and customer feedback to support changes and improvements. Staff reviews effective implementation of the required Decision-Making processes and proper documentation of these efforts.

CNA identified the following need(s):

- Improve documentation procedures for better feedback on campus operations
- Provide parent classes (offered on campus) or through the Como Community Center
- Increase Parent Teacher Association(PTA) membership - Staff and Parents
- Prioritize and allocate time during the day for PLC's
- Student leadership opportunities

School Context and Organization Strengths

Teachers provided with one hour planning (daily) in order to allow time for:

- PLC's
- Grade Level Planning
- Data Meetings
- Intervention Planning

Technology

Technology Summary

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Current campus efforts are documented as successful and in compliance with the district's Technology Plan. Efforts will continue as currently designed. Campus will review current and potential technology based curriculum, supplemental instructional programs and compliance with District and campus plan for technology usage in the classroom.

CNA identified to following area(s):

- Campus-Based Technology Specialist to help implement the plan
- Monitor teacher compliance with technology training
-

Priority Problem Statements









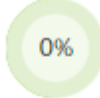
Goals











Goal 1: COLLEGE AND CAREER READINESS - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.

Performance Objective 1: By June of 2021, 52% of students will be at the Meets Level in Reading as measured by end of year STAAR.

Evaluation Data Sources: STAAR

Summative Evaluation: None

<p>Strategy 1: Vertical Alignment meetings/lesson planning will be scheduled weekly. Meetings will focus on reviewing upcoming standards and identifying gaps by grade levels.</p> <p>Strategy's Expected Result/Impact: Instructional Monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment. Leadership team will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coaches, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Growth Walks will be conducted on campus to gather data/evidence to identify best practices</p> <p>Strategy's Expected Result/Impact: As a result of gathering student growth data, adjustments to instruction will ensure that all students reach high standards</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coaches, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 3: Instructional monitoring system will be implemented to track student growth for PK-5th. Systems will be established and monitored where students are tracking their progress, teachers are tracking progress and administrators are tracking (overall campus) progress.</p> <p>Strategy's Expected Result/Impact: Weekly administrative meeting agenda and minutes- actionable feedback to teachers</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coaches, Data Analyst</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June














<p>Strategy 4: Monitoring of MAP, district assessment tracking tool for data PLC's. Leadership team and teachers will meet biweekly to analyze lesson plans, data tracking and coaching</p> <p>Strategy's Expected Result/Impact: Leadership team will have specific schedules for monitoring lesson plans and providing timely feedback to teachers</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 5: Leadership team will meet weekly to calibrate implementation of levels and campus instructional focus. Instructional coaches will meet to identify next steps and make adjustments as necessary.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: MIDDLE YEARS MATH - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: By June of 2021, 60% of students in grades K-5th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP

Summative Evaluation: None

<p>Strategy 1: Instructional monitoring system will be implemented to track student growth for K-5th. Systems will be established and monitored where students are tracking their progress, teachers are tracking progress and administrators are tracking (overall campus) progress.</p> <p>Strategy's Expected Result/Impact: Monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Leadership team will meet weekly to calibrate implementation of levels and campus instructional focus. Instructional coaches will meet to identify next steps and make adjustments as necessary.</p> <p>Strategy's Expected Result/Impact: Leadership team will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Leadership Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 3: Lesson Plan Review by Instructional Coaches, Master Teachers and Administrators to ensure alignment. Instructional Planning Calendars, DOL creation and alignment will be reviewed in sync with 6 weeks assessment.</p> <p>Strategy's Expected Result/Impact: Teachers will consistently align assessments during data meetings to track student goals</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Master Teachers and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: EARLY LITERACY - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: By June of 2021, 60% of students in grades K-5th will meet or exceed growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Goal 3: EARLY LITERACY - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: By June of 2021, 80% of students in Pre-K will meet or exceed growth target as measured by CLI Engage from EOY to BOY

Evaluation Data Sources: CLI Engage

Summative Evaluation: None








<p>Strategy 1: Instructional monitoring system will be implemented to track student growth for Pre-K. Strategy's Expected Result/Impact: Systems will be established and monitored where students are tracking their progress, teachers are tracking progress and administrators are tracking (overall campus) progress. Staff Responsible for Monitoring: Principal, Asst. Principal, Data Analyst</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Vertical Alignment meetings/lesson planning will be scheduled weekly. Meetings will focus on reviewing upcoming standards and identifying gaps by grade levels. Strategy's Expected Result/Impact: Meetings will focus on reviewing upcoming standards and identifying gaps by grade levels. Staff Responsible for Monitoring: Principal, Asst. Principal, Leadership Team Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 3: 100% of teachers will be utilizing CLI Engage with fidelity and instructional monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment. Strategy's Expected Result/Impact: Leadership teams will have a specific schedule for monitoring lesson plan alignment and fidelity of curriculum Staff Responsible for Monitoring: Leadership Team, Master Teachers and Administrators Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: EARLY LITERACY - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: By June of 2021, 80% of students in Kinder will meet or exceed growth target as measured by TX-KEA from EOY to BOY

Evaluation Data Sources: TX-KEA

Summative Evaluation: None





<p>Strategy 1: 100% of teachers will be utilizing TX-KEA with fidelity and instructional monitoring systems will be established including PLC's that focus on lesson planning and curriculum alignment.</p> <p>Strategy's Expected Result/Impact: Leadership teams will have a specific schedule for monitoring lesson plan alignment and fidelity of curriculum</p> <p>Staff Responsible for Monitoring: Leadership Team, Master Teachers and Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 4: PARENT ENGAGEMENT- Increase % of parent and community involvement as evidenced by increase in BOY to MOY engagement

Performance Objective 1: Involve parents and community resources supporting STAAR , district assessments and achievement .

Evaluation Data Sources: Sign-In sheets(events) Community partnerships(monthly)

Summative Evaluation: None

Strategy 1: Identify student and parent needs and create a series of events to educate parents, provide support and align community resources,	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Leadership Academy at Como Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,700.00
11	6116 Extra Duty Stipend - Locally Defined	\$1,000.00
11	6117 Career Ladder - Locally Defined	\$3,700.00
13	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$79,600.00
11	6121 Extra Duty Pay/Overtime - Support Personnel	\$8,280.00
6100 Subtotal:		\$98,280.00
6300 Supplies and Services		
12	6329 Reading Materials	\$2,500.00
13	6329 Reading Materials	\$250.00
11	6396 Supplies and Materials - Locally Defined	\$2,500.00
11	6399 General Supplies	\$19,479.00
13	6399 General Supplies	\$250.00
6300 Subtotal:		\$24,979.00
6400 Other Operating Costs		
11	6499 Miscellaneous Operating Costs	\$1,000.00
61	6499 Miscellaneous Operating Costs	\$1,000.00
6400 Subtotal:		\$2,000.00

Personnel for Leadership Academy at Como Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chakakihan Dickerson	Family Communications Liaison	Parent Engagement	

Addendums