Garland Independent School District

Liberty Grove Elementary School

2018-2019 Campus Improvement Plan

Mission Statement

Liberty Grove Elementary School is committed to providing a quality education through the use of all available resources, working with students, parents, and community members, so that every student has the opportunity to achieve excellence in education and become a productive and successful citizen.

Vision

Liberty Grove knows every child can achieve success and will work with each child to be successful.

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Comprehensive Needs Assessment

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
- 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
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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 EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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 benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
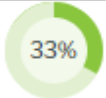- Budgets/entitlements and expenditures data
- Study of best practices

Goals
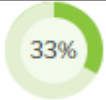
Revised/Approved: October 04, 2018
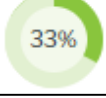
Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 1: Percent of students in grades 3, 4 and 5 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase in 3rd grade from 33.3% to 90% by 2025. (1819 interim goal=42%), will increase in 4th grade from 35.8% to 90% by 2025. (1819 interim goal=45.9%),will increase in 5th grade from 47.5% to 90% by 2025. (1819 interim goal=57.6%),

Evaluation Data Source(s) 1: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will implement Guided Reading with fidelity, using the benchmark books and teachers guide, especially the level of questioning for comprehension to improve at-risk, special education and masters level performance.	2.4, 2.5, 2.6	Wittrock Marshall	Teachers will be better prepared to address individual needs of students based on their reading level. Students will be challenged at their particular level to improve reading skills.	66%			
	Problem Statements: Student Achievement 3						
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Teachers will embed academic vocabulary in context using visuals and application that includes discussion, writing, and illustrating; avoid teaching vocabulary in isolation.	2.4, 2.6	Wittrock Marshall	Students will be able to understand and use academic vocabulary, generalized through content areas.	33%			
	Problem Statements: Student Achievement 3						

Critical Success Factors CSF 1 CSF 7 3) Third- Fifth grade teachers will use AVID Strategies that focus on critical reading and note taking.	2.4, 2.5, 2.6	Marshall	Student will be better prepared to make connections as they interpret subject matter through text.	33%
Funding Sources: 6300 Supplies and Materials- Title I Funds - 2870.00				
Comprehensive Support Strategy **Targeted Support Strategy** 4) Third-Fifth students will use critical reading strategies in rigorous passages to answer STAAR formatted questions.	2.4, 2.6	Wittrock Marshall	Students will be better able to answer higher level questions related to their comprehension of reading.	33%
Funding Sources: 6300 Supplies and Materials- Title I Funds - 1357.00				
5) Classroom teachers and campus interventionist will use district approved interventions and resources to meet the needs of Tier II and Tier III students.	2.4, 2.6	Wittrock Marshall	Students will fill in gaps that are impeding their success, ultimately allowing for an increase in achievement.	28%
6) Teachers will utilize small group, teacher-led instruction to specifically target and support special education students in reading.	2.4, 2.6	Wittrock Marshall	Achievement gaps for special education will decrease as more students become proficient with grade level academics.	33%

100%		0%		
= Accomplished	= Continue/Modify	= No Progress		= Discontinue

Performance Objective 1 Problem Statements:
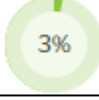
| **Student Achievement** |
|---|
| **Problem Statement 3**: On the 2018 Reading STAAR, 62% of students achieved approaching grade level , 40% achieved meets grade level and 21% reached masters level. **Root Cause 3**: Not enough exposure to information text and related text features. |

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 2: Percent of students in grade 4 demonstrating early literacy as measured by Meets Grade Level performance on STAAR Writing, will increase from 31.6 to 70% by 2025. (1819 interim goal = 38%)

Evaluation Data Source(s) 2: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 1) Third and Fourth Grade Language Arts teachers will be trained on and implement Lucy Caukins writing strategies.	2.4	Wittrock Marshall	Vertically aligned writing expectations will better able students to progress in their writing over the years.	31%			
Problem Statements: Student Achievement 2							
Funding Sources: 6300 Supplies and Materials- Title I Funds - 1896.00							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will implement the writer's workshop model, including mini-lesson, independent writing, coaching/conferencing and sharing.	2.4, 2.6	Wittrock Marshall	Students will become better writers as they learn the elements of the writing process and gain the ability to analyze their own writing selections.	33%			
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 2 3) Teachers will conference daily 1:1 with students about writing using the district approved grade level rubrics.	2.4, 2.5, 2.6	Wittrock Marshall	Immediate and specific feedback will train students to analyze their work and make progress in writing.	3%			
Problem Statements: Student Achievement 2							
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Students will complete monthly writing samples for grades K-5, to be calibrated and scored by teachers, in order to track individual student progress.	2.4, 2.6	Wittrock Marshall	Teachers will be able to calibrate student work against the district rubric to have a more consistent writing expectation across the campus.	33%			
Problem Statements: Student Achievement 2							
Funding Sources: 6300 Supplies and Materials- Title I Funds - 436.00							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 2: On the 2018 Writing STAAR, 4th grade students achieved 63% approaching, 38% met grade level an 9% reached mastery. **Root Cause 2**: There are not consistent vertical writing expectations and practices on the campus.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 3: Percent of ELL students demonstrating English language acquisition, as measured by earning yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS), will increase from 43.9% to 76% by 2025. (1819 interim goal =47%)

> **Evaluation Data Source(s) 3:** TELPAS spring administration testing data file (only students with progress measure; accountability subset)

> **Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Teachers will implement The English Language Proficiency Standards (ELPS) into instruction daily to make content comprehensible and develop academic language ensuring ELLs obtain the mastery of required academic content along with language development.	2.4	Wittrock Marshall	There will be an increase of STAAR scores and TELPAS ratings for English Language Learners.	33%			
	Problem Statements: Student Achievement 1 **Funding Sources**: 199 - State Comp Ed Funds - 3570.00						
Critical Success Factors CSF 1 CSF 2 2) Teachers will provide Sheltered Instruction through a differentiated classroom that is focused (specifically emphasizing English language development), targeted (aligned to ELL students' proficiency levels), and systematic (scaffolding instruction to meet student progress) in developing English language skills. (Per the Texas Administrative Code Section 74.4)	2.4, 2.6	Wittrock Marshall	The achievement gap between ELLs and non-ELLS will decrease.	33%			
	Problem Statements: Student Achievement 1						
3) Technology resources, such as Imagine Learning, will be used to reinforce mathematics and reading instruction to increase performance on TELPAS.	2.4, 2.6	Marshall Bottoms	Increase in TELPAS performance and growth.				
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 2630.65						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
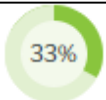
Problem Statement 1: On the 2018 STAAR, ELL students achieved approaching at 54% in reading and 57% in math, while non-ELL students achieved approaching at 68% in reading and 77% in math. **Root Cause 1**: More of an emphasis during PLCs and planning, focuses on overall data and students, rather than on ELL students specifically.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 4: Percent of students in grade 5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 26.3% to 80% by 2025. (1819 interim goal = 27%)

Evaluation Data Source(s) 4: STAAR spring administration testing data file (accountability subset)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Third through Fifth Grade Teachers will provide students with hands-on science activities, assessed with STAAR formatted questions.	2.4, 2.5	Wittrock Marshall	An increase in performance on the science STAAR.	33%			
	Problem Statements: Student Achievement 7						
	Funding Sources: 6300 Supplies and Materials- Title I Funds - 594.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 7: 9% of students reached mastery level on the 2017-2018 science STAAR. **Root Cause 7**: Hands on-learning isn't consistently tied to STAAR formatted questions and stimuli.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 5: Percent of students demonstrating mathematical proficiency, as measured by Meets Grade Level performance by the end of grades 3, 4 and 5 on STAAR, will increase in grade 3 from 34.9% to 90% by 2025. (1819 interim goal = 35.7%), will increase in grade 4 from 35.8% to 90% by 2025. (1819 interim goal = 36.6%), will increase in grade 5 from 42.5% to 90% by 2025. (1819 interim goal = 43.4%)

Evaluation Data Source(s) 5: STAAR spring administration testing data file (first-time testers only; accountability subset)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will use data to develop formative assessments to determine reteaching of lower performing standards in the area of math and intentionally plan higher level question stems that promote critical thinking in math.	2.4, 2.5	Wittrock Marshall	Students will be more readily able to think critically and solve STAAR formatted questions at a rigorous level.	33%			
			Problem Statements: Student Achievement 8 **Funding Sources**: 6300 Supplies and Materials- Title I Funds - 1713.00				
2) Teachers will engage in instructional planning meetings every 4 weeks, facilitated by the administration, to improve alignment, rigor, and engagement for all learners in mathematics.	2.4	Wittrock Marshall	Critical areas of need will be addressed through formative assessment and reteaching in order to improve student achievement in mathematics.	66%			
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 8: On the 2018 Math STAAR, 3rd grade students achieved 15% mastery level, 4th grade students achieved 22% mastery and 5th grade students achieved 16% mastery. **Root Cause 8**: Instruction is not consistently tied to the level of rigor of the assessments.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 6: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 14% to 11% by 2025. (1819 interim goal = 13.5%)

Evaluation Data Source(s) 6: Review360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 4 CSF 6 CSF 7 1) Teachers and staff will implement CHAMPS procedures in the classroom and in common areas.	2.6	Wittrock Marshall	The school will be more organized with procedures, resulting in fewer exclusionary discipline practices.	66%			
	Problem Statements: School Culture and Climate 1						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 6 Problem Statements:

School Culture and Climate
Problem Statement 1: 39.6% of 2017-2018 discipline referrals came from common areas.

Goal 1: Garland ISD will ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences.

Performance Objective 7: 50% of Liberty Grove families will participate in at least one parent involvement activity during the 2018-2019 school year.

Evaluation Data Source(s) 7: sign in sheets compared to parent rosters to indicate the percent of parents participating

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) Administration will schedule and teachers will plan Family Engagement events to be held throughout the school year to encourage participation of parents and families in the school. (Literacy Night, Open House, Curriculum Nights, AVID Family Nights, Grandparents Night)	3.1, 3.2	Wittrock Marshall	Families will be able to learn strategies that will support the learning of their students and impact the progress of student performance.	66%			
	Funding Sources: 6300 Parent Involvement. Supplies T1 - 2015.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Third-Fifth students will use critical reading strategies in rigorous passages to answer STAAR formatted questions.

State Compensatory

Personnel for Liberty Grove Elementary School:

Name	Position	Program	FTE
Marylu Booth	Counselor	LIGHT	3%

Title I Schoolwide Element Personnel

Name	Position	Program	FTE
Jennifer Schleef	Teacher Intervention Specialist	Title I	100%

2018-2019 Campus Improvement Team

Committee Role	Name	Position
District-level Professional	Richelle O'Neil	
Administrator	Elisa Wittrock	Principal
Administrator	Alicia Marshall	Assistant Principal
Paraprofessional	Susan Clark	CTA
Classroom Teacher	Katy Autrey	Kindergarten Teacher
Classroom Teacher	Stacy Mayberry	First Grade Teacher
Classroom Teacher	Lasondra Crocker	Second Grade Teacher
Classroom Teacher	Kathy Martin	Third Grade Teacher
Classroom Teacher	Cari Bergstrom	Fourth Grade Teacher
Classroom Teacher	Melanie Farrell	Fifth Grade Teacher
Community Representative	Michael Gallops	Chamber of Commerce Rep
Business Representative	Bethena Smith	Real Estate Agent
Community Representative	Bari Woolley	Mortgage Broker
Parent	Maria Mejia	parent
Parent	Eileen Coker	parent
Parent	Kynada Pipkin	parent