

**Lockhart Independent School District**  
**Clear Fork Elementary**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

Clear Fork Elementary will provide our students with meaningful learning experiences that foster deep roots in our community and develop the skills and confidence needed to soar to new heights.

# Vision

Clear Fork Elementary students will feel cherished and capable of anything!

# Core Beliefs

We will face challenges without fear of failure because we know we are loved and have the grit needed to stay the course and succeed.

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# Comprehensive Needs Assessment

Revised/Approved: September 10, 2018

## Demographics

### Demographics Summary

Clear Fork Elementary is a sixty-eight year old, K-5th grade Title 1 campus in Lockhart ISD. The current enrollment is 444.

The campus has four student groups: 56% are Hispanic, 31 % are White, 1 % are African American and 2 % are Other. About 3/4 of the students reside within the city limits and 1/4 of students live in Maxwell the surrounding area. There are four bus routes serving the school. Clear Fork Elementary's student groups include 15 of 444 students are English Learners (ELs), 30 out of 444 students are receive Gifted and Talented services, and 67 out of 444 receive Special Education services. Additionally, 68 % are economically disadvantaged.

### Demographics Strengths

Clear Fork Elementary has many strengths. Some of the most notable demographics include: families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success. Students at Clear Fork Elementary are very accepting of new students regardless of race, ethnicity or need. The teachers at Clear Fork work extra hard to provide rigorous instruction for all students. CFE has earned academic distinctions in 2013, 2014, 2015 and 2016 school years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** CFE ended the year with a 95.17 attendance rate which is 1.83% below district expectations.

## Student Academic Achievement

### Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the the 2017-2018 school year. Clear Fork Elementary met these targets.

- Domain I-Student Achievement: Clear Fork Elementary Score: 69 Met Standard
- Domain II-School Progress: Clear Fork Elementary Score: 79 Met Standard
  - a. Academic Growth 79 Met Standard
  - b. Relative Performance (Eco. Dis: 64.4%) 66 Met Standard
- Domain 3-Closing Performance Gaps: Clear Fork Elementary Score: 74 Met Standard

### Student Academic Achievement Strengths

Clear Fork Elementary has a population of hard-working students. The campus is proud of many different student achievement strengths, including:

- 2018:
  1. Met standards in all domains.
  2. Scale score 79 for academic growth (80=distinction)-5th grade Reading +14 and Math +14, 4th grade Reading +6 and Math +3,,
  3. 3rd grade score in Quartile 1 in Academic Achievement in Math and Reading,
  4. 3rd grade increased from 54% approaches to 77% in Reading
  5. 3rd grade increased from 60% approaches to 79% in Math
  6. 5th grade increased from 74% approaches to 90% in Math
  7. 5th grade increased from 41% approaches to 66% in Science
- 2017: Met standards in all four performance indices
- 2016 Distinctions: Academic Achievement in Science
- 2015 Distinctions: Academic Achievement in Science
- 2014 Distinctions: Top 25% Student Progress and Top 25% Closing Performance Gaps
- 2013 Distinctions: Top 25% Student Progress and Academic Achievement in Reading/ELA

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 5th grade performance in Reading dropped from 82% approaches in 2017 to 77% approaches in 2018.

**Problem Statement 2:** 4th grade performance in Reading dropped from 63% approaches in 2017 to 60% approaches in 2018.

**Problem Statement 3:** 4th grade performance in Writing dropped from 67% approaches in 2017 to 33% in 2018.

**Problem Statement 4:** 4th grade performance in Math dropped from 76% approaches in 2017 to 63% in 2018.

## School Processes & Programs

### School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Clear Fork Elementary is guided by the district's TEKS scope and sequence in the TEKS resource system and the results of district and campus based assessments. The scope and sequence promotes 21st Century Skills including critical thinking and problem-solving; communication skills; creativity; collaboration; and information media literacy skills through unit Performance Indicators. Teachers collaborate during team meetings to discuss HOW they will teach key components; what are the expectations for student learning objectives; what is the vocabulary; and how they will provide both accommodations and extensions.

Assessment plays a major role in decision making and takes on many different forms at Clear Fork Elementary. Authentic assessments allow students to demonstrate their learning through performance, products, and presentations in regular use will be a campus goal. By ensuring all grade level skills are taught and that students learn them, Clear Fork Elementary can demonstrate how the essential 21st Century Skills are being mastered. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus on I-station, DreamBox, AR, leveled readers, and district/campus assessments. Third through fifth grade focus on STAAR, AR, I-station, DreamBox and district/campus assessments. Special courses and programs such as physical education, music, art, special education, gifted and talented (GT), and dyslexia use the same standard of assessment as the grade levels of their students.

Weekly grade level and special programs (Life Skills, Emergent Academics, Dyslexia and Special Areas) PLCs are held between grade level teachers with the support of instructional coaches, RtI lead teacher and campus administration. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have a daily common planning time. Grade levels and programs meet three times during the year, with the principal to analyze data and map out strategies.

CFE's focus goes beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students do not learn, you will see adjustments made within instruction, the school context, and organization. We work hard to ensure that instructional time is protected and students are taught from bell to bell. Teachers and students are not pulled out of the classroom for unnecessary reasons. School-wide public announcements are limited to decrease disruptions to the classroom.

### School Processes & Programs Strengths

Clear Fork Elementary has identified the following strengths:

1. Some staff are diligent about maintaining up-to-date assessment data on students in a monitoring spreadsheet.
2. Four staff members are part of the VIP district committee. They will pilot new technology in her classroom and train campus staff.
3. Several teachers are masterful at providing small group instruction and are willing to train other teachers.

Clear Fork Elementary is proud of the following strengths:

1. Interruptions to the instructional day are kept to a minimum.
2. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
3. Teachers accommodate special populations with more time and individualized instructional plans.
4. CFE sped team has implemented inclusion services to service our special education students in the general education classroom.
5. Teachers are aware of a strong sense of urgency for best instructional practices, as placed upon them by the active parent community.
6. Safety drills are performed regularly and in compliance with regulative laws.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** CFE has not been consistent with public recognition of individual student successes and attendance achievements.



# Perceptions

## Perceptions Summary

Parents, teachers, and students at Clear Fork Elementary take pride in their school's rich history and extensive ties to the community along with the school's reputation of success. The perception of Clear Fork Elementary among all is that it is a safe and positive environment with a strong focus on academic excellence. One of the core beliefs at Clear Fork Elementary is that students will face challenges without fear of failure because they know they are loved and have the grit needed to stay the course and succeed. Clear Fork staff and school community are committed to encouraging students to take charge of their own success by creating a culture of innovation and independence.

## Perceptions Strengths

Clear Fork Elementary celebrates these strengths:

- Teacher informal survey results reveal they are dedicated and work together for the success of the students.
- Informal parent feedback reports CFE has a strong positive reputation in the community.
- CFE has an open door policy and welcomes parent input and questions.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** In the 2017-2018 school year, the public perceived that Clear Fork Elementary did not participate in some district-wide events due to a lack of social media presence.

# 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
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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 diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals







**Goal 1: Every student (K-5) will make 1.5 years progress in reading in during the 2018-2019 school year.**

**Performance Objective 1:** During the 2018-2019 school year, 70 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading.

**Evaluation Data Source(s) 1:** IStation Reports  
2019 STAAR Reading

## Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will provide guided reading instruction to students on a weekly basis using literacy library books.</p>	Principal Assistant Principal RtI Lead Teacher Instructional Coaches Classroom teachers	Administration will monitor lesson plans. Classroom teachers will conduct guided reading 3-5 times per week. 70% of students will make 1.5 years progress based on September to May ISIP scores				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Team Checkpoint Analysis form and turn into the principal via Google Drive.</p>	Principal Assistant Principal Classroom teachers	Principal will monitor weekly lesson plans. Staff will electronically submit Team Checkpoint Analysis forms to principal within 3 days after checkpoints are scanned. Teachers will use data to spiral and reteach TEKS not mastered.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using PowerWalks.</p>	Principal Assistant Principal	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Administration will conduct 5 PowerWalks daily. Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.				

<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>4) Students will be encouraged to read books and take at least 1 Accelerated Reader test per week.</p>	<p>Principal Assistant Principal Classroom Teachers</p>	<p>Students reading more will impact student reading growth. Student names will be displayed on the A/R and prizes will be awarded monthly at assemblies.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Classroom teachers will meet with RtI teacher monthly after ISIP to review student growth and plan lessons for WIN time.</p>	<p>Principal RtI Teacher Classroom teacher</p>	<p>Teachers will review weekly Istation reports to ensure students are meeting their required weekly minutes (30, 60, 90). Students will receive targeted interventions during WIN time to increase student success in reading and on ISIP. Teachers will enter monthly ISIP data into monitoring forms to track growth.</p> <p>Administration and classroom teachers will monitor student usage weekly.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>6) Clear Fork will provide at least 3 literacy/reading activities for students to read with other grade level peers, parents and community members. (Ex. Grateful for Books, Buddy Reading and Take-Home Reading Night)</p>	<p>Principal Assistant Principal Classroom Teachers</p>	<p>Students reading more will impact reading growth. Parents will learn strategies on how to support reading at home with their child.</p>				
<p>Funding Sources: 211 - Title I-A - 850.00</p>		<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>				

**Goal 2: Every student (grades K-5) will make 1.5 years progress in math in 2018-2019 school year.**

**Performance Objective 1:** During the 2018-2019 school year, 70% of students in grades K-8 will make 1.5 years of growth progress in math.

**Evaluation Data Source(s) 1:** DreamBox Reports  
2019 STAAR Math

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teacher will provide small group math instruction to students on a weekly basis using math manipulatives, building conceptual to abstract knowledge.</p>	Principal Assistant Principal Classroom teachers	Administration will monitor lesson plans.  Classroom teachers will provide small group math lessons 4-5 times per week.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Students will complete DreamBox math lessons 4-5 times per week.</p>	Principal Assistant Principal Classroom teachers	Classroom teachers will monitor monthly computer DreamBox goals for each student to demonstrate expected growth. Individual student growth percentages will be 15% monthly. Teachers will assign long term lessons for students who have not mastered grade level TEKS. Administration will monitor student growth monthly.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will meet weekly for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the Class Checkpoint Analysis form and share it with the principal.</p>	Principal Assistant Principal Classroom teachers	Principal will monitor weekly lesson plans. Staff will electronically submit Class Checkpoint Analysis form to principal within three days after checkpoints are scanned. Teachers will use data to spiral and reteach TEKS not mastered.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The campus will support the district implementation of the instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms by using PowerWalks.</p>	Principal Assistant Principal	Administration will conduct 5 PowerWalks daily. The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically.				







<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 5) STEAM Night and Parent Involvement Math activities will be provided at least 2 times for students and families.	Principal	Student math growth will increase in DreamBox due to providing hands on activities for students and parents. Family engagement activities will be available for checkout on a daily basis.				
	Assistant Principal Classroom Teacher		Funding Sources: 211 - Title I-A - 850.00			

### Goal 3: Every student (grade K-5) will make progress in writing during the 2018-2019 school year.

**Performance Objective 1:** In 2019, 4th grade students will reach 65% Approaches, 40% Meets and 20% Masters on STAAR Writing.

**Evaluation Data Source(s) 1:** STAAR Writing data

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers (K-2) will use mentor sentences to build student writing skills. Students will write daily during their writing block.</p>	Principal Assistant Principal Classroom	Administration will monitor weekly lesson plan for K-2 & 5th to ensure classroom teachers include mentor sentences in writing. Student work displayed and writing journals will show students daily writing.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will meet once every month during PLCs to analyze student writing samples using HALO2/Rubric.</p>	Principal Assistant Principal Classroom	Teachers will meet monthly to exchange and analyze grade level writings. Teachers will bring 2-3 writing samples for 5 students to PLCs. Students' writings will be reviewed based on TEKS that have been taught.  Teachers will reteach writing lessons to support areas of need with small group and individuals based on writing analysis.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) 3rd and 4th grade teachers will use the writing program, Be A Writer, to build students' writing skills. 4th grade teachers will use May the Force Be With You for revising and editing.</p>	Principal Assistant Principal 3rd/4th grade teachers	In an effort to provide students with a variety of writing samples, teachers will use the Be A Writer curriculum. Student writing samples will be scored with district writing rubric to assess growth each month. Teachers will assign lessons to support areas of need with small groups and individuals. 4th grade teachers will use May the Force be with You strategies for revising and editing.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) Provide monthly campus-wide writing projects. (Ex. Veterans Day letters, Pen Pals)</p>	Principal Assistant Principal Classroom Teachers Librarian	Increasing fun and exciting writing opportunities across campus will encourage students to feel connected to the entire campus and community.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						









**Goal 4: Students receiving Special Education services in grades 4th & 5th grade will score a 1 or 2 on the STAAR Reading and Math progress measure.**

**Performance Objective 1:** In 2019, 85% of 4th and 5th grade students receiving Special Education services will score a 1 or 2 on the STAAR Reading and Math progress measure.

**Evaluation Data Source(s) 1:** 2019 STAAR Reading and Math

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Special education teachers will meet with classroom teachers weekly to develop lesson plans that support classroom instruction, align with TEKS Resource System and student IEP goals.</p>	Principal Assistant Principal Special Education teachers	Administration will monitor weekly lesson plans to ensure alignment with TEKS Resource System, IEP goals and instruction in the classroom.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Special education teachers will maintain student monitoring forms and will attend monthly monitoring conferences to review data from Istation, DreamBox and checkpoints.</p>	Principal Assistant Principal Special Education teachers	Principal will monitor student progress on monitoring forms to ensure student growth. Special education teachers and general education teachers of students receiving special education services will monitor monthly computer adaptive program goals from Istation, and DreamBox and checkpoints to ensure students are demonstrating expected growth..				


 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 5: Clear Fork Elementary will meet or exceed 97% average daily rate for the 2018-2019 school year.**

**Performance Objective 1:** Campus attendance rate will meet or exceed 97% average daily attendance rate for the 2018-2019 school year.

**Evaluation Data Source(s) 1:** ADA report

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Students will be recognized during monthly assemblies for perfect attendance.</p>	Principal Assistant Principal Counselor Registrar Classroom teachers	CFE's ADA will rise from 95.1% to meet or exceed our campus goal of 97%.				
Funding Sources: 199 - General Fund - 250.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Students will establish goals and monitor their attendance.</p>	Principal Assistant Principal Classroom Teacher	CFE's ADA will rise from 95.8% to 97%.  Students will ring the Pride Bell and sign their names on the Pride Wall when their goal is reached.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Students will be provided incentives for meeting Attendance Challenges throughout the school year.</p>	Principal Assistant Principal Counselor	CFE's ADA will rise from 95.1 to meet or exceed our campus goal of 97%.				
Funding Sources: 199 - General Fund - 1500.00						
<p>4) Grade levels will be recognized for outstanding attendance.</p>	Principal Assistant Principal Counselor Registrar	Grade levels with 97% attendance will receive a paw on the attendance bulletin board. Grade levels with 100% daily attendance will receive a golden paw. Any grade level with 97%+ attendance will be recognized during the announcements. Grade levels who earn 5 paws in one week will receive a reward.				
						

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## 2018-2019 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Nicky Lawrence	Classroom Teacher- Inclusion-Lead Special Education Teacher
Classroom Teacher	Chandler White	classroom teacher-4th
Classroom Teacher	Jennifer Reed	classroom teacher-5th
Administrator	Rebecca Leonard	principal
Administrator	Joan Schlaht	assistant principal
Business Representative	Kealee Stewart	Business Representative
Classroom Teacher	Donna Stephens	classroom teacher-1st
District-level Professional	Christina Courson	Public Information Officer
Community Representative	Kacie Mosmeyer	community representative
Parent	Audrey Sneed	parent
Community Representative	Cathy Holladay	RtI lead teacher
Parent	Jennifer Gonzales	parent
Classroom Teacher	Kelby Stark	classroom teacher-3rd
Classroom Teacher	Michelle Stephenson	classroom teacher-2nd
Paraprofessional	Marilyn Dildy	paraprofessional
Business Representative	Roy Watson	Business Representative
Non-classroom Professional	Loren Riedel	non-classroom professional

# Campus Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$250.00
5	1	3			\$1,500.00
<b>Sub-Total</b>					<b>\$1,750.00</b>
<b>211 - Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$850.00
2	1	5			\$850.00
<b>Sub-Total</b>					<b>\$1,700.00</b>
<b>Grand Total</b>					<b>\$3,450.00</b>