

Plainview Independent School District
La Mesa Elementary School
2017-2018 Campus Improvement Plan



Mission Statement

The mission of the Plainview Independent School District, in partnership with the community, is to graduate all students with skills and values to compete successfully as life-long learners in society by addressing the needs and recognizing the worth of each student through a coordinated program of instruction in a safe, disciplined environment.

La Mesa Elementary Mission: Parents, Teachers, and Students will work together to strive for excellence. Hand in Hand.

Vision

La Mesa is a great place to learn!

Value Statement

Core Values: Inspiration, Positive Attitude, Relationships, Respect, and Excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

La Mesa Elementary is located in Hale County and is currently serving approximately 560 students from PPCD – 5th grade. According to the TAPR report for 2014-2015, our campus is made up with student population who are 69.5% Hispanic, 24.7% White, 3.6% African American, .2% American Indian, .5% Asian, and .2% Pacific Islander. The campus houses the Medically Supported Instruction unit for special education students who have severe medical needs, the Functional Academic classroom, the PPCD (Preschool Program for Children with Disabilities) students, and the La Mesa Learning Academy (daycare for PISD employees). 71.3% of our students are considered economically disadvantaged. We have 52 students in special education, 47 students in gifted/talented, and 73 students in bilingual education or ESL. Our current average daily attendance is 95.9%.

Demographics Strengths

- La Mesa has a large number of Gifted and Talented students – the largest number in the district.
- We have a diverse population of students – high, middle, and low socioeconomic students, ELL students, Bilingual students, special education students, and GT students.

Student Achievement

Student Achievement Summary

Student Achievement Summary

STAAR

3rd grade	Math	79.73	Reading	68.49	
	Eco Dis	70.83	Eco Dis	57.45	
4th grade	Math	64.1	Reading	52.56	
	Eco Dis	53.57	Eco Dis	42.86	Writing 41.56
5th grade	Math	77.27	Reading	67.05	Eco Dis 29.09
	Eco Dis	67.8	Eco Dis	55.93	Science 70.93
					Eco Dis 59.65

Student Achievement Strengths

- - La Mesa works hard to ensure high levels of rigor in lessons.
 - All grade levels are doing Common Formative Assessments.
 - Balanced literacy has been implemented well in all grade levels.
 - Professional learning communities are data driven.
 - Inclusion is a strong component of our special education department.
 - Progress monitoring is happening frequently at the lower levels.
 - Resource meets the need of our lower special education students.
 - La Mesa continues to meet state accountability.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Economically Disadvantaged students have a 69% pass rate on 2015-2016 STAAR math in Grades 3-5. **Root Cause:** Teachers do not have a clear understanding of the TEKS and have not consistently and fully used the resources available to them to plan appropriate instruction for economically disadvantaged students.

Problem Statement 2: Economically Disadvantaged students have a 55.3% pass rate on 2015-2016 STAAR reading in Grade 3-5. 51% of our economically disadvantaged students are on or above grade level on DRA in grades K-5. **Root Cause:** One of the root causes of low reading scores is the inconsistent implementation of guided reading instruction. Another root cause is that our staff does not demonstrate knowledge of instructional strategies to use with children of poverty.

Problem Statement 3: Economically Disadvantaged students have a 44% pass rate on 2015-2016 STAAR writing in Grade 4. (62% for all students) **Root Cause:** The amount of time spent on daily oral language instruction has not adequately prepared economically disadvantaged students to be successful in language development. Our staff does not demonstrate knowledge of instructional strategies to use with children of poverty.

School Culture and Climate

School Culture and Climate Summary

La Mesa Elementary has a very positive school climate. We have an extremely strong and supportive PTA where parents are involved in the school. The parents feel comfortable to communicate with administration and staff both joys and concerns. Parents and staff work together to educate successful learners.

School Culture and Climate Strengths

- - La Mesa has aligned planning periods by grade level so that teachers have the opportunity to collaborate in a Professional Learning Community each week.
 - La Mesa has done a tremendous job with implementing PBIS (Positive Behavioral Interventions & Supports) which has reduced the number of discipline referrals and provided a better system to monitor the hallways.
 - The purchase of grade level walkie talkies has improved communication with the office and grade levels when needed.
 - The call out system has been extremely helpful in providing communication with parents about important dates and reminders.
 - La Mesa has cameras in each hallway and monitors in the office so that the building can be viewed by office personnel at all times.
 - There is a CPI team that is trained each year to know how to deal with students who have aggressive behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff are highly qualified and committed to the improvement of academic achievement for all students. There is a great commitment in all staff to doing “whatever it takes” to help students be successful.

Classroom Staff:	
MSI (Medically Supported Instruction)	1 teacher, 1 aide, 1 nurse
PPCD	2 teachers, 2 aides
Pre-K	1 teacher, 1 aide
Kindergarten	3 teachers, 1 1/2 aides
1 st grade	3 teachers
2 nd grade	4 teachers
3 rd grade	4 teachers
4 th grade	4 teachers
5 th grade	4 teachers
Interventions:	
Dyslexia	1 teacher
Special Education	2 teachers, one half time teacher, 5 aides
Specials:	
Music	1 teacher, part time
P.E.	1 teacher, 1 aide
Computer	1 aide
Library	1 aide
Speech	3 pathologists

Nurse	1 half-time nurse
Administration/Office Staff:	
Principal	
Assistant Principal	
Counselor	
Instructional Coach	
Secretary	
Attendance Clerk	
ISS Assistant	

Staff Quality, Recruitment, and Retention Strengths

This will be the fourth year the principal is on this campus, and she comes with 24 years of experience. We have bilingual teachers in Pre-K through 2nd grade and an ESL teacher in 3rd-5th grade. We have a diversified staff – new teachers, experienced teachers, and a number of aides.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

La Mesa has implemented the TEKS Resource System for the past five years. TEKS Resource System is a curriculum management system which provides a guaranteed and viable curriculum for every student. La Mesa teachers utilize the vertical alignment documents, TEKS verification documents, and the standard scope and sequence. Teachers are working hard to provide instruction at the required rigor and complexity as dictated in the TEKS, assessments that show evidence of student attainment of identified standards, and high quality instruction that increases student performance. Grades K-5th are using the TEKS Resource System.

Implementation of the curriculum is accomplished through the work of the PLCs (Professional Learning Communities) that include the entire grade level in the planning, preparation, and evaluation of instructional lessons and assessments. They are also monitored through informal walk-throughs and conversations with the principal and assistant principal. Weekly grade level meetings with the principal and assistant principal invite conversation and dialogue about teaching and learning.

Balanced Literacy is being used in all classrooms. Students are being provided small group instruction in reading at the students' reading level determined by the DRA testing done three times per year – Beginning of the year, middle of the year, and end of year.

Our PE teacher has not been to any training in over 5 years. She needs to attend a state wide conference so that she can stay current on best practices in PE.

Curriculum, Instruction, and Assessment Strengths

- Grade Levels vertically align instruction with the use of the Vertical Alignment Document in the TEKS Resource System.
- All grade levels are implementing Balanced Literacy.

Family and Community Involvement

Family and Community Involvement Summary

La Mesa has tremendous parental involvement. Parents have the opportunity to be involved in PTA, parent conferences, volunteer opportunities, and communication with parents on a daily basis through the folder system established on campus. All parents are contacted at the end of the first six weeks for a parent conference concerning their student.

Family and Community Involvement Strengths

- - Parents feel their child/children are safe at school and understand campus procedures.
 - The school provides information on assessments and strategies that can be done by both home and school.
 - The La Mesa staff is welcoming.
 - La Mesa provides the opportunity for parent conferences at the end of the first six weeks.
 - The school provides parents with their Skyward login information or assists in resetting their passwords when needed.
 - Parents feel welcome to eat lunch with their child.
 - Parents like the call out system to keep them informed of bad weather, changes in school schedule or reminders of events.

School Context and Organization

School Context and Organization Summary

La Mesa's Campus Improvement plan provides the school structure, and decision making processes. The campus handbook lays out specific schedules, rosters, and policies that create a prime learning opportunity for students. Included in these are: master schedule, duty rosters, schedules for student support services, and committees. Daily operation expectations are easily accessible in the handbook.

School Context and Organization Strengths

- - Willingness of staff to do “whatever it takes” is one of the main stakes of La Mesa Elementary.
 - Professional Learning Communities are functioning at every grade level. Administrators are actively involved in PLC meetings.
 - Strong organization within grade levels (ie. Team leaders, committees)

Technology

Technology Summary

La Mesa teachers were all provided with a new computer last year. The older computers were moved around the building in order to provide classrooms with at least one newer computer for student use. Classrooms have 2-3 computers per classroom. This year the mobile lab laptops were divided between classrooms to provide additional computers for students to use for Istation, Think Through Math, Fast Math, Book Flix, Read n Quiz, and to be used for research. Projectors were purchased for grades 2-5.

Technology Strengths

- - Classrooms have a new teacher computer, 2-3 student computers, and laptops from the mobile carts for use daily.
 - Grades 2-5 have a projector in their classroom.
 - Teachers have Ipads to be used for instruction.
 - Teachers have document cameras.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- 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

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
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Highly qualified staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: By using eduphoria student scores report and calculating the average of the three grade levels, 23% of our economically disadvantaged students met the grade level standard for STAAR Reading assessment. This year, we expect 24% of our economically disadvantaged students in grade 3-5 grade level to meet the grade level standard on the STAAR.

Performance Objective 1: La Mesa Elementary will increase performance of economically disadvantaged students on the STAAR reading assessment from 23% to 24% at the meets grade level performance standard.

Evaluation Data Source(s) 1: -

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor the use of guided reading lesson plans, foundations and Istations usage report	1, 2, 3, 8, 9	Principal Assistant Principal Instruction coach	More students will be reading on grade level by the end of the year.				
2) Initiate a book study on teaching strategies to use with students of poverty.	1, 2, 3, 4, 9	Principal Assistant Principal Instructional coach	Greater instructional strategies that impact student achievement.				
3) Provide technology or online learning/apps for each classroom.	1, 2, 3	Teachers	Data reports show that student success has increased.				
4) Provide professional development training and travel to staff.	4, 5	Classroom teachers Principals	Teachers receive new strategies to teach at a higher level.				
5) Provide scheduled, uninterrupted planning times/PLC planning specific to literacy.	2, 4	Classroom teachers	Lessons that have been planned based on student data.				
6) Purchase supplemental instructional materials for struggling or at risk focused on literacy.	1, 2, 3	Reading teachers	Student success rate increases on benchmarks, CBAs, STAAR, DRA, etc.				
7) Provide consulting services to Grades 3-5 from the Writing Academy for reading strategies to implement.	1, 2	Princiipal Grade 3-5 ELAR teachers Instructional coach	Increased success on reading STAAR test and benchmarks.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: By using eduphoria student scores report and calculating the average of the three grade levels, 30.85% of our economically disadvantaged students met the grade level standard for STAAR Math assessment. This year, we expect 32% of our economically disadvantaged students in grade 3-5 grade level to meet the grade level standard on the STAAR.

Performance Objective 1: La Mesa will increase performance of economically disadvantaged students on the STAAR math test from 30.85% to 32% at the meets grade level performance standard.

Evaluation Data Source(s) 1: -

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Careful monitoring of student data will be used to identify gaps in student learning.	1, 2	Principals Instructional coach Teachers	Student success rate increases.				
2) Purchase data tracking tools/curriculum.	1, 2	Classroom teachers	Teachers have a better understanding of individual students and teach according to the needs of those students.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: By using eduphoria student scores, 12.5% of our economically disadvantaged 4th grade students met the grade level standard on the 2017 STAAR Writing assessment. This year, we expect 13.5% of our 4th grade economically disadvantaged students to meet the standard on the 2018 STAAR writing assessment.

Performance Objective 1: La Mesa Elementary will increase the performance of 4th grade economically disadvantages students on the STAAR writing test from 12.5% to 13.5% on the STAAR writing test at the meets grade level performance standard.

Evaluation Data Source(s) 1: -

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement The Writing Academy curriculum in grades K-5	1, 2	Classroom teachers	Writing samples collected each six weeks.				
2) Train staff on The Writing Academy curriculum.	1, 2, 4	Instructional Coach Trainers from The Writing Academy	Teachers ability to teach writing will increase.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: System safeguards will be addressed in all areas.

Performance Objective 1: System safeguards will be addressed in all areas.

Evaluation Data Source(s) 1:

Summative Evaluation 1:










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 4th grade ELAR teachers attend The Writing Academy training	1, 2, 3, 4	4th ELAR teachers	Improved academic performance on CBA/Benchmarks/STAAR				
2) All grade levels will use The Writing Academy teaching guide for writing instruction.	1, 2, 3, 4	Classroom teachers for ELAR	Increase in academic performance in writing				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: System safeguards will be addressed in all areas.

Performance Objective 2: `

Evaluation Data Source(s) 2: `

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Focus on economically disadvantaged student data throughout the year in PLCs.	1, 2	Classroom teachers; instructional coach	Increased academic performance in reading and writing for our economically disadvantaged students.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

State Compensatory

Budget for La Mesa Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6118-05-108-0-30-036	6118 Extra Duty Stipend - Locally Defined	\$6,000.00
211-11-6119-00-108-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,850.00
199-11-6129-00-108-0-30-000	6129 Salaries or Wages for Support Personnel	\$177,016.00
199-11-6129-00-108-0-30-063	6129 Salaries or Wages for Support Personnel	\$42,274.00
199-11-6141-00-108-0-30-000	6141 Social Security/Medicare	\$2,564.00
199-11-6141-00-108-0-30-063	6141 Social Security/Medicare	\$613.00
211-11-6141-00-108-8-30-000	6141 Social Security/Medicare	\$1,636.00
199-11-6142-00-108-0-30-000	6142 Group Health and Life Insurance	\$26,598.00
199-11-6142-00-108-0-30-063	6142 Group Health and Life Insurance	\$8,184.00
211-11-6142-00-108-8-30-000	6142 Group Health and Life Insurance	\$8,184.00
199-11-6144-00-108-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$13,807.00
199-11-6144-00-108-0-30-063	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,297.00
199-11-6146-00-108-0-30-000	6146 Teacher Retirement/TRS Care	\$3,984.00
199-11-6146-00-108-0-30-063	6146 Teacher Retirement/TRS Care	\$951.00
211-11-6146-00-108-8-30-000	6146 Teacher Retirement/TRS Care	\$11,138.00
199-11-6147-00-108-0-30-000	6148 Employee Benefits - Locally Defined	\$51.00
199-11-6147-00-108-0-30-063	6148 Employee Benefits - Locally Defined	\$12.00
211-11-6147-00-108-8-30-000	6148 Employee Benefits - Locally Defined	\$12.00
6100 Subtotal:		\$419,171.00
6200 Professional and Contracted Services		

199-13-6291-02-108-0-30-153	6291 Consulting Services	\$14,000.00
211-11-6291-00-108-8-30-000	6291 Consulting Services	\$6,250.00
6200 Subtotal:		\$20,250.00
6300 Supplies and Services		
199-13-6399-02-108-0-30-153	6399 General Supplies	\$1,625.00
211-11-6399-00-108-8-30-000	6399 General Supplies	\$4,308.00
211-11-6399-00-108-8-30-066	6399 General Supplies	\$7,951.00
211-11-6399-00-108-8-30-170	6399 General Supplies	\$1,700.00
211-61-6399-00-108-8-30-000	6399 General Supplies	\$663.00
6300 Subtotal:		\$16,247.00
6400 Other Operating Costs		
199-21-6411-02-108-0-30-153	6411 Employee Travel	\$1,375.00
211-13-6411-00-108-8-30-000	6411 Employee Travel	\$4,620.00
211-23-6411-00-108-8-30-000	6411 Employee Travel	\$4,350.00
211-61-6499-00-108-8-30-000	6499 Miscellaneous Operating Costs	\$800.00
6400 Subtotal:		\$11,145.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amber Bell	Paraprofessional	SCE	1.00
Ashley Camargo	Paraprofessional	SCE	.50
Caroline Alderete	Paraprofessional	SCE	1.00
Graciela Chavez	Paraprofessional	SCE	.50
Kimberly Burk	Paraprofessional	SCE	.50
Mandy Savage	Paraprofessional	SCE	1.00
Maria Cortez	Paraprofessional	SCE	.50
Melody Hoglan	Teacher	Title I	1.00
Miriam Banda	Paraprofessional	SCE	1.00
Monica Valdez	Paraprofessional	SCE	.50
Penny Lockridge	Paraprofessional	SCE	.50
Peter Landeros	Paraprofessional	SCE	1.00
Teresa Kinkaid	Paraprofessional	SCE	1.00
Tonjua Smith	Teacher	Title I	1.00
Valeria Castillo	Paraprofessional	SCE	.50