

Lockhart Independent School District
Clear Fork Elementary
2019-2020 Campus Improvement Plan

Accountability Rating: C

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

Demographics

Demographics Summary

Clear Fork Elementary is a seventy-year-old, Kindergarten-5th grade Title 1 campus in Lockhart ISD. We are a neighborhood school with deep ties to the community.

The current enrollment of 456 students is steadily increasing. Our Hispanic student group has shown the greatest increase in enrollment.

The campus has four student groups:

- 66% are Hispanic
- 28 % are White,
- 1 % are Black
- 3% are Other

Clear Fork Elementary's student groups include:

- 12 out of 456 are English Learners (ELs)
- 27 out of 456 students are receiving Gifted and Talented services
- 87 out of 456 receive Special Education services.
- 66 % are economically disadvantaged.

About 2/3 of the students reside within the city limits and 1/3 of students live in Maxwell and the surrounding areas.

- Twelve out of the 32 students who receive support from our Foundational Learning classes reside in Luling or Prairie Lea. They are part of the Caldwell County Special Education Cooperative.

Demographics Strengths

Clear Fork Elementary has many strengths. Some of the most notable demographics include:

- Clear Fork Elementary is proud of the long legacy of excellence and deep roots with the community.
- Families move into our area just for our school. Clear Fork is also attracting students from charter and private schools.
- Because our families value education, we have many supportive parents and students who are committed to success.
- The teachers at Clear Fork work extra hard to provide rigorous, innovative instruction and authentic relationships with all students.
- The foundational learning program provides each student with authentic and accommodating individualized learning experiences. This includes life skills and specialized curriculum tailored to each student need. Experiences are also provided within the general education setting.

Together, our diverse group of students, parents, families, and teachers, provides the best educational and social-emotional experiences possible.

Problem Statements Identifying Demographics Needs

Problem Statement 1: CFE ended the year with a 95.65 attendance rate which is 1.35% below district expectations. **Root Cause:** The attendance rate is lower than expected due to chronic absenteeism among students who are highly-mobile, have chronic health issues and/or other related special needs.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the **2018-2019** 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: **70 Met Standard**

a. Academic Growth **70 Met Standard**

b. Relative Performance (Eco. Dis: 66%) **67 Met Standard**

- Domain 3-Closing Performance Gaps: Clear Fork Elementary Score: **69 Met Standard**

Overall Score of **70 C**

3rd Grade STAAR Reading Performance Levels:

- Approaches 69%
- Meets 37%
- Masters 20%

3rd Grade STAAR Math Performance Levels:

- Approaches 67 %
- Meets 35%
- Masters 16%

4th Grade STAAR Reading Performance Levels:

- Approaches 59 %
- Meets 30%
- Masters 14%

4th Grade STAAR Math Performance Levels:

- Approaches 59%
- Meets 28%
- Masters 18%

4th Grade STAAR Writing Performance Levels:

- Approaches 38%
- Meets 8%
- Masters 3%

5th Grade STAAR Reading Performance Levels:

- Approaches 81%
- Meets 41%
- Masters 20%

5th Grade STAAR Math Performance Levels:

- Approaches 80%
- Meets 46%
- Masters 33%

5th Grade STAAR Science Performance Levels:

- Approaches 68%
- Meets 41%
- Masters 16%

Student Academic Achievement Strengths

Despite many challenges and changes in administration over the past several years, Clear Fork's teachers have remained dedicated to their school community. They are committed to continually grow their content knowledge, efficient and effective use of data analysis to guide instruction and consistent use of high-yield strategies.

Clear Fork has developed a highly collaborative and respectful culture. This helped to improve teacher retention rates from 2018-2019 to 2019-2020 school years and recruit classroom teachers with prior experience and proven success.

The campus is proud of many different student achievement strengths, including:

- 2019
- Relative Performance increased from 66 to 67%

- 4th grade increased from 33 to 38% Approaches in Writing
- 4th grade Special Education subgroup increased from 0% to 8% Approaches in Writing

- 4th grade increased from 25 to 30% Meets in Reading
- 4th grade increased from 12 to 14% Masters in Reading
- 4th grade Special Education subgroup increased from 0% to 8% Masters in Reading

- 4th grade Special Education subgroup increased from 0% to 15% Meets in Math
- 4th grade Special Education subgroup increased from 0% to 8% Masters in Math

- 5th grade increased from 80 to 81% Approaches in Reading
- 5th grade increased from 37% to 41% Meets in Reading
- 5th grade increased from 16% to 20% Masters in Reading
- 5th grade Special Education subgroup increased from 0% to 13% Meets in Reading
- 5th grade Special Education subgroup increased from 0% to 13% Masters in Reading

- 5th grade Special Education subgroup increased from 0% to 13% Meets in Math
- 5th grade increased from 24% to 33% Masters in Math

- 5th grade increased from 33 to 41% Meets in Science
- 5th grade increased from 9 to 16% Masters in Science
- 5th grade Special Education subgroup increased from 18% to 33% Approaches in Science
- 5th grade Special Education subgroup increased from 0% to 17% Meets in Science
- The average scale score for 5th grade Science increased by 74 points

- 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 77% approaches in 2018 to 69% approaches in 2019. 5th grade performance in Math dropped from 79% approaches in 2018 to 67% approaches in 2019. **Root Cause:** There was only one returning teacher on the 5th grade team. One teacher resigned in the fall semester with a new hire in late December. Teacher retention for this cohort of students was very low causing many of the students to have first year teachers for several years in a row.

Problem Statement 2: 4th grade performance in Reading dropped from 60% approaches in 2018 to 59% approaches in 2019. 4th grade performance in Math dropped from 63% approaches in 2018 to 59% approaches in 2019. **Root Cause:** Team was compromised of first year or second year teachers. Content knowledge was developed throughout the year. There is still a need for better alignment and triangulation between the multiple measures of data.

Problem Statement 3: 3rd grade performance in Reading dropped from 77% approaches in 2018 to 69% approaches in 2019. 3rd grade performance in Math dropped from 79% approaches in 2018 to 67% approaches in 2019. **Root Cause:** There is still a need for better alignment and triangulation between the multiple measures of data.

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 and first grade focus on I-station, DreamBox, AR, leveled readers, and district/campus assessments. Second through fifth grade focus on STAAR (3rd-5th only), 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 (Foundational Learning, Dyslexia and Special Areas) Professional Learning Communities (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 four 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.

At Clear Fork, we believe recruiting and retaining highly-qualified staff and faculty is key to student achievement. Recent Employee Engagement Survey showed high satisfaction rates in all areas.

Here are a few examples of increases in strongly agree responses:

- An increase from 50% to 90% of teachers said they strongly agreed they enjoy working with their principal or direct supervisor.
- An increase from 50% to 80% of teachers said strongly agree they feel their principal or direct supervisor encourages them to always do their best.
An increase from 46.15 to 75% of teachers said they strongly agree they feel comfortable sharing ideas and opinions with their principal or direct

supervisor.

- An increase from 42.31% to 85% of teachers said they strongly agree their principal or direct supervisor has strong management skills.
- An increase from 46.15 to 85% of teachers said they strongly agree the actions of their principal or direct supervisor are consistent with his/her words.
- An increase from 46.15 to 85% of teachers said they strongly agree they enjoy the professional relationship they have with their principal or direct supervisor.
- An increase from 42.31 to 80% of teachers strongly agree they can count on the support of my principal or direct supervisor when addressing problems or issues.
- An increase from 42.31 to 80% of teachers strongly agree they can trust their principal or direct supervisor to make good decisions for students.
- An increase from 34.62 to 85% of teachers strongly agree their principal or direct supervisor clearly communicates his/her expectations of their job performance.

School Processes & Programs Strengths

Clear Fork Elementary has identified the following strengths:

1. Our faculty members are diligent about monitoring and maintaining up-to-date assessment data on students.
2. Ten staff members are part of the VIP district committee. They will pilot new technology in their classroom and train campus staff.
3. Most 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 special education 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: Clear Fork has a high number of students with social-emotional needs. **Root Cause:** There was an inadequate number of personnel and need for additional training to support the behavioral and social-emotional needs of students.

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. Our school community wholeheartedly believes in the importance of helping our students "grow roots" in their community while also "growing wings" they will need to follow their passions and talents.

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 the 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.
- Clear Fork has a supportive, family-like staff.
- 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.
- Active social media presence on Facebook and Twitter.
- Strong involvement in district and community events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Behavioral expectations are inconsistent among classrooms and grade levels. **Root Cause:** There is need for additional professional development and stronger daily focus on PBIS expectations, 7 Mindsets and Restorative Practices.

Priority Problem Statements

Problem Statement 1: 5th grade performance in Reading dropped from 77% approaches in 2018 to 69% approaches in 2019. 5th grade performance in Math dropped from 79% approaches in 2018 to 67% approaches in 2019.

Root Cause 1: There was only one returning teacher on the 5th grade team. One teacher resigned in the fall semester with a new hire in late December. Teacher retention for this cohort of students was very low causing many of the students to have first year teachers for several years in a row.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: 4th grade performance in Reading dropped from 60% approaches in 2018 to 59% approaches in 2019. 4th grade performance in Math dropped from 63% approaches in 2018 to 59% approaches in 2019.

Root Cause 2: Team was compromised of first year or second year teachers. Content knowledge was developed throughout the year. There is still a need for better alignment and triangulation between the multiple measures of data.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: 3rd grade performance in Reading dropped from 77% approaches in 2018 to 69% approaches in 2019. 3rd grade performance in Math dropped from 79% approaches in 2018 to 67% approaches in 2019.

Root Cause 3: There is still a need for better alignment and triangulation between the multiple measures of data.

Problem Statement 3 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) 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 diagnostic math assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data
- T-PESS data

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 during the 2019-2020 school year.


Performance Objective 1: During the 2019-2020 school year, 70 % of K-5 Clear Fork students will make 1.5 years of growth progress in reading.

Evaluation Data Source(s) 1: ISIP Reports
 2020 STAAR Reading
 District Assessments
 Running Records
 Anecdotal Notes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 1) Strategy: Guided Reading</p> <p>Level readers will be used during guided reading lessons to teach research-based reading strategies. Teachers will provide specific academic feedback aligned to each student's individual reading strengths and needs.</p>	2.5, 2.6	Principal-Lead Assistant Principal RtI Lead Teacher Instructional Coaches Classroom teachers	<p>Students will apply specific research-based reading strategies as measured by running records, common assessments, district checkpoints and monthly ISIPs.</p> <p>Fundamental Five walkthrough data from guided reading observations will be used to measure the frequency of recognizing and reinforcing. Data will be reviewed during quarterly data talks with teachers.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 2) Strategy: Word Count Goals</p> <p>Students will set goals for the number of words they will read each month as measured by Accelerated Reading Tests.</p> <p>Suggested Word Count Middle of Year (MOY) and End of Year (EOY) Goals per Grade Level:</p> <p>Kindergarten MOY 6,000 EOY 15,000</p> <p>First MOY 15,000 EOY 30,000</p> <p>Second MOY 50,000 EOY 100,000</p> <p>Third MOY 120,000 EOY 300,000</p> <p>Fourth MOY 250,000 EOY 625,000</p> <p>Fifth MOY 400,000 EOY 1,000,000</p>	2.4, 2.5, 2.6	Principal Assistant Principal Classroom Teachers Librarian-Lead	<p>Increase in words read will raise reading proficiency levels as measured by monthly ISIP reports and district assessments.</p> <p>Word count achievements will be recognized during monthly assemblies and on hallway bulletin boards.</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Strategy: WIN "What I Need" Time</p> <p>Every student will receive additional specialized instruction (WIN-What I Need) from classroom teachers, instructional aides, Response to Intervention (RtI) Lead teachers, Dyslexia teacher and special education teachers. Grouping and instructional focus will be based on multiple data sources to meet their specific reading strengths and needs. This includes students receiving special education and gifted and talented services.</p>	2.4, 2.5, 2.6	Principal Assistant Principal RtI Lead Teacher-Lead	<p>By the end of the school year:</p> <ul style="list-style-type: none"> * 80% of students will perform and receive support at the Tier 1 (on or above level) *15 % of students will perform and receive support at the Tier 2 (slightly below level) *No more than 5 % of students will perform and receive support at the Tier 3 (below to way below level) <p>Results from the impact of interventions and enrichments will be charted and tracked after each monthly Istation Indicators of Progress (ISIP).</p>				
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Strategy: Parental Involvement</p> <p>Clear Fork will provide at least 3 literacy/reading activities for students to read with other grade level peers, parents and community members. (Ex. Camp Out with a Good Book, Buddy Reading and Read-Union)</p>	3.1, 3.2	Principal Assistant Principal Classroom Teachers-Lead	<p>Students will learn strategies from reading role models that will help to increase reading proficiency levels as measured by running records, common assessments, district assessments and monthly ISIP reports.</p> <p>Parents will learn high-yield strategies to support reading at home with their child.</p>				
Funding Sources: 211 - Title I-A - 850.00							
							

Goal 2: Every student (grades K-5) will make 1.5 years progress in math during the 2019-2020 school year.

Performance Objective 1: During the 2019-2020 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 (Kindergarten and First Grade only)

Monthly Renaissance Math Assessment (2nd-5th only)

2019 STAAR Math

Reflex Math

District Assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Strategy: Student Agency</p> <p>All students will establish a math-related goal and monitor progress.</p> <p>Fourth and fifth grade students will conduct student-led conferences during the beginning of year (BOY), middle of year (MOY) and end of year (EOY).</p> <p>Kindergarten through third grade students will conduct EOY conferences.</p>		Principal-Lead Assistant Principal Classroom Teachers	<p>4th and 5th grade students will develop student agency as measured by beginning of year (BOY), middle of year (MOY) and end of year (EOY) surveys.</p> <p>Increased ownership of learning will raise math achievement as measured by Dreambox (K and 1st grade), Renaissance Math (2nd-5th grade), common assessments and district checkpoints.</p>				
<p>TEA Priorities</p> <p>Build a foundation of reading and math Improve low-performing schools</p> <p>2) Strategy: Math Talks</p> <p>Teachers will use daily Math Talks to build content knowledge, math vocabulary and increase the use of efficient math strategies.</p>	2.4, 2.5, 2.6	Principal-Lead Assistant Principal District Instructional Coaches	<p>Student math growth will increase as measured by Dreambox (Kindergarten and First Grade), RenMath (2nd-5th grade) and district assessments due to providing opportunities for discourse among students.</p> <p>Fundamental Five walkthrough data from Math Talks observations will be used to measure the frequency of small-group, purposeful talk. Walkthrough data will be reviewed during quarterly data talks with teachers.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Strategy: Parental Involvement</p> <p>STEAM Night and Parent Involvement Math activities will be provided at least 2 times for students and families.</p>	3.1, 3.2	Principal Assistant Principal Classroom Teachers-Lead	<p>Student math growth will increase as measured by Dreambox (K and 1st grade), Renaissance Math (2nd-5th grade) and district assessments due to providing hands on activities for students and parents.</p> <p>Family engagement activities will be available for checkout on a daily basis.</p>				
Funding Sources: 211 - Title I-A - 850.00							

Goal 3: Every student (grade K-5) will make progress in writing during the 2019-2020 school year.

Performance Objective 1: In 2020, 4th grade students will reach 65% Approaches, 40% Meets and 20% Masters on STAAR Writing.

Every student will write at a 3 or 4 level as determined by writing rubrics.

Evaluation Data Source(s) 1: STAAR Writing data

District Assessments

Rubrics

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Strategy: Research-based Writing Curriculum Kindergarten teachers will use Matt Glover writing curriculum to develop writing skills.</p> <p>First through fifth grade teachers will use Patterns of Power Writing curriculum to develop writing skills.</p> <p>Additionally, third and fourth grade will use Be A Writer curriculum to further develop writing skills.</p> <p>Kindergarten through fifth grade students will write daily during their writing block.</p>	2.4, 2.5, 2.6	Principal-Lead Assistant Principal Classroom Teacher	<p>Individual student writing portfolios will be used to showcase student growth.</p> <p>Rubrics will be developed and used to measure and monitor growth.</p> <p>Growth will be reviewed with each teacher during quarterly data talks.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Strategy: Parental Involvement Clear Fork will host a spring Writing Showcase. Students' published work will be shared. Families will have the opportunity to write and publish together.	3.1, 3.2	Principal Assistant Principal Librarian Classroom Teachers-Lead	Student writing proficiency levels will increase as they routinely experience the writing process as measured by writing rubrics. Parents will develop ideas for supporting writing at home.				
Funding Sources: 211 - Title I-A - 0.00							


Goal 4: Clear Fork Elementary faculty and students will meet or exceed 97% average daily rate for the 2019-2020 school year.

Performance Objective 1: Campus attendance rate for faculty and students will meet or exceed 97% average daily attendance rate for the 2019-2020 school year.

Evaluation Data Source(s) 1: ADA report
Frontline

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Strategy: Goal Setting</p> <p>Students will establish goals and monitor their attendance.</p>	2.5	Principal Assistant Principal Classroom Teacher-Lead	<p>CFE's ADA will rise from 95.65% to 97%.</p> <p>97% Attendance and Perfect attendance will be recognized during monthly school-wide assemblies.</p> <p>Monthly , semester and end-of-year incentives will be awarded for teachers and students.</p>				
<p>TEA Priorities Recruit, support, retain teachers and principals 2) Strategy: Restorative Practices</p> <p>Teachers received pre-service professional development on restorative practices.</p> <p>Teachers will teach extended lessons on restorative practices during the first 3 weeks of school.</p> <p>School-wide restorative circles will take place from 7:35-7:50 each day.</p> <p>Restorative questions will be used when addressing individual disciplinary infractions.</p>		Principal Assistant Principal-Lead Counselor	<p>Restorative practices will increase time on task, strengthen teacher and student relationships and ultimately increase attendance rates.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>3) Strategy: 7 Mindsets</p> <p>Every classroom will teach a 7 Mindsets lesson each Monday.</p> <p>Positive referrals (Mindset Masters) will be used to recognize students and faculty.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Counselor-Lead	<p>7 Mindsets will create a universal language across the campus and district.</p> <p>Students will develop the social-emotional intelligence needed to make academic and social connections which will lead to an increase in attendance.</p>				
Funding Sources: 199 - General Fund - 0.00							
<p>4) Strategy: Civilian Response to Active Shooter Events (CRASE) , Barbara Marek and Standard Response Protocol (SRP)</p> <p>All teachers received CRASE, Barbara Marek and SRP training at the beginning of the school year.</p> <p>Students will receive SRP training.</p> <p>Monthly safety drills will be conducted.</p>		Principal Assistant Principal-Lead	<p>Teachers will have an increased awareness of sensitive issues.</p> <p>Safe and secure campus will lead to less anxiety among teachers and students which will lead to an increase in attendance rates.</p>				
<p>5) Strategy: Frequent Physical Activity</p> <p>Students will 30 minutes of recess each day in addition to a 10 minute recess at the end of each lunch period.</p> <p>Student will take frequent movement-"Brain Breaks" throughout the day.</p> <p>Students will attend PE classes a minimum of 2 days a week.</p> <p>Special areas will "Free Choice Fridays" where students will choose between attending activities in Art, Music or PE.</p>		Principal Assistant Principal PE Teacher	<p>Increase physical movement will improve the overall health of students and increase the attendance rate.</p> <p>Free choice Friday will encourage students to attend school on Fridays and increase student agency as measured by Beginning, Middle and End of Year surveys (completed by 4th and 5th grade students).</p>				
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	2	Strategy: Math Talks Teachers will use daily Math Talks to build content knowledge, math vocabulary and increase the use of efficient math strategies.

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)

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Nicky Lawrence	Classroom Teacher- Inclusion-Lead Special Education Teacher
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	Melissa Corona	Director of Special Services
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
Community Representative	Haley Herrera	Community Representative
Classroom Teacher	Allyson Flinn	classroom teacher

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$850.00
2	1	3			\$850.00
3	1	2	Patterns of Power		\$0.00
3	1	2	Writing Materials		\$0.00
Sub-Total					\$1,700.00
Grand Total					\$1,700.00