

Lancaster Independent School District

Rosa Parks-Millbrook Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Top 25% Closing Performance Gaps
Postsecondary Readiness



Mission Statement

Lancaster ISD Vision:

All students achieve self-sustaining success and leave a lasting legacy.

Lancaster ISD Mission:

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Lancaster ISD Beliefs:

We believe that:

- Equity in education is a human right.
- Educators, parents and students share in the responsibility of developing well-rounded individuals.
- Engaged, relevant learning experiences provide for a quality education leading to a quality life.
- Learning is a life-long process that is enhanced by taking risks.
- A person has the capacity to learn from past experiences.
- Purposeful planning to meet individual students needs leads to intentional outcomes for student success.

Campus Mission Statement

“Educating children is a calling. However, when you are walking in your purpose, serving others is your way of saying ‘Thank you’ for your gifts.”

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rosa Parks/ Millbrook Elementary School will continue to make impressive gains. After experiencing great academic gains and earning a T.E.A. rating of Met Standard with 3 Distinctions in 2016/2017 academic school year. While the Met Standard with Distinctions status was a cause for a great celebration, it was one among many celebrations for the faculty and staff including a student attendance rate of 96%.

Rosa Parks/Millbrook has undergone a few changes this school year. The district adopted new curriculum resources for math and science; Go Math and Texas Science Fusion. The Texas STAAR test, which is a rigorous assessment will be administered to students in grade levels 3rd-5th. Lancaster Independent School District is in the process of implementing project based learning for all students utilizing the STEM for All Model. For the upcoming school year the district will continue to employ the TAP which encompasses elements that promote student achievement and teacher development. Master teachers will provide comprehensive support to teachers and students.

Rosa Parks/Millbrook Elementary serves 470 students in Pre-K through fifth grade. The student population is approximately 89% African American, 6% Hispanic, 6% White, 2% American Indians, 2% Hawaiian/Native Pacific, and less than 1% Asian. Staff includes 26 homeroom teachers, 2 Special Education teachers (1 – PPCD), 3 special area (Art, Music, and PE), and a professional support staff consisting of 2 Master Teachers (that also serve as classroom teachers) a librarian assistant, a counselor, and a nurse. Rosa Parks/Millbrook has 10 instructional paraprofessionals (4-special education and 6-general education). We are also served by a campus administrative assistant, a campus PEIMS clerk and an Assistant Principal who also serves as the campus testing coordinator along with the school counselor. All staff members meet the criteria for Highly Qualified Educators as measured by NCLB.

Rosa Parks/Millbrook Elementary School is entering TAP with a high teacher retention rate with 85% of its returning staff for the 2017-18 school year.

In 2016-2017 our academic focus was to improve writing across the curriculum and increase student achievement in the area of science. While making gains in writing and science, Rosa Parks/Millbrook will continue to monitor our progress in those areas. For 2017-2018 academic year, the focus is on math and

ELAR across all grade levels. Our weekly meetings focused on strategies to help teachers understand and plan math instruction to maximize student learning as well as improve their state assessment scores. Strategies were put in place campus-wide from Pre-K to 5th grade.

During the 2017-18 Pre-K-K grades are self-contained and grades First–Fifth are departmentalized. We continued to use 45 minutes as a block planning time for a variety of reasons: planning as a team, meeting as a grade level with the master teacher weekly and principal after each common assessment every three weeks, to assess students, conference with parents, vertical team planning and have individual planning time. It also provided the necessary time for the ongoing professional development through weekly cluster meetings and implemented afternoon interventions.

In the 2017 – 2018 school year, through school reform that focused on improving academic performance for ALL students-

- Hands on approach to science instruction with the Tiger Way Process and regular lab instruction
- Emphasis on utilizing researched based instructional practices in the math classroom.
- Monitoring and assessing students’ performance through data analysis increased teacher knowledge of students
- Targeted before and after school tutorials to allow teachers to focus on small group instruction with identified learners

- Early identification of students needing additional services or instructional needs

Another asset to our school is the academic growth in Special Populations Groups. While we serve a small percentage of the district's ESL population, our testing data displayed that the ESL students are increasing in academic performance at the same rate as their non-identified peers. It is evident that the SIOP Model for ESL students is effective for our campus.

Lastly, another perceived factor that has contributed to Rosa Parks/ Millbrook's great success is the people and their sense of "developing the whole child." Parents, staff to students and ...the people of our school have adopted a belief system that exemplifies the action of "we will either find a way or make one." This motto has made events such as 15 Clubs, Saturday Festivals, volunteering at after-school, Saturday tutorials, and adopting families that are in need of financial support with uniforms, shoes, and supplies just another day at "The Parks". The people of this community want results that are sustainable and they are willing to work for it!

Student Achievement

Student Achievement Summary

Statistical data showed academic progress gains at Rosa Parks/Millbrook for the 2016-2017 school year. Math performance rates for third, fourth, and fifth grade respectively were 72%, 66%, and 86%. Reading performance rates for third, fourth, and fifth grade were 64%, 58%, and 80%. The fourth grade writing performance rate was 67%. The fifth grade science performance rate is 73%.. PreK-Second grade demonstrated gains in the iStation areas of phonemic awareness, phonemic knowledge, and a measure of Tier 1-3 in comprehension.

The campus attendance records indicate that we have a 96% daily attendance rate but measures and activities have been put in place to increase this percentage and lower daily tardies.

The campus attendance through the first five marking periods of the school year was over 96%, though a small core of students had multiple tardies that we combated through mandatory Saturday school attendance.

School Culture and Climate

School Culture and Climate Summary

A factor that has contributed to Rosa Parks/ Millbrook's great success is the people and their sense of "Developing the whole child." Parents, staff and students have adopted a belief system that exemplifies the action of "we will either find a way or make one." This motto has made events such as 15 Clubs, Saturday Festivals, volunteering at after-school, Saturday tutorials, and adopting families that are in need of financial support with uniforms, shoes, and supplies just another day at "The Parks".

School Culture and Climate Strengths

Rosa Parks/Millbrook believes in developing the whole child. There are after school clubs that range from The Step Club to The RPM Choir to The High achievers club. Students from kindergarten to 5th grade are eligible to participate depending on the club. Students are able to sign up for the clubs beginning at our Back to School Festival and the clubs begin the 4th week of school. Parents are also becoming more involved in volunteer work for teacher and student success.

We also have festivals and celebrations throughout the year. In August we have our annual Back to School Festival that includes meet the teacher, vendors, free food and a bounce house. Our next festival is the Fall Festival at the end October. We have large student programs for Christmas and Black History month. It is a long standing tradition to have Pre-K and Kindergarten graduations at the end of May and a Moving on Ceremony for the 5th graders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Rosa Parks/Millbrook Elementary School is entering its fifth of the TAP System with a high teacher retention rate with 83% of its returning staff for the 2017-2018 school year.

Staff Quality, Recruitment, and Retention Strengths

The staff at Rosa Parks/ Millbrook is stable. There is not much teacher or staff turnover.

The teachers and staff are willing to put in the work needed to achieve student success. After school tutorials are held after school on Monday - Wednesday from 3:45-4:45 beginning in September. Saturday school is held each Saturday beginning in January.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Ensuring that students receive the level of instruction needed to help them reach their potential is of utmost importance. TAP includes professional development that is based on the needs found in the data. Teachers attend weekly cluster meetings where they are presented with strategies that target the needs of the campus. They then go into their classrooms and immediately begin implementing the strategy. They also receive assistance and support from the master teachers. We are also using TRS as our curriculum for math, science and ELAR. We also administer district- wide common formative assessments approximately every 4 weeks to determine mastery of the concepts taught. Our students also receive progress monitoring every 3 weeks in reading and math to determine the level of intervention needed in a timely manner.

Curriculum, Instruction, and Assessment Strengths

The campus participates in vertical alignment planning meetings on a monthly basis to plan the upcoming TRS. We also have grade level meetings to discuss the findings from the CFAs and to discuss the intervention needs of individual students. Student Profile Sheets are updated after each assessment and intervention records are kept on the Student Profile Sheets to inform teachers and guide parent conferences. During the fall semester, tutoring will be by invitation based on our iStation/GoMath and CFA data so that student needs can be targeted.

Family and Community Involvement

Family and Community Involvement Summary

Rosa Parks/ Millbrook encourages parent and community involvement. We make sure to keep the stakeholders informed of what is going on at the school. We also listen to ideas and input from stakeholders and include this in our planning process.

Family and Community Involvement Strengths

Rosa Parks/ Millbrook has large turnouts for our school events such as Back to School Festival , Beautification Day, Fall Festival, Field Day, graduation ceremonies and performances. Teachers also work to keep the parents informed of what is taking place in the classrooms.

Technology

Technology Summary

The ability to use technology is becoming more and more important. Students are not afraid of technology and are generally engaged when using it. Teachers on the campus have taken the lead in the area of technology and are teaching their students how to use it and in turn are learning themselves. The implementation of STEM and the 21st Century Learning skills makes the need for and use of technology skills a necessity. We will have a Bring Your Own Device policy in place so that students can bring their personal devices from home allowing more students to have access to individual technology.

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
- 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
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

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.
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.


Performance Objective 1: By May 2018, 80% of RPM PK-2 students of ALL represented student groups will perform on or above grade level on the iStation assessments. By May 2018, 80% of RPM Third-Fifth Graders of ALL represented student groups will meet the reading standard on STAAR. By May 2018, each tested grade level will have at least 28% of students commended.

Evaluation Data Source(s) 1: We will analyze our end of year data on the iStation and STAAR assessments to see if we met our goals.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to implement the scientifically research-based reading strategies in grades PK-5 to emphasize the five essential components of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension.	2, 3, 4, 5, 7, 8, 9	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR Running Records	✓	✓	✓	
2) All students will be provided the opportunity for morning intervention utilizing scientifically based reading strategies.	2, 3, 7, 9	Principals Master Teachers	Common Assessments Benchmarks iStation/TTM STAAR Running Records	✓	✓	✓	
3) Provide rigorous reading instruction utilizing the iStation/TTM results, Benchmarks, and Common Assessments as diagnostic assessments.	2, 3, 8, 9	Principals Teachers Master Teachers District	Benchmarks iStation/TTM STAAR	✓	✓	✓	
4) All students will have an Academic Improvement Plan that will be reviewed/modified/extended as necessary every six weeks	2, 3, 7, 8, 9	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR Running Records	✓	✓	✓	
5) Purchase supplemental reading materials that are aligned with STAAR testing	2, 10	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR Running Records	✓	✓	✓	

6) Utilize learning centers that rubric indicators with TAP		Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR				
7) Use the Reading IRGs at each grade level to ensure TEKS coverage and quality of instruction		Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR				
8) Use small group instruction/ guided reading groups to meet the needs of individual learners to improve reading and reading comprehension.	2, 3, 7, 8, 9	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR Running Records				
9) Use running records every three weeks to progress monitor and assess reading levels of students.	2, 3, 8, 9	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR Running Records				
10) All teachers will plan/ monitor/ implement appropriate interventions based on the iStation assessment and ongoing Running Records	2, 3, 8, 9	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR				
11) Increase the development of students critical and analytical reading skills through Non-fiction reading using Leveled Texts.	2, 3, 8, 9, 10	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR				
12) Implement daily read aloud and shared reading accompanied with Language to Literacy Charts and question stems to monitor comprehension	2, 3	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR				
13) Develop and implement strong student centered, hands-on, real-world, research-based classroom instruction in all content areas with teachers as facilitators of student learning.	2, 3, 7, 9	Principals Teachers Master Teachers	Observations Benchmarks STAAR				
14) Professional staff will meet in vertical teams to discuss and plan Reading content, align instructional strategies and analyze data monthly.	2, 8	Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR Observations Lesson plans				
15) Continue building a campus Instructional Reading Resource Room	2, 10	Principals Master Teachers	Utilization of the IRRC by teachers				
16) Students will participate in Accelerated Reader. Awards/ Celebrations will be done throughout the year.	2, 9, 10	Principals Library Aide	Benchmarks iStation/TTM STAAR Points accumulated by students in the program				
17) Continue to build a campus library collection that is of high interest to students containing fiction, non-fiction and expository reading material.	2, 10	Principals Library Aide	Increase in numbers in the collections				

18) Campus will participate in National Children's Book Week to promote a love of reading in our students.	2, 10	Principals Master Teachers Instructional Media Specialist Library Aide	School-wide participation in planned activities				
19) Campus will participate in Read Across America Day	2, 10	Principals Master Teachers Instructional Media Specialist Library Aide	School-wide participation in planned activities				
							


Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 2: By May 2018, 80% of RPM PK-2 students of ALL represented student groups will perform on or above grade level on the End of the Year Assessments in math. By May 2018, 80% of RPM Third-Fifth Graders of ALL represented student groups will meet math standards on STAAR. By May 2018, each tested grade level will have at least 25% of students level three advanced.

Evaluation Data Source(s) 2: We will analyze our end of year data on the iStation and STAAR assessments to see if we met our goals.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) First and second grade will master the addition and subtraction facts. Third grade will master addition, subtraction and multiplication facts. Fourth and fifth grade will master the multiplication facts.		Principals Teachers Master Teachers	Teacher Made Assessments Timed Test				
2) Professional staff will meet in vertical teams to discuss and plan math content, align instructional strategies and analyze data monthly.		Principals Teachers Master Teachers	Benchmarks iStation/TTM STAAR Observations Lesson plans				
3) Utilize supplemental math instructional materials & STAAR Mathematics preparation		Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				
4) Use the CScope Math IFD at each grade level to ensure TEKS coverage and quality of instruction		Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR				
5) All teachers will plan/ monitor/ implement appropriate daily interventions based on the iStation and CFA data.		Principals Teachers Master Teachers	Benchmarks Star Math STAAR Common Assessments				
6) Increase the use of math journals K-5, literature and vocabulary in the math lesson cycle.		Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments iStation/TTM				
7) Increase math vocabulary K-5 with intense use of word wall, calendar math, interactive vocabulary cards and vocabulary activities		Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				


8) Utilize manipulatives in every classroom for whole/small group instruction to increase conceptual understanding.		Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				
9) Use small group instruction to meet the needs of individual learners to improve math skills and understanding of math concepts.		Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				
10) Math progress will be monitored every three weeks using iStation/TTM progress monitoring.		Teachers Administrators	STAAR iStation/TTM CFA data				
							

Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 3: By January 2018, ALL students will be proficient in writing at their grade level as assessed by Campus Assessment. By May 2018, All Fourth grade students will perform 80% or better on the STAAR Writing Test.

Evaluation Data Source(s) 3: We will analyze our end of year data on the STAAR assessments.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Writing across the Grade Levels and Curriculum Connection continued	2, 3	Principals Teachers Master Teachers	Students' progress will be demonstrated in writing samples, Writers Theater, and Portfolios.				
2) Showcase student writing samples	2, 3, 9	Principals Teachers Master Teachers	Students' progress will be demonstrated in writing samples, Writers Theater, and Portfolios.				
3) Use the Language Arts TRS IFD at each grade level to ensure TEKS coverage and quality of instruction	2, 3, 10	Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR				
4) Continue reinforcing the use of organizational tools for writing to organize and communicate their thinking to a variety of audiences.	2, 3, 9	Principals Teachers Master Teachers	Students' progress will be demonstrated in writing samples, Writers Theater, and Portfolios.				
5) Continue to use writing as a method of learning and communicating in other content areas by incorporating writing into science, social studies, and math.	2, 3, 7, 9	Principals Teachers Master Teachers	Students' progress will be demonstrated in writing samples, Writers Theater, and Portfolios.				
							








Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 4: By April 2018, 90% of ALL Fifth Graders will pass the 5th Grade STAAR Science Test. By April 2018, STAAR commended performance on Fifth Grade science test will increase by 20%.

Evaluation Data Source(s) 4: We will analyze our end of year data on the STAAR assessments to see if we met our goals.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use the Science TRS IFD and resources at each grade level to ensure TEKS coverage and quality of instruction.	2, 3, 9, 10	Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR				
2) Utilize the 5E Model to increase student achievement & the Tigers Design Process.	2, 3, 4, 7, 10	Principals Teachers Master Teachers	TAP evaluations Lesson plans CFA data				
3) Provide hands-on relevant/real world experiences to enhance student performance in science.	2, 3, 7, 9, 10	Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR Lesson Plans				
4) Engage students in grades K-5 in scientific methods as evidenced by a science notebook & scored by instructional rubric.	2, 3, 9	Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR				
5) Ensure students spend 60% of science instruction in a lab setting with focus on completion of core labs	2, 3, 9	Principals Teachers Master Teachers	Lab Attendance Products (Science Experiments, etc)				
6) Participate in Campus wide and District level STEM Fair	2, 3, 10	Principals Teachers Master Teachers	Participation in STEM Fair				
7) Incorporate living organisms in science lab	2, 3, 9, 10	Principals Teachers Master Teachers	Living organism in science lab				
8) Use science resources modules to provide inquiry-based, authentic investigations in science that integrates math and reading content/assessments.	2, 3, 7, 8, 9	Principals Science Teacher	STAAR				

















9) Continue to increase Science materials and manipulatives for teachers and students to use during classroom and lab instruction.	2, 10	Principals Science Teacher	STAAR				
10) Professional staff will meet in vertical teams to discuss and plan science content, align instructional strategies and analyze data monthly.	2, 3, 7, 8, 9	Principals Teachers Master Teachers	Benchmarks Common assessments STAAR Observations Lesson plans				
11) Use small group instruction to meet the needs of individual learners to improve math skills and understanding of science concepts.	2, 7, 9	Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 5: Develop and implement activities that focus on learning the Social Studies curriculum. By May 2018, at least 80% of our current Fifth Grade students will pass the Eighth Grade STAAR Test.

Evaluation Data Source(s) 5: We will analyze district end of year data on the 8th grade STAAR Social Studies assessments to see if we met our goals.

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use small group instruction to meet the needs of individual learners to improve skills and understanding of social studies concepts.	2, 3, 7, 9	Principals Teachers Master Teachers	Class work Teacher made assessments				
2) Continue to use school wide activities and games that promote Social Studies knowledge and skills such as daily geography, landforms culture awareness, current events, etc		Principals Teachers Master Teachers	Class work Teacher made assessments STAAR 8Th grade 2020				
3) Continue to support Career Day event thereby allowing students to have an exposure to real world occupational and educational options	2, 7	Principals Teachers Master Teachers	Participation in Career Day				
4) Continue to promote pillars of Character Education in Social Studies such as Citizenship, Responsibility, Respect, etc	2, 7	Counselor Teacher Principal	Increase in pro social behaviors being modeled				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 6: By May 2018, All students in RPM special programs will meet or exceed the standards established by their individual educational plan.

Evaluation Data Source(s) 6: We will analyze our end of year data on the iStation and STAAR assessments, teacher made assessments and district common assessments to see if the students met their IEP goals.

Summative Evaluation 6:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) ALL identified SPED/ESL/GT students will be instructed in classrooms with accelerated, enriched and or differentiated instruction to meet their individual needs.	2, 3, 9	Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR TELPAS IEP	✓	✓	✓	
2) ALL teachers that instruct ESL/GT students will have (or pursuing) the required training hours for certification or endorsement	2, 7, 9	Principals Teachers Master Teachers	evaluations Lesson plans TRS Documentation of training hours	🟡			
3) ALL differentiated instruction will be identified in weekly lesson plans	2, 7, 9	Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR	✓	✓	✓	
4) All teachers will be trained in the District RTI process.	2, 3, 9	Principals District Coordinator Master Teachers	Documentation of interventions Class work CFAs STAAR Running Records	✓	✓	✓	

Goal 2: We will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

Performance Objective 1: Develop and implement a seamless use of technology across all curriculum areas and for teacher, parent and student use to improve academic performance.

Evaluation Data Source(s) 1: Walk through, evaluations and student computer program data will be analyzed to inform us on the level of technology use in the building and in which classes it is being used.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Participate in STEM fair	2, 3, 10	Principals Classroom Teachers Lead Science Teacher	Number of participants to attend the fair	✓	✓	✓	
2) 5th grade student technology instruction will promote the skills to master the end of year technology assessment	2, 3	Principals Classroom Teachers	100% of 5th grade students master the technology test	✓	✓	✓	
3) Pre K-5th grade teachers will use iPads and Netbooks for classroom instruction.		Principals Master Teachers Teachers	Integration of technology across all subjects	✓	✓	✓	
4) Develop school wide activities so that all students will have opportunities to be successful in technology skills	2, 3, 7, 9	Principals Master Teachers Classroom Teachers	Number of students participating	✓	✓	✓	
5) Integrate technology into all classrooms for each student.		Principals Teachers Master Teachers	Evaluations Walk through data	✓	✓	✓	
6) One PBL per semester will be conducted in 1-5 grades.		STEM Team Teachers Principals Master Teachers	Completed PBLs	✓	✓	✓	
7) Virtual Problem of the Week	2	Mathematically Thinking	Number of students participating during "The Parks Way Time"	✓	✓	✓	
8) Implement a STEM Committee to develop the vision and guide the implementation of STEM on the campus.	2, 8, 10	Administrators STEM Committee members	Quality of STEM implementation STAAR data PBL data	✓	✓	✓	
							

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 1: Establish and refine effective tools and interventions for our teachers to use along with our selected curriculum to motivate and actively engage all students.

Evaluation Data Source(s) 1: Evidence of increased student performance will be monitored through implementation of TRS and IRGs, review of assessment data, intervention documentation and staff development documentation.

Summative Evaluation 1: Met Performance Objective

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 2: Establish effective mathematical practices and interventions for teachers to use to enhance the district curriculum. (emphasis on mathematics instruction to increase student achievement)

Evaluation Data Source(s) 2: Evidence of increased student achievement in math will be determined by analysis of data from intervention documentation, software reports, assessment reports and related professional development documentation.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 3: Design and implement an intervention model that meets the requirements of the TEA Response to Intervention (RTI) Model.

Evaluation Data Source(s) 3: Implementation of an intervention plan as evidenced by related professional development documentation, process documentation, campus intervention documentation, and assessment data analysis of student performance.

Summative Evaluation 3: Met Performance Objective

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 4: At-risk students will perform comparably to their peers on the STAAR assessment.

Evaluation Data Source(s) 4: Evidence of increased student performance for identified at-risk students as determined by intervention

documentation, developed academic improvement plans and data analysis of student assessment performance.

Summative Evaluation 4: Met Performance Objective

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 5: At-risk students will be provided with academic and learning supports appropriate to their particular need.

Evaluation Data Source(s) 5: Evidence of support for identified at-risk student will be determined by RTI meeting documentation, counseling and guidance documentation, counselor logs, homebound documentation, Head Start program documentation and Pre-Kindergarten services documentation.

Summative Evaluation 5: Met Performance Objective

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 6: Students in grades 2, 5, and 8 will meet or exceed 100% mastery on technology applications proficiency assessments

Evaluation Data Source(s) 6: Student proficiency will be determined by analysis of data from benchmarks in identified grades, lesson plan documentation of incorporated technology standards in lesson plans and NCLB annual technology reporting.

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 7: Instructional staff will meet or exceed 80% mastery on technology proficiency assessments as established by the State Board of Education.

Evaluation Data Source(s) 7: Staff proficiency will be determined by analysis of data from proficiency assessments and professional development documentation.

Summative Evaluation 7: Met Performance Objective

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 8: Expand information and communication technology opportunities and delivery options.

Evaluation Data Source(s) 8: Evidence of increased implementation of information and communication technology will be determined through software inventories and usage reports, professional development for tools and resources documentation, and technology inventories.

Summative Evaluation 8: Met Performance Objective

Title I

Schoolwide Program Plan

At Rosa Parks/Millbrook our staff is dedicated to ensuring that all students reach their potential. Our school-wide plan contains the following components:

- Campus-wide interventions daily 7:50am-8:30am and 2:30pm-3:00pm
- Cluster meetings weekly to provide professional development to our teachers
- Weekly vertical alignment meetings to discuss and plan rigorous, engaging lessons
- Progress monitoring will be done each 4 weeks in reading and math.
- Grade level meetings will occur weekly to discuss common assessment data and academic improvement plans
- Student Profile Sheets will be kept on each student
- Instruction will be monitored by the leadership team
- After school and Saturday school tutorials will occur for invited students

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Our comprehensive needs assessment showed that we have strengths and weaknesses on the campus. We have a well-rounded program for our students where we provide academic instruction as well as social instruction. The students are happy at the school and feel safe and well taken care of.

Our focus for improvement this year will be to provide opportunities for students to meet state proficient and advanced levels of academic achievement by using effective methods of instructional strategies based on scientific research. We will focusing on Thinking and Problem Solving strategies school wide to enhance students' critical thinking skills. We will address individual student needs through planning, collaboration and professional development to raise the level of instruction provided to each student. We will continue to provide opportunities for on-going professional development. We will provide effective interventions for students having difficulty in attaining content standards on a daily basis and give continuous support for the Head Start and Preschool programs to ensure their readiness for Kindergarten.

We will continue to develop strategies to increase parental involvement.

2: Schoolwide Reform Strategies

Rosa Parks/ Millbrook's plan for school-wide reform includes the use of effective instructional strategies introduced and implemented through the TAP program. We will also provide other high quality professional development opportunities based on the needs of the teachers and students. All staff will maintain high expectations for all students and work to help them reach those expectations. Student achievement and instruction will be monitored several ways including through the use of data obtained through or various assessments and teacher observation. Our instructional focus this year is on increase

students level in critical thinking by introducing thinking and problem solving strategies. We will increase students' skill in these areas through STEM and the Tiger Way Design process as well. We will also focus on improving reading levels of all students.

We will also continue to develop ideas for increasing parental involvement. We offer incentives for PTA participation and hold many events such as festivals, conference nights and special days (Grandparents Day, Muffins for Mom, Donuts for Dad, Dads with a Vision, All Pro Dads).

We will use all funding sources available to us to make our plans possible: Local 199, Title, and Date Funds.

3: Instruction by highly qualified professional teachers

The school has a commitment to attract and hire the most highly-qualified staff possible. Students who are identified to be in need of additional individualized instruction are paired with skilled teachers for remediation and additional teaching. Ongoing professional development will meet the needs of staff for continued growth. Master teachers and mentor teachers will work directly with career teachers to provide assistance as needed. Staff members will participate in vertical alignment and collaboration opportunities. Data will be analyzed after each assessment and this will guide instruction.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High quality professional development that is based on the needs specific to our campus is given on an ongoing basis. The leadership team meets during the summer to analyze data and develop a plan for the coming school year. The Master teacher is then given the task of researching the best strategies to support the needs of the campus. The Master Teacher then provides professional development weekly to the teachers on the research based strategies that are aligned with the plan. For other professional development needs, we will utilize Region 10, district provided professional development and other high quality sessions as needed.

5: Strategies to attract highly qualified teachers

The district holds a job fair yearly to attract a wide number of applicants. We also have an online application process. Our interview committee is made up of our leadership team and other participants depending on the position. The district has detailed qualifications along with background checks to screen applicants. The STEM program and TAP are programs that attract high quality applicants to the district as well.

6: Strategies to increase parental involvement

We keep our parents informed on the programs and events of the campus through newsletters, open House, PTA, and Family Literacy Night, and Math/Science Night. Teachers contact parents regarding their child's progress by making phone calls, parent conferences, and classroom newsletters.

Parents will be invited to participate in regularly scheduled assemblies and celebrations for student achievement. We also maintain an open-door policy and encourage parents to join their children for lunch and make classroom visits.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The preschool and Head Start programs will coordinate with and support STEM curriculum. The early childhood teachers will attend professional development that will align with curriculum goals. The pre-school teachers will attend vertical alignment meetings to ensure that students leave PreK prepared for kindergarten. We will also work to ensure that the social, communication and academic skills are appropriate for kindergarten through the pre-kindergarten curriculum for a smooth transition to kindergarten.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers have access to all of their students' data from testing in the various data management programs. Regular meetings occur with administrators and teachers to analyze data and discuss intervention needs. Teachers will also keep student profile sheets on each student. Discussions with team members and administrators will occur to problem solve strategies to aid in student progress.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students in need of assistance will receive additional help through different channels. The Response to Intervention process will be utilized for students experiencing continued difficulty. CFA data will be closely monitored and interventions tailored to a specific core subject needs will be given. Special Education services will closely follow the IEPs for individual students. Progress will be monitor in reading and math every four weeks using running records and iStation. We also offer after school and Saturday tutorials.

10: Coordination and integration of federal, state and local services and programs

Title I funds received will be used to increase overall academic performance of all students through the TAP program. Comp ed funds will be used to provide Saturday School tutorials to enhance academics. We will also utilize funds to purchase resources to improve academic achievement.

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Marlon Waites	
AP	Rickyl Wesson	
Business Representative	Pam Mays	
PTA	Nikeia Scott	
Community Representative	James Colhoun	
Master Teacher	Tiffany Hilliard	
Master Teacher	Donna Sherman	
Parent	Rureka Pearson	
Classroom Teacher	Amber Herod	
Classroom Teacher	Erica Smith	
Classroom Teacher	Dondra Burton	
Classroom Teacher	Joshua Hairston	
Classroom Teacher	Cameisha Borner	
Classroom Teacher	Sierra Johnson	