

Corsicana Independent School District
2021-2022 Fannin Campus Improvement Plan



Mission Statement

Mission Statement

Corsicana I.S.D., in partnership with parents and the community, will teach a rigorous and relevant curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging them to become lifelong learners.

Core Beliefs

We are committed to...

1. Providing an education for every child that maximizes his/her potential.
2. Focusing our decisions and actions in support of student achievement.
3. Appropriate individualized instruction for all students.
4. Providing a positive environment that is safe and secure physically, emotionally and academically.
 5. Treating each person with respect and dignity.
 6. Responding to the needs of a changing world.
7. Providing opportunities for our students and teachers to learn and utilize current technology.
8. Providing an education that enables our graduates to make a positive contribution to society.
 9. Nurturing and celebrating imagination and creativity.
10. Recognizing and celebrating student, employee, and community accomplishments.
 11. Reinforcing integrity and character as critical components of success.
12. Recruiting and retaining the best staff.
13. Collaboration and teamwork throughout our District community.
14. Continually striving to understand, appreciate, and address the unique circumstances of each child.
15. Accountability for academic achievement and fiscal responsibility.

Corsicana Independent School District

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Corsicana

Vision

Campus Mission Statement: Reach Every Child

Value Statement

Core Values:

Fun: Happens here!

Integrity: Always do right

Relationships: Caring and connecting with community

Innovation: Get rid of the box

Growth: Moving on Up

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus is a diverse campus. It is important that as a campus that we understand that we must meet the learning needs of our specific students. Our demographics show that we are 86% economically disadvantaged. We must understand and work to ensure that we look through other lenses when we are teaching our students and ensure that we are reaching them not only academically but that we are meeting their social needs as well. They may not have a strong support system at home. This will not be seen as a disability, but as an OPPORTUNITY. We must ensure not only do our students get what we are teaching, but are they truly growing.

Teachers will meet with administration to discuss their growth in their classrooms. We are going to focus on meeting students where they are and moving them to see growth.

Demographics Strengths

Our strength is our diversity. Our strength are the students we have in the building. Students that are eager and able to learn. They just want quality opportunities to learn and grow. As we look to the new year it is important to remember that our goal is to Reach Every Child. Our teachers will work together in teams to create quality lesson plans with quality formative assessments. It is our goal to help students gain the skills they need to be successful. Our campus utilizes PLCs and this is an area that allow for our teachers to work together and have collective responsibility for all students on our campus. This is a strength for our school.

Focusing on student needs will allow us to really understand our teaching practices and understand the needs of our students.

Student Learning

Student Learning Summary

Our prioritized focus areas for 2020-2021 will be objective driven daily lesson plans with formative assessments during TEKS aligned data-driven instruction, and diagnostic activities utilizing Tiger Time Intervention, we will be able to focus on increasing our student achievement. Based on our STAAR scores from the 2018-2019 school year we uncharacteristically under-performed the district and state average. Due to COVID-19, we are still in improvement required due to not testing in the 2019-2020 school year. Additionally, with the COVID-19 break from March to September, we are expecting students to come in behind grade level. With the addition of virtual synchronous and asynchronous students, the challenge has just got more difficult.

We must focus on our specific campus needs. 4th Grade growth, stronger scores in Reading, and Writing is an opportunity for our school. With the establishment of critical writing and Jane Schaefer techniques, while holding everyone accountable, there is an opportunity for writing to become a strength for our campus. Writing is a higher level thinking task and our students are ready for the challenge. We will continue to utilize opportunities for our students to work on Math facts at home as well as a challenge for students to read more everyday. With these efforts, the work of PLCs, and the increase in diagnostic data usage there will be a greater focus on rigor in all classrooms and will allow us to move our students to the next level. Our students will also know where they are based on the fact that they will be tracking their own data and educational goals. It is imperative that our students get a year's worth of growth every year.

Student Learning Strengths

Our prioritized focus areas for 2020-2021 will be objective driven daily lesson plans with formative assessments during TEKS aligned data-driven instruction.

Our students are hard workers and are willing to do the work. Our teachers are also hard workers and are willing to do the work. We must work together to ensure that we all stay on the same team and challenge each other in our thinking in order to grow. We will be utilizing innovative teaching practices to meet these needs. Small group instruction will be a strong component of our instruction in the classroom. Teachers will work together to create quality formative assessments and then we will work together to ensure that the data is used and students that need support will get it immediately. Teachers will work together to create a great first teach experience. PLCs will be planned purposefully to ensure that the time is used well and the team is able to reach their goals. Administration will be working closely with PLCs to ensure that all aspects are being addressed and the team is able to be successful and well planned.

School Processes & Programs

School Processes & Programs Summary

Our prioritized focus areas for 2020-2021 will be objective driven daily lesson plans with formative assessments with TEKS aligned data-driven instruction. We work together as a team to Reach Every Child. We have collective responsibility for all students on campus. We focus on understanding what we are supposed to be teaching and at what rigor, and then create ways to measure student success, if a student needs support that is provided and when students need to be enriched there is a plan for that as well.

We utilize PBIS with Class DOJO and will continue to work with all teachers to implement with fidelity. Teachers who utilize PBIS have better experiences than those that do not. This is an expectation for our campus. We will work to make sure that we are all on the same page before school starts and then throughout the year we will utilize time to discuss and revisit the plan.

We will have weekly administrative team meetings to ensure campus systems are running smoothly.

We will have monthly Campus Leadership Team meetings where administration will focus on the development of the lead teachers for each grade level.

School Processes & Programs Strengths

Our campus strength is that we have teachers who are able and willing to do new things. As we continue to push forward with raising our academic achievement we are coming together as professional learning communities with a focus on increasing the academic success for all students. The other thing that they will focus on is the social emotional of each student to ensure that they are able to be successful socially as well.

We will be tracking student data and meeting regularly to discuss academic success for our students.

We already have some strong systems in place, however we will continue to fine tune these systems to make the experience as great as it can be for all stakeholders.

Perceptions

Perceptions Summary

We have our core values, and our campus mission statement. We have a school that knows that we care about them. Our goal for the new year is to structure the way we conduct PLC's to ensure they are increasing students achievement. We want to build up our students and teachers to truly believe that they can do the work and be successful. There is a great deal of work to do in an elementary school, but a priority should be ensuring that everyone believes in the work and believes that they can accomplish the work. We need students to want to be successful. Administration will be working on ensuring there are objective driven lesson plans with quality formative assessments driving data rich instruction. This process will allow us to impact what is happening in the classroom and guide campus PLC's. We have a great campus, we have seen some success, but we have work to do. We must Reach Every Child.

Perceptions Strengths

As a campus our strength is that we are seen as a strong veteran campus that is consistent and steady. This is great, however, we are better than our 2018-2019 STAAR results show. We are interested in taking our school to the next level, showing significant growth, and really seeing success in our students. By setting goals, looking at our data through our PLCs, creating lesson plans with quality formative assessments, and working the system of PLC we will be able to see growth for the new year. The most important thing that teachers must do is Reach Every Child. Meaning, we will see EVERY child on our campus, meet them where they are, and grow them to be above standard. Our teachers are hard working, know how to teach, and our students are more than able.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

Employee Data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: James W. Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: By May 2022, 70% of Fannin students will perform at or above their current grade level as measured by end-of-year achievement data from MAP growth assessments and state-mandated standardized assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Formative Assessments

- District Assessments
- benchmarks
- Education Galaxy
- MAP data, TxKEA
- STAAR Assessments

Strategy 1 Details
<p>Strategy 1: All staff will engage in and become proficient in the fundamental 5 practices in all content areas.</p> <p>Strategy's Expected Result/Impact: TTESS and instructional walk-throughs, assessment data, student grades, progress monitoring, and number of students meeting approaches grade level standard or higher on state assessment</p> <p>Staff Responsible for Monitoring: administration curriculum staff</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>
Strategy 2 Details
<p>Strategy 2: Teachers will participate in professional learning communities in order to develop their instructional capacity.</p> <p>Strategy's Expected Result/Impact: 80% or more of our students will meet or exceed grade-level expectations.</p> <p>Staff Responsible for Monitoring: Campus administrators, Classroom Teachers, Students, Interventionists, School Improvement Team</p> <p>Comprehensive Support Strategy</p>

Strategy 3 Details

Strategy 3: Teachers will design lessons that reflect high-quality student engagement, student collaboration, frequent formative assessments, and tier 1 interventions.

Strategy's Expected Result/Impact: 80% or more of our students will meet or exceed grade level expectations.

Staff Responsible for Monitoring: Campus administration, teachers

ESF Levers: Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Strategy 4 Details

Strategy 4: All grade levels will use intentional math and reading RTI plan. We will monitor progress using MAP growth and MAP reading fluency three times a year. Students who are identified with a need will be assisted through targeted intervention through tiger time.

Strategy's Expected Result/Impact: Progress monitoring data, student grades, identification of students who need specialized instruction, then number of students meeting approaches grade level standard or higher on state assessment.

Staff Responsible for Monitoring: administration
interventionist

Comprehensive Support Strategy

Goal 1: James W. Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: By May 2022, 100% of Fannin teachers will continuously plan for and design lessons based on student needs evidenced by various assessment data, including formative assessments, benchmarks, and map growth.

Targeted or ESF High Priority

Evaluation Data Sources: Lesson Plans, Walk-Through data, Exit Ticket Tracking, CBA & Benchmarks

Strategy 1 Details
<p>Strategy 1: All teachers will plan and create objective driven daily lesson plans that utilize formative assessments for additional targeted support for students.</p> <p>Strategy's Expected Result/Impact: 80% or more of our students will meet or exceed grade level expectations.</p> <p>Staff Responsible for Monitoring: Administration Individual teachers Interventionists</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>

Goal 1: James W. Fannin Elementary will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 29% to 32% by June 2021.

HB3 Goal

Evaluation Data Sources: STAAR Results, TAPR for Fannin

Strategy 1 Details
<p>Strategy 1: Increase 3rd-grade literacy proficiency through effective implementation of the RTI programs, oral reading fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 29% to 32% by June 2021. Continued annual increases will achieve district goal of 45% by June 2024.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Instructional Coaches, and Curriculum Department</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 1: Opportunities will be provided for parents and community members to get involved in school activities like P.T.O., Parent and Family Engagement (COMPACT) Seminar, Fall Festival, Family Academic Nights, Fun Day and other campus events and activities.

Evaluation Data Sources: Campus sign-in sheets, P.T.O. sign-in sheets and minutes.

Strategy 1 Details
<p>Strategy 1: Instructional Evenings: Virtual Meet the Teacher Virtual Title I/Parent and Family Engagement Seminar Curriculum night Reading Night Math Night Science Night PTO meetings Various other Assemblies and events Parent teacher conferences News letters Wednesday folders Open House Book Fairs</p> <p>Strategy's Expected Result/Impact: More parents will become actively involved in our school</p> <p>Staff Responsible for Monitoring: Admin Teachers PTO</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>

Goal 2: A vital partnership will be created among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 2: Teachers will be required to connect with parents/guardians consistently during the grade period.

Evaluation Data Sources: Teacher/Parent Online conference feedback forms,
Teacher communication logs

Strategy 1 Details
<p>Strategy 1: Teachers will have at least one face to face conference with every student's parents.</p> <p>Strategy's Expected Result/Impact: create a partnership between parents and school.</p> <p>Staff Responsible for Monitoring: Conference feedback form</p>

Goal 3: Fannin Elementary will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 1: Fannin School will take steps to provide a safe transportation environment for students.

Evaluation Data Sources: Bus referrals , reduced complaints from parents on the pick-up and drop-off procedures.

Strategy 1 Details
<p>Strategy 1: Parents and guardians will be required to have a car tag when picking up a student after school. Any adult picking up a student without a car tag will come inside to show their ID.</p> <p>Strategy's Expected Result/Impact: Ensure students are dismissed safely to the correct parent/guardian.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Staff</p>
Strategy 2 Details
<p>Strategy 2: The school will work proactively with students and parents to ensure behavior standards are being met on buses to and from school.</p> <p>Strategy's Expected Result/Impact: Reduction in bus referrals</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Staff</p>

Goal 3: Fannin Elementary will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 2: Fannin Elementary will implement a campus-wide Positive Behavior Initiative Support System utilizing Class Dojo.

Evaluation Data Sources: Discipline referrals, Attendance reports, PEIMS discipline reports

Strategy 1 Details
<p>Strategy 1: Staff will record positive student behaviors, using Class Dojo points, as an incentive to support and encourage positive interactions.</p> <p>Strategy's Expected Result/Impact: Fewer discipline referrals</p> <p>Less referrals from common areas</p> <p>Positively impact student attendance and academic performance</p> <p>Staff Responsible for Monitoring: Teachers, administrators, committee members</p>
Strategy 2 Details
<p>Strategy 2: Positive behavior will be reinforced using Class Dojo and quarterly visits to the Dojo Store.</p> <p>Strategy's Expected Result/Impact: Fewer Discipline Referrals</p> <p>Staff Responsible for Monitoring: Teachers, Support Staff, and Administrators</p>
Strategy 3 Details
<p>Strategy 3: The campus counselor will provide monthly counseling to our students.</p> <p>Strategy's Expected Result/Impact: Reduction in violent incidents involving our students.</p> <p>Staff Responsible for Monitoring: counselor teachers administrators</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>

Goal 3: Fannin Elementary will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 3: Attendance matters; therefore, Fannin is expecting to have a 97% daily attendance rate.

Evaluation Data Sources: daily attendance reports
number of students receiving campus incentives

Strategy 1 Details
<p>Strategy 1: Staff will call home daily when students are not present. Strategy's Expected Result/Impact: reduction in absences Staff Responsible for Monitoring: teachers administration</p>
Strategy 2 Details
<p>Strategy 2: Admin will follow district procedures to improve daily attendance. Strategy's Expected Result/Impact: reduction in absences Staff Responsible for Monitoring: admin</p>

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Fannin Elementary created the Campus Improvement Plan for the 2019-2020 using the Comprehensive Needs Assessment developed on September 11th with the Campus Leadership Team.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

At Fannin we gathered involvement from all available stakeholders including parents, community members, teachers, principal and other school leaders as well as representation of paraprofessionals, technology staff and special population personnel.

2.2: Regular monitoring and revision

Fannin staff will regularly monitor, review, and revise (if needed) our CIP in campus leadership meetings. Our formative checks will be completed quarterly.

2.3: Available to parents and community in an understandable format and language

Fannin Elementary will provide access to the CIP to the LEA, parents, and the public. The campus will include locations where the LEA will make the CIP available (post office, student handbook, parent meetings). The CIP is in an understandable and uniform format and to the extent practicable, provided in a language that the CIP identifies that the parents can understand and indicate languages in which the CIP is distributed.

2.4: Opportunities for all children to meet State standards

The goal and focus of the CIP is to guide our instructional practices to assist Fannin students with meeting and/or exceeding grade level expectations.

2.5: Increased learning time and well-rounded education

The CIP addresses maximized instructional time with the development of a strategic Master Schedule for teachers.

The plan contains a description of strategies that will use methods and instructional strategies that strengthen the academic program in the school.

The goal is to increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. which include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

The plan contains a description of strategies that addresses the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

RTI strategies are implemented with a "during the school day" intervention time called "Tiger Time."

At-risk students are identified early in the year and tracked through our RTI process.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a Parent and Family Engagement Policy.

Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

The policy is made available to the local community and updated periodically to meet the changing needs of the parents and the school.

3.2: Offer flexible number of parent involvement meetings

Fannin Elementary holds Parent Conference meetings once a year.

PTO meetings are organized monthly to encourage the teacher/parent relationship.

Our campus utilizes Class Dojo for frequent information to go home.

The school involves parents, in an organized, ongoing, and timely way.

For parents, the school shall provide timely information about programs through weekly Wednesday take-home folders.