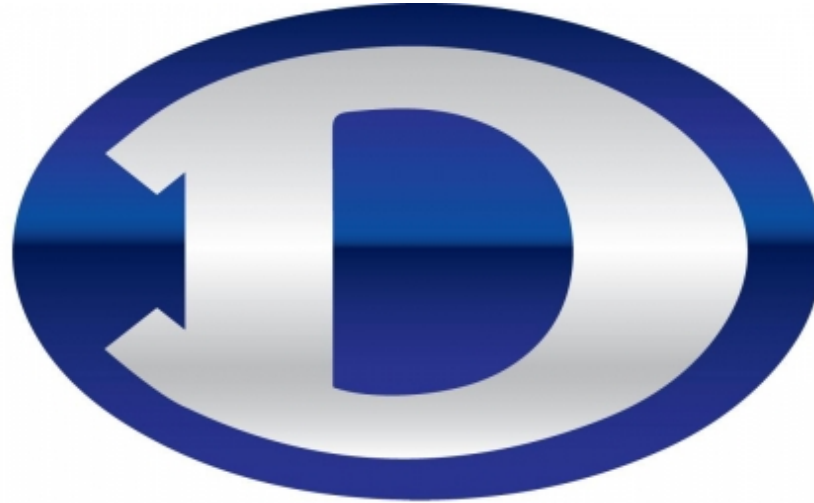


**Decatur Independent School District**  
**Young Elementary**  
**Campus Improvement Plan**  
**2020-2021**



# Mission Statement

Young Elementary is a diverse community dedicated to providing a safe, positive learning environment where opportunities are provided, so each child can confidently achieve their potential.

## Vision

#bestatYES

Be Extraordinarily Successful Today!

## Value Statement

Children, first and foremost;  
parental and community involvement;  
Safety and security;  
Uniqueness and diversity;  
High expectations;  
Learning as a lifelong process;  
All needs of every child.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Young Elementary is a Title 1 school that serves approximately 492 students from grades Pre K to 5th Grade.

Pre K - 43 students

Kindergarten - 82 students

First Grade - 78 students

Second Grade - 68 students

Third Grade - 71 students

Fourth Grade - 78 students

Fifth Grade - 68

### Demographics by Gender

Female 224 - 45.53%

Male 268 - 54.47%

### Demographics by Ethnicity

Hispanic-Latino 143 - 29.07%

### Demographics by Race

American Indian - Alaskan Native 6 - 1.22%

Asian 3 - 0.61%

Black - African American 5 - 1.02%

White 325 - 66.06%

Two-or-More Races 10 - 2.03%

Economically Disadvantaged 232 - 47%

ESL 30 - 6%

G/T 27-5.49%

SpEd 68 - 14%

### Demographics Strengths

Our Demographic Strengths are:

- The diversity of our students
- A positive, safe and caring learning environment for all
- A learning environment that promotes inclusion
- Parent involvement
- A positive community
- Full day Pre K on campus, allows us to intervene at an early age and help students be successful in school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** As the diverse needs of our students continue to grow, the performance of all of our students has become a priority. The achievement gap between our highest performing students and lowest achieving student groups continue to be a concern. **Root Cause:** Students come to Young Elementary with a wide range of social and academic needs. Some of our programs may not be meeting the needs of all students due to our lack of analyzing data and progress to drive instruction, utilizing best instructional practices, and using research-based curriculum and resources.

**Problem Statement 2:** Young Elementary has high academic standards for all students. Currently, there are students on campus that are not making a minimum of a year's growth academically. **Root Cause:** The most significant gap is between our low socio-economic students and their peers. We need to close the achievement gap by analyzing data and progress to drive instruction, utilizing best instructional practices, and using research-based curriculum and resource allocation and prioritization.

# Student Learning

## Student Learning Summary

2020 BOY Istation Assessments

Istation Monthly ISIP Assessment	Reading		
		September	October
Grade Level		% at Level 4 or higher	% at Level 4 or higher
Kindergarten			
First Grade		27%	32%
Second Grade		28%	19%
Third Grade		34%	44%
Fourth Grade		38%	50%
Fifth Grade		47%	56%
Istation Monthly ISIP Assessment	Math		
		September	October
Grade Level		% at Level 4 or higher	% at Level 4 or higher
Kindergarten			
First Grade		28%	39%
Second Grade		25%	22%
Third Grade		25%	21%
Fourth Grade		40%	33%
Fifth Grade		42%	47%

Grade Level Subject Area	Number of Students Tested	Number of students	Percentage of students	Number of students	Percentage of students	Number of students	Percentage of students	Number of students	Percentage of students
		DID NOT MEET	DID NOT MEET	APPROACHES	APPROACHES	MEETS	MEETS	MASTERS	MASTERS
		GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL	GRADE LEVEL
4th Reading	72	23	31%	26	35%	13	18%	11	15%
4th Math	76	36	47%	27	35%	9	12%	4	5%
5th Reading	65	23	34%	23	34%	16	25%	6	9%
5th Math	67	32	47%	24	35%	7	10%	5	8%
5th Writing	60	21	35%	23	38%	14	23%	2	3%

**Student Learning Strengths**

Young Elementary is consistently looking at and discussing data to drive and impact our instruction.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Many of our students are not meeting grade level standards **Root Cause:** The most significant gap is between our low socio-economic students and their peers. Young Elementary needs to close the achievement gap by analyzing data and progress to drive instruction, utilizing best instructional practices, and using research-based curriculum and resource allocation and prioritization.

# School Processes & Programs

## School Processes & Programs Summary

At Young, for Instruction:

- All teachers collaborate and plan together.
- Pre K - 3rd grade classrooms are self-contained.
- 4th grade is teamed, but each teacher teaches their own homeroom writing.
- 5th grade is departmentalized.
- We have implemented monthly PLC meetings.
- Teachers are creating Common Formative Assessments and analyzing the results.
- Each grade level has a 50 minute intervention period daily.
- We follow the Workshop model.
- We have vertical teams.
- Students who are Tier 2 and Tier 3 are double dipped.

At Young, Curriculum includes

- We utilize the Texas Resource System Curriculum Management system to ensure quality instruction that covers all the TEKS.
- Data from the district universal screeners, common assessments, check points, and STAAR assessments are analyzed regularly to plan instruction, intervention, and acceleration.
- Students are grouped according to identified learning needs and are provided targeted instruction to meet their needs in a variety of ways including before school, after school, small group, and pullouts with instructional interventionists.
- Report cards are given out every 6 weeks in each grade. Pre-Kindergarten, Kindergarten, and First Grade report cards are skill based report cards. All other report cards reflect mastery of the grade level curriculum.
- RTI students are identified through our universal screeners, BOY Assessments and the STAAR. Students who meet eligibility are served daily during our WIN (What I Need) time. Teachers and paraprofessionals deliver instruction to target individual student learning needs.

At Young, Personnel is supported by

- Campus Leadership Team meets regularly.
- Staff Meetings on Wednesday.
- Weekly Staff Newsletter is sent out on Sundays.
- Vertical Teams are used to align instruction.

At Young, the staff consists of

- 30 teachers, including a Title 1 teacher, a Dyslexia teacher and Special Education teacher, who are all highly qualified and have their ESL certifications and G/T hours.
- We have 14 certified paraprofessionals who are instructionally involved with our students either in P.E., Special Education, Pre-kindergarten, computer, RtI, or the library.
- Our office has a receptionist, an attendance clerk, a registered nurse, nurse's aide and our secretary.
- We have four hard working custodians and cafeteria personnel.



## **School Processes & Programs Strengths**

Young Elementary works to establish a campus culture and climate that supports a positive and safe learning environment focused on being engaging and student-centered from the moment you enter our office, each classroom, and throughout the building. We are building a shared responsibility for high expectations for instruction and academic achievement for our teachers and students. Young Elementary always has had a reputation of teachers working together to support the students' learning and academic needs.

Young Elementary provides many opportunities to connect and build relationships with all stakeholders throughout the school year. We know it takes a partnership with our families and the community to support our students academic and social needs. We utilize several organizations such as: our PTO, local churches, Wise Regional Hospital, community and parent volunteers to positively impact the lives of our students.

The district provides a variety of curricular programs for students.

Young Elementary offers 1:1 technology for our students to meet our ever changing instructional needs. This has proven to be a valuable necessity during the pandemic. In addition we have worked with the state on providing hot spots for some of our families having greater internet needs.

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

**Problem Statement 1:** Young Elementary needs to review and revise our multi-tiered level of support to meet the needs of all students. **Root Cause:** There are so many students who need additional supports to either remediate or extend learning. Identifying the appropriate instructional strategies and resources for the varying needs has to be done.

# Perceptions

## Perceptions Summary

We encourage students daily to do their best. We want each child to "Be Extraordinarily Successful Today." We use the #bestatYES.

Staff is reminded to give their BEST each day for our students.

We strive to maintain a family atmosphere.

We greet each student at the door every morning and call everyone by their first name.

We focus on the positive.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## 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, gender, etc.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS 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
- Communications data
- Study of best practices

# Goals

**Goal 1:** Young Elementary is committed to equipping every learner with the ability to read at or above grade level expectations by 3rd grade.

**Performance Objective 1:** Young Elementary will follow a balanced literacy program, led by research-based resources and curriculum and increase student achievement by utilizing small group instruction, technology integration and data driven instruction.

**Targeted or ESF High Priority**








**HB3 Goal**

**Evaluation Data Sources:** TXKEA, CirclePM, STAAR, TELPAS

We will progress monitor through Istation ISIP Reports (monthly), RTI Data (Meeting once a six weeks), HMH Assessments and walk through data.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Focus on literacy and reading monitoring of student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of Pre K and Kindergarten, at least 70% of students will meet expectations on Circle PM and TX-Kea End of Year Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Focus on literacy and reading monitoring of student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 1st and 2nd grade, at least 70% of students will read on Level 4 or higher on the IStation End of Year Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Focus on literacy and reading monitoring of student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 3rd, 4th and 5th grades, at least 70% of students will read on Level 4 or higher on the IStation End of the Year assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy 4:</b> Focus on literacy and reading monitoring of student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 3rd, 4th and 5th grades, at least 60% of students will reach "Meets" Expectations on the Reading STAAR Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>Apr</b> 	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Young Elementary is committed to equipping every learner with the ability to perform math concepts at or above grade level expectations by 3rd grade.

**Performance Objective 1:** Young Elementary will follow a high quality math program, led by research-based resources and curriculum and increase student achievement by utilizing small group instruction, technology integration and data driven instruction.

**Targeted or ESF High Priority**

**HB3 Goal**








**Evaluation Data Sources:** TXKEA, CirclePM, STAAR, TELPAS

We will progress monitor through Istation ISIP Reports (monthly), RTI Data (Meeting once a six weeks), HMH Assessments and walk through data.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Focus on math skill development and small group instruction.  <b>Strategy's Expected Result/Impact:</b> By the end of Pre K and Kindergarten, at least 70% of all students will meet expectations on Circle PM and TX-Kea End of Year Assessments.  <b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 2:</b> Focus on math skill development and small group instruction.  <b>Strategy's Expected Result/Impact:</b> By the end of 1st and 2nd grade, at least 70% of all students will be on Level 4 or higher on the Istation End of Year Assessment.  <b>Staff Responsible for Monitoring:</b> Administrators; Grade Level Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p><b>Strategy 3:</b> Focus on math skill development and small group instruction.  <b>Strategy's Expected Result/Impact:</b> By the end of 3rd, 4th and 5th grades, at least 70% of all students will be Level 4 or higher on the Istation End of Year Assessment.  <b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





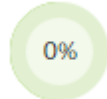




<p><b>Strategy 4:</b> Focus on math skill development and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of 3rd, 4th and 5th grades, at least 60% of students will reach "Meets" Expectations on the Math STAAR Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** Young Elementary will engage every stakeholder in establishing Decatur ISD as a destination district for staff, students and families.

**Performance Objective 1:** Young Elementary will increase effective communication by utilizing all methods of communication available.

**Evaluation Data Sources:** Parent Newsletters, Staff Newsletters, SMORE, Social Media, Blackboard, See Saw, Canvas, Web pages, Marquee, Phone Calls, Letters Home, Parent Conferences, Surveys

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Publish grade level and school wide communications weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year, parents and stakeholders of Young Elementary will have received at least one weekly grade level communication and one weekly school communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>Apr</b> 	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** Young Elementary will engage every stakeholder in establishing Decatur ISD as a destination district for staff, students and families.

**Performance Objective 2:** Young Elementary will provide a safe, positive learning environment where opportunities are provided for all students to reach their potential.

**Evaluation Data Sources:** Student goal setting, Discipline Data, Attendance Rate, Positive Relationships

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Staff at Young Elementary will have daily positive interactions with all students, greeting them at the door every morning, calling them by name every chance they get and building meaningful relationships through morning meetings, goal setting conferences and daily conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year, Young Elementary will have an attendance rate at or above 96.5%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Grade Level Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 0%	 0%	 0%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** Young Elementary will engage every stakeholder in establishing Decatur ISD as a destination district for staff, students and families.

**Performance Objective 3:** Young Elementary will provide opportunities to all asynchronous learners, so that they are a part of the Young Family and Culture.

**Evaluation Data Sources:** Attendance Rate, Positive Relationships, Surveys

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Young Elementary Staff will provide the same opportunities for all asynchronous learners that our "in person" learners receive. Opportunities such as "Start with Hello" Week, Spirit Days, Red Ribbon Week, Guidance Lessons with Counselor, Leadership Academy, post cards, emails, Home Visits, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2020-2021 school year, asynchronous learners will have participated in the same school activities as our "in person" learners and will feel apart of the Young Family and Culture.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, All Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 0%	 0%	 0%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

# State Compensatory

## Personnel for Young Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Priscilla Morphis	Dyslexia	Comp Ed	1

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Camaron Garrett	Aide	Intervention	1
Carolyn Davis	Teacher	Intervention	1
Heather Treible	Aide	Intervention	1
Mandi McCrary	Aide	Pre K	1