

**Strawn ISD/Strawn School
District Improvement Plan/Campus Improvement Plan
2020-2021**



Revised/Approved: August 20, 2020

*In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan. *Education Code 11.252(c)*

Comprehensive Needs Assessment Summary

Revised/Approved: August 20,2020

Identified Strengths:

- Strawn School earned the distinction designation for Top 25%: Comparative Academic Growth, Academic Achievement in English Language Arts/Reading and Academic Achievement in Social Studies
- 2019 accountability ratings included improved scores across all domains
- Low teacher – student ratios
- Teachers committed to student achievement; teacher turnover is low
- Multi-year success on STAAR (distinction designations)
- Strong RtI program
- Each student is known, respected, and encouraged to achieve his/her highest potential
- Strawn offers a multitude of extracurricular programs and options for students of all ages, interests, and abilities
- Students feel safe coming to school at Strawn
- Booster Club support of athletic and academic programs
- HS Football State Championships (2003, 2008 2017, 2018)

Identified Needs/Areas for Improvement:

- Professional Development in instructional planning, differentiating instruction, and utilizing formative assessments
- Instructional coaching for virtual instruction
- 21st Century Learning and Technology – upgrade instructional technology to ensure all classrooms have working hardware
- Individual student progress as measured on STAAR
- Additional staff to provide individualized supplemental instruction for struggling students
- Increased learning time – summer school opportunities for students not required to attend remediation
- Fine Arts/Enrichment opportunities to promote a well-rounded education for all students
- Continued efforts to enhance school safety and security
- Improved school-home communication, including purchase of a digital platform to communicate in “real time”
- Renewed effort to survey parents and community for feedback

Student Academic Achievement

2019 Accountability Rating - Strawn ISD was rated a B with an overall score of 83. Strawn earned the following distinction designations: Top 25%: Comparative Academic Growth, Academic Achievement in English Language Arts/Reading, and Academic Achievement in Social Studies.

Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test and considers graduation rates and how prepared students are for life after high school (CCMR.) The STAAR score is an average of the percentage of students scoring at Approaches, Meets, and Masters grade level (72.) The College, Career, & Military Readiness Score is a percentage of students who have met one of the CCMR criteria, including earning minimum scores on college entrance exams, completing college-level classes in HS, or earning an industry certification, etc. (93.) Graduation rate is calculated by comparing the number of students who receive a HS diploma vs the number of students who started 9th grade four years ago (100.) The Student Achievement score for Strawn ISD was scaled at 86 (STAAR score - 72; College, Career, and Military Readiness Score - 93; Graduation Rate score - 100.)

School Progress measures how much better students performed on the STAAR test this year versus last year (Academic Growth) and also looks at how much better students are doing academically at our school compared to similar schools (Relative Performance.) The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math (84.) Relative Performance indicates how much progress Strawn ISD students are making relative to students at similar schools (85.) Since the Relative Performance score was higher than the Academic Growth it was used to calculate the School Progress Score (85.) The School Progress score for Strawn ISD was scaled at 85 (Academic Growth - 84; Relative Performance - 85.)

Closing the Gaps scores speak to how well different groups of students are performing. The score is calculated based upon four categories: grade level performance (Meets grade level on STAAR); Academic Growth/Graduation Rate; English Language Proficiency; and Student Achievement (College, Career, and Military Readiness.) Academic Achievement – six student groups met minimum size criteria for Academic Achievement in ELA/Reading. One of the groups met the target. Five student groups met the minimum size criteria for Academic Achievement in Math. None of the groups met the target. Academic Growth - five student groups met minimum size criteria for Growth in ELA/Reading, and four student groups met the target. Five student groups met the minimum size criteria for growth in Math and all five of the groups met the target. Graduation Rate - All student groups met the minimum size criteria and all student groups met the target. Student Success - eight student groups met the minimum size criteria; one of the groups met the target (STAAR performance.) School Quality - All student groups met the minimum size criteria and all of them met the target (CCMR.) The Closing the Gaps score for Strawn ISD was scaled at 75. Strawn was identified as Additional Targeted Support due to student groups not meeting Closing the Gaps targets.

Strawn has a strong RtI program. Teachers are provided time and tools to assess student progress and analyze results. Teachers monitor student performance and progress with dmac. The principal and teachers meet each six weeks to review student data. Data is used for differentiation and gap awareness in student learning and to develop individualized growth plans for students. Students who may be falling behind in any subject receive intense intervention via differentiated instruction, small group, and/or one-on-one instruction. Tutorials are offered at varying times daily throughout grade levels (morning tutorials, lunch tutorials, and after school tutorials.)

Demographics

Strawn School is a one-campus district serving students in grades Pre-K-12. Strawn is a Title I campus. The past three years' enrollment has varied from 165-183. 64.7% of the student population are Economically Disadvantaged, up from 61.4% in the previous year. Approximately 12% of the student population are English Language Learners. 46.4% of students meet criteria for At-Risk. 9.7% of students receive special education services and 6.3% are identified as Gifted & Talented. Mobility rates for the past three years have averaged 15%. Discipline is not an issue; only one student per year has had a disciplinary placement. Strawn's student-teacher ratio varies from 9.0-10.5, much lower than the state average of 15 students per teacher. In 2017-18, 27.0% of teachers had between 0-5 years experience. Teacher turnover was 0.0% last year, down from 18% in the previous year and 22% the year before. Limited housing and lack of child care are issues that affect teacher retention. There are a few families who require translation of communication into Spanish. Google Translate is used in some but not all cases and a parent representative has been used to translate in face-to-face meetings.

Technology

The instructional program is infused with technology in the delivery of curriculum content and instructional practice. Technology is used to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective decision-making and strategic planning. Programs such as dmac and lead4ward provide teachers with student progress monitoring data to inform instruction and interventions. While classrooms are equipped with ceiling mounted projectors, document/web cameras, and other devices, existing hardware and components such as the ceiling-mounted projectors are becoming obsolete and need to be replaced/updated in order to be compatible with all instructional technology and ensure teachers are able to effectively implement technology into instruction.

Perceptions

Teachers are provided time to meet with parents each six weeks. Parents are able to view grades and classroom performance by utilizing Parent Portal. There are a few families who require translation of communication into Spanish. Google Translate is used in some but not all cases and a parent representative has been used to translate in face-to-face meetings. Administration will also research digital platforms (School Messenger, Alert Now, etc.) to improve upon existing communication between the home and school. Administration will ensure compliance with Title I requirements such as the annual review and revision of the parent involvement policy and parent compacts on an annual basis with the involvement of parents. Parents and community members will be given the opportunity to provide input into the planning processes via surveys and SBDM meetings conducted at various times during the school year. Strong partnerships are established with local businesses and organizations, most of whom donate time and resources to help our students and staff succeed in multiple ways. Administration will continue to coordinate with local law enforcement and community agencies to continually improve as a safe and drug free school.

Comprehensive Needs Assessment Data Sources:

Prior year's DIP/CIP & Site-based decision-making committee meeting data

Texas Academic Performance Report (TAPR) data

Domain 1 - Student Achievement data, Domain 2 - Student Progress data, & Domain 3 - Closing the Gaps data

Accountability Distinction Designations

PBMAS data

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions for 3-8 and EOC

STAAR Progress Measure data

Texas English Language Proficiency Assessment System (TELPAS) results

Postsecondary college, career or military-ready graduate data, Dual-Credit Course Completion data, SAT & PSAT scores

Student Success Initiative (SSI) data for Grades 5 and 8

Benchmark data (dmac reports)

Student failure and/or retention rates

Prekindergarten & Kinder-Readiness Data

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data

Male/Female performance, progress, and participation data

Special education population, including performance, discipline, progress, and participation data

Section 504 data

Comprehensive Needs Assessment Data Sources, cont.:

Migrant population, including performance, progress, discipline, attendance, and mobility

At-Risk population, including performance, progress, discipline, attendance, and mobility

EL data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

Dyslexia Data

Response to Intervention (RTI) student achievement data & dmac reports

Attendance, Graduation & Dropout rates

Mobility rates

Discipline data

School safety data

Staff meeting data

State certified and high-quality staff data

Teacher/Student Ratio

Professional development needs assessment & attendance data

Evaluation(s) of professional development implementation and impact

T-TESS

Parent feedback

Community feedback

Processes and procedures for teaching and learning, including program implementation

Capacity and resources data

Budgets/entitlements and expenditures data

Goal 1: Strawn School will ensure that all students receive a high-quality education and will improve student performance for all student groups.

Performance Objective 1: Strawn School will implement a well-rounded program of instruction to meet the academic needs of all students and ensure that SISD graduates are College, Career, and/or Military-Ready.

Evaluation Data Source(s): The Student Achievement domain score for STAAR will improve from 72 to 75 by August, 2020 as measured by the Texas Accountability Rating System, and Strawn School will earn the Postsecondary Readiness distinction designation by August 2021.

Performance Objective 2: Strawn students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

Evaluation Data Source(s): The School Progress Academic Growth scaled score for Strawn will improve from 84 to 88 by August 2021 as measured by the Texas Accountability Rating System.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Teachers will utilize curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.	Superintendent, Principal & Teachers	Time & training costs; state and local funds; Title II Part A funds	Principal will coordinate with staff to develop and implement a plan for staff development based upon identified needs; Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas; improved T-TESS ratings
Teachers will receive high-quality ongoing training to provide teachers with the subject matter knowledge and teaching skills to provide students with the opportunity to meet challenging state and local student academic standards; provide on-site instructional coaching for math teachers; provide opportunities for teachers to attend content-based PD	Principal	Region 11 consultant fees; state and local funds; Title II Part A funds	Implementation of mentoring program & instructional coaching for new or inexperienced teachers. Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers; improved T-TESS & T-PESS ratings
Staff and students will receive training on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety. Continue partnership with STAR Council staff to provide weekly lessons and visits with students	Principal & Counselor	Pecan Valley Centers; Star Council – Drug-Free Communities; State and local funds; Area law enforcement	Students will have access to counseling; receive instruction re conflict resolution, violence prevention, social skills, and character ed; discipline plan which include strategies for addressing bullying & peer conflict in accordance; compliance with statutory training requirements for public school employees; updated crisis management plan, emergency operation plan, and multi-hazard plan
Provide a full day high-quality prekindergarten program that is developmentally appropriate, multi-sensory and experiential	Principal & PreK Teacher	Title I, Part A funds; state and local funds	Students will obtain strong foundational knowledge and skills across 5 primary domains of development and will demonstrate Kinder-readiness

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Facilitate effective transitions for students from home to elementary school, from elementary to secondary, and for students new to Strawn, students in foster care, and/or students experiencing homelessness.	Principal, Counselor	Title I, Part A funds; state and local funds	Students will successfully move from one school to another and maintain social and academic status, leading to improved student performance for all student groups.
Provide vocational technology classes that allow students to obtain certification or knowledge in technical areas that can be used for employment or post-secondary education.	Principal, Counselor, & CTE teacher	Federal & state CTE funds; local funds	Increase in number of students enrolling in coherent sequence of CTE courses and earning industry certifications
Coordinate with institutions of higher education to provide increased dual or concurrent enrollment opportunities for students; send teachers to OnRamps Academies in summer	Principal, Counselor, & Teachers	Ranger College partnership; Title IV funds	Increase in number of students earning college credits
Provide opportunities outside the regular classroom setting to meet the needs of advanced learners (performances, cultural trips, STEM field trips) & offer enrichment classes and activities that enhance students' educational experiences and engagement; continue to emphasize student participation in extra-curricular activities	Principal & Teachers	State and local funds; GT funds	Increased opportunities for students to be involved in extra-curricular activities and compete in contests at the district, state, and national levels;
Instructional Technology will be updated over time to ensure all classrooms have working technology hardware in order to better integrate technology into the curriculum.	Instructional Technologist & Teachers	Technology fund; time & expenses for training; dmac fees;	Staff will utilize technology to enhance instruction, personalize student learning and develop problem-solving skills.
Improve and update school security measures to provide a safe and secure learning environment for students and staff	Superintendent & Principal	Title IV; SRSA; State and local funds	Improved culture and climate as a result of a safe and secure environment conducive for learning
Research and adopt an anonymous bullying/harassment reporting system for students and parents to meet standards of David's Law	Superintendent & Principal	State and local funds	Students and parents will have access to an anonymous bullying reporting system to report incidents
Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students.	Principal & Coaches	State and local funds	Implementation of the Health and Wellness Plan; Compliance with requirements for students to participate in moderate to vigorous physical activity

Goal 2: Strawn School will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 1: Staff will monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

Evaluation Data Source(s): 100% of evaluated student groups will meet Closing the Gaps targets.

Performance Objective 2: Staff will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

Evaluation Data Source(s): 100% of evaluated student groups will meet growth targets in Reading and Math.

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Continue to implement a pyramid of intervention (RtI services) for identified students. Teachers will be provided training to incorporate supplemental instructional supports and differentiated student instruction.	Principal & Teachers	Time for RtI meetings; Training fees; Title I and Title II funds; state and local funds	Student gains in literacy and math; increase in student performance
Staff will utilize multiple formative assessments to check for understanding. Staff will be provided time to disaggregate data from all manner of student assessment including but not limited to: formative assessments, universal screeners, CBAs, benchmarks and state assessments, using dmac and lead4ward resources.	Principal, Teachers, & Instructional Technologist	State and local funds; dmac & lead4ward fees; Title I and Title II funds; IXL Diagnostic	Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups
Differentiated instruction and targeted interventions will be provided to identified students in a timely manner, increasing academic achievement for all students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes.	Principal & Teachers	State comp ed funds; local funds;	Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.
Additional classroom assistance and supplemental support will be provided to improve student achievement and close instructional gaps. In order to effectively support struggling students, supplemental reading and math programs will be used. Extended learning opportunities include Saturday school and summer school.	Principal & Teachers	Title I, Part A funds; Fountas & Pinnell; leveled non-fiction books for primary grades	Student gains in literacy and math; increase in student performance

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Design and implement appropriate compensatory, intensive, and/or accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular school term; Offer extended learning time over the summer for students K-3 identified as struggling readers	Principal & Teachers	REAP funds; state comp ed funds; Title I funds	Increase in student performance for students identified as at-risk as a result of academic interventions (tutorials, credit recovery, summer school, etc.)
Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.	Principal, Counselor & Secretary	State and local funds	Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.
Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and supports based upon the student's IEP.	Special Education Staff, Principal & Teachers	IDEA-B funds; state and local funds	Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.
Students eligible under 504 will receive instructional accommodations and supports according to each student's 504 plan.	Principal, Counselor, & Teachers	State and local funds	Increase in student performance for students eligible for 504 in all grades and content areas.
Coordinate with local law enforcement as needed for alcohol, drug and violence prevention programs, bullying and harassment prevention; and/or truancy issues to keep students in school; provide services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed, to students identified as at-risk	Principal & Counselor	Area law enforcement; Pecan Valley Centers; STAR Council; State Comp Ed funds	Increase in student performance for students identified as at-risk; increase in student attendance
Develop, monitor, and update individual student graduation plans based upon students' needs in meeting graduation requirements (IEPs, course completion, EOCs, Endorsement, etc.)	Counselor	State and local funds; Career Cruising; Odyssey	100% Graduation rate & 0% Dropout rate; increase in course completion for students identified as at-risk of dropping out

Goal 3: Strawn School will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 1: Strawn School will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Source(s): Strawn School will hosts a parent engagement event that focuses on building parents' capacity to support student achievement.

Performance Objective 2: Strawn School will follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled in district, business representatives, and community members.

Evaluation Data Source(s): Annual review and revision of the DIP/CIP; annual Board approval of goals and objectives

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.	Principal & Teachers	Title I, Part A funds	Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families.
Parent and family engagement opportunities will be offered on and off site; parents will receive ongoing communication regarding student progress, school programs, volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home.	Principal, Counselor, & Teachers	State and local funds; staff, & school volunteers	Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops
Provide informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school; information related to higher education admissions and financial aid opportunities; and opportunities or career counseling to identify student interests and skills to parents of HS students	Principal & Counselor	State and local funds; staff time	Increased parent and family engagement at the High School; more effective family engagement that supports student achievement and post-secondary success
Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs	Principal, Counselor, & Teachers	Parents, Community & Business Representatives	Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.
Research and adopt digital platform to provide parents and families timely notification of school events	Principal & Teachers	State and local funds	Parents and families will be informed in a timelier manner; real-time updates regarding school events

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.	Principal & Teachers	Staff time	Parents will receive relevant data on attendance, behavior, and academic progress and performance of their child.
Conduct an annual Comprehensive Needs Assessment (with students, parents and other members of the community) for the entire school as part of the continuous improvement planning process.	Principal & Committee	Parents, Community & Business Representatives	Student Outcome-Focused SMART Goals and Performance Measures; improved student performance
Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.	Principal & Committee	Parents, Community & Business Representatives	Efficient allocation and use financial resources while improving the quality of education provided to students.
Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.	Principal & Committee	Parents, Community & Business Representatives	Student Outcome-Focused SMART Goals & Performance Measures; improved student performance; Resource allocation is driven by programs and campus plan
The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	Principal & Committee	Parents, Community & Business Representatives	CIP will delineate instructional methods for addressing needs of student groups not achieving full potential as well as methods for addressing needs of students for special programs.
Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.	Principal & Committee	Parents, Community & Business Representatives	The School-Parent compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.
Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings.	Principal & Committee	Parents, Community & Business Representatives	Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Campus Principal	Melanie Cormack	Principal
Non-classroom Professional staff	Katy Lynn	Business Manager
District-level Professional staff	Richard Mitchell	Superintendent
Classroom Teacher	Delane Abbott	Elementary Teacher
Classroom Teacher	Brooke Cervantes	Secondary Teacher
Classroom Teacher	Cliff Thornton	HS CTE Teacher
Classroom Teacher	Kim Schugart	Special Education Teacher
Paraprofessional	Cassandra Ellis	Paraprofessional
Parent	Lupe Marroquin	Parent of Secondary Students
Parent	Nancy Montgomery	Parent of Elementary & Secondary Students
Parent	Irma Nunez	Grandparent of Elementary Students
Community Representative	Charles Sowers	Community Representative
Community Representative	Glenda Purvis	Community Representative
Business Representative	Susan Hurley	Business Representative
Business Representative	Lisa Hodgkins	Business Representative