

# Pflugerville Independent School District

## Rowe Lane Elementary School

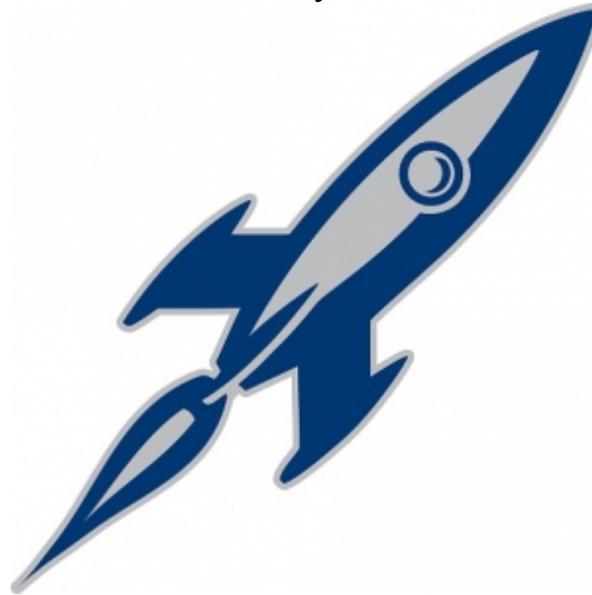
### 2019-2020 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



**Board Approval Date:** October 17, 2019

**Public Presentation Date:** September 25, 2019

# Mission Statement

Our work is designed to support these learning outcomes:

- 1) Each student is engaged and learns at his or her optimal rate.
- 2) Each student is taught in ways he or she learns best.
- 3) Each student is empowered and motivated to learn beyond the classroom.

# Value Statement

At Rowe Lane, the mantra, "Rockets go Above and Beyond," describes our attitude toward students' potential and our efforts to ensure they reach it.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rowe Lane Elementary School consists of Pre-K to Fifth Grade students. Available new home sites in the neighborhood attendance zone have decreased to the point that all new homes are projected to be built within two years. Rowe Lane began the school year with 825 students enrolled for 2019-2020. The Average Daily Attendance rate for 2017-2018 was 96.81% and the Average Daily Attendance rate for 2018-2019 was 96.9%. The current demographic summary is as follows:

Student Demographics	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African-American	7.6%	8.0%	9.1%	8.1%
Hispanic	28.6%	28.1%	27%	25%
White	51.5%	51.1%	48.3%	48.1%
Two or More Races	5.9%	5.4%	6.3%	7.2%
Asian	7.1%	7.4%	9.3%	10.8%
Special Education	7.5%	8.2%	9.3%	10.2%
Economically Disadvantaged	14.1%	12.3%	9.5%	14.1%
English Language Learners	4.3%	4.0%	6.0%	7.5%
At-Risk	10.7%	7.8%	28.7%	23.8%
Total Number of Students	833	900	789	796

Staff Demographics	Fall 2019
African American	11.1%
Hispanic	8.6%
White	82.7%
Asian	3.7%

Staff Demographics	Fall 2019
American Indian	3.7%
Pacific Islander	2.5%
Total Number of Staff	81

### **Demographics Strengths**

Rowe Lane continues a trend of developing a diverse student body more representative of the demographics present throughout our greater community.

Community Engagement is relatively high at Rowe Lane, with many organizations visible and involved on campus.

Parent Surveys reveal strong support of the teachers and leadership at Rowe Lane, pride in the school, and appreciation for the quality education children enjoy.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Parent survey responses indicate sentiments that school culture primarily may not reflect the many cultures represented at Rowe Lane. **Root Cause:** Rowe Lane currently has no systems to assess or address the level to which multi-cultural beliefs are embraced and celebrated.

# Student Academic Achievement

## Student Academic Achievement Summary

Once again, the overall achievement of Rowe Lane students on the STAAR tests was exemplary among PfISD campuses. RLES scored 93 out of 100, earning an "A", for Overall Campus Performance.

Rowe Lane earned an "A" for the Student Achievement Domain, scoring 92 out of 100. The School Progress Domain reflects a score of 89 out of 100, earning a "B" for RLES. Rowe Lane earned an "A" for the Closing the Gaps Domain, scoring 96 out of 100.

The percentage of students meeting expected progress or demonstrating accelerated progress increased in every area between 1 and 18% on the 2019 STAAR tests.

RLES saw overall increases in the percentage of students demonstrating achievement at the Approaches, Meets, and Masters Levels for 18 of the 24 measures of STAAR testing.

## Student Academic Achievement Strengths

### Distinction Designations Earned

Rowe Lane earned two Distinctions, Top 25% Comparative Academic Growth and Post-Secondary Readiness.

### In 5th Grade STAAR Math

Masters level performance increased nearly 20%. Meets level performance increased nearly 16%. Approaches level performance increased nearly 2%. Accelerated Progress increased 18%. Expected + Accelerated Progress increased by 11%. State Percentile performance increased from 66th to 77th.

### In 5th Grade STAAR Reading

Masters level performance increased 9%. Meets level performance increased 1%. Approaches level performance increased 2%. Accelerated Growth increased 6%. Accelerated + Expected increased 5%.

### In 5th Grade STAAR Science

Masters level performance increased almost 20%. Meets level performance increased almost 11%. State Percentile moved from 66th to 72nd.

### In 4th Grade STAAR Math

Masters level performance increased 5.5%. Meets level performance increased 1%. Accelerated Progress increased 8%. Accelerated + Expected increased 4%. State Percentile increased from 67th to 68th.

### In 4th Grade STAAR Reading

Masters level performance increased 3%. Meets level performance increased 3%. Approaches level performance increased 7.5%. Accelerated Progress increased 0.5%. Accelerated + Expected Progress increased 1%. State Percentile increased from 66th to 70th.

### In 4th Grade STAAR Writing

Approaches level performance increased 2.5%.

### In 3rd Grade STAAR Math

Masters level performance increased 13%. Meets level performance increased 6%. Approaches level performance increased 1%. State Percentile increased from 60th to 65th.

### In 3rd Grade STAAR Reading

Meets level performance increased 4%. State Percentile increased from 66th to 68th.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** While the percentage of students performing at the meets level and mastery level is increasing in third grade reading, the percentage of students performing at the approaches level is decreasing. **Root Cause:** There is a lack of campus communication regarding expectations for core guided reading instructional components.

**Problem Statement 2:** While the percentage of students performing at the approaches level and mastery levels is increasing in fourth grade writing, the percentage of students performing at the meets level is decreasing. **Root Cause:** There is a lack of horizontal alignment of writing instruction related to editing and revising processes.

**Problem Statement 3:** While the percentage of students performing at the meets level and mastery level is increasing in third, fourth, and fifth grade math, the percentage of students performing at the approaches level is decreasing. **Root Cause:** There is a lack of campus communication regarding expectations for small group guided math instructional components.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Many Rowe Lane staff routinely assume and are recruited into PfISD leadership positions. The prior campus Assistant Principal was appointed to the new RLES Principal role for 2019-2020.

The faculty as a whole embraces innovative opportunities to research and reflect upon educational initiatives.

Teachers meet in Professional Learning Communities twice each week to engage in critical conversations regarding curriculum, instruction, and assessment.

Faculty meetings are targeted to support professional learning priorities, which are selected through a collective process involving all stakeholders.

All teachers are members of one or multiple Committees established to support broader initiatives and values integral to maintaining and developing the strong student and community culture that exists at Rowe Lane. The Positive Behavior Interventions & Supports (PBIS) Committee develops campus-wide systems in order to establish a safe and positive learning environment for all students.

Grade Level Leaders operate as liaisons, advocates, and advisors regarding the varied interests and perspectives of their respective teams, which in turn informs the collaborative development of systems that optimize effective teaching and learning practices throughout the school.

Climate Survey results for staff indicated a decrease in staff agreement with statements related to having sufficient time to collaborate with colleagues.

### **School Processes & Programs Strengths**

Rowe Lane has established systems for responding effectively to academic needs through the Problem Solving Support Team.

Enrichment as a Friday club is a popular program with students and parents involving teachers, parents, and community members to enhance the curriculum.

The Fine Arts and Physical Education programs are noted as popular and exceptionally strong according to parent surveys.

Parent surveys indicate the Parent Teacher Organization is an effective and efficient means of communication and coordination between the school and home.

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

**Problem Statement 1:** Teacher responses to staff Climate Survey indicate less satisfaction since last year with the opportunities to collaborate with and learn from colleagues. **Root Cause:** Our PLC Cycle was revised this year, and there currently is not a clearly defined and commonly valued outcome for each PLC meeting.

# Perceptions

## Perceptions Summary

Rowe Lane has a strong campus culture rooted in a stable, invested parent community, a veteran staff, and high expectations for students. Visitors routinely remark on the "warm feeling" and sense of welcome present at the school. Strong traditions include community events within the school that showcase student talents and learning, as well as charitable efforts to benefit our local and greater community.

Rowe Lane's mantra, "Rockets Go Above and Beyond," is indicative both of the magnitude of commitment to our students and also of the expectations we hold for ourselves.

Climate Survey results for staff indicated a decrease in staff agreement with statements related to consistency and support with student code of conduct infractions. Parent Survey results indicate some sentiment that consequences for student code of conduct violations are too permissive.

## Perceptions Strengths

Parent Surveys indicate repeated sentiments of support for teachers and leadership at Rowe Lane.

Parent Surveys overwhelmingly indicate common perceptions that Rowe Lane is a positive environment where students receive a high-quality education.

Staff Climate Surveys indicate increased positive perception in all areas of Principal and Supervisor Leadership and Principal and Supervisor Interactions with a slight decrease in response to "I get the training I need to do my job."

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff and Parent survey responses indicate concern with procedures related to discipline and enforcement of the student code of conduct. **Root Cause:** There is a lack of clarity for students, staff, and parents of systems and intentions related to discipline efforts and enforcement of the student code of conduct.

# Priority Problem Statements

**Problem Statement 2:** Teacher responses to staff Climate Survey indicate less satisfaction since last year with the opportunities to collaborate with and learn from colleagues.

**Root Cause 2:** Our PLC Cycle was revised this year, and there currently is not a clearly defined and commonly valued outcome for each PLC meeting.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Staff and Parent survey responses indicate concern with procedures related to discipline and enforcement of the student code of conduct.

**Root Cause 3:** There is a lack of clarity for students, staff, and parents of systems and intentions related to discipline efforts and enforcement of the student code of conduct.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Parent survey responses indicate sentiments that school culture primarily may not reflect the many cultures represented at Rowe Lane.

**Root Cause 4:** Rowe Lane currently has no systems to assess or address the level to which multi-cultural beliefs are embraced and celebrated.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** While the percentage of students performing at the meets level and mastery level is increasing in third grade reading, the percentage of students performing at the approaches level is decreasing.

**Root Cause 5:** There is a lack of campus communication regarding expectations for core guided reading instructional components.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** While the percentage of students performing at the approaches level and mastery levels is increasing in fourth grade writing, the percentage of students performing at the meets level is decreasing.

**Root Cause 6:** There is a lack of horizontal alignment of writing instruction related to editing and revising processes.

**Problem Statement 6 Areas:** Student Academic Achievement

**Problem Statement 7:** While the percentage of students performing at the meets level and mastery level is increasing in third, fourth, and fifth grade math, the percentage of students performing at the approaches level is decreasing.

**Root Cause 7:** There is a lack of campus communication regarding expectations for small group guided math instructional components.

**Problem Statement 7 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

## **Goal 1: PfISD will recruit, support, and retain teachers and principals.**

**Performance Objective 1:** By May of 2020, Rowe Lane Elementary will increase opportunities for staff collaboration and staff satisfaction with collaboration by 5% as measured by the TASB climate survey.

## **Goal 2: PfISD will build a foundation of reading and math.**

**Performance Objective 1:** By May of 2020, the percentage of third grade students performing at the Approaches Level or above in Reading will increase, at minimum, 5% from the third grade STAAR Reading performance from 2018-2019.

**Targeted or ESF High Priority**

**Performance Objective 2:** By May of 2020, the percentage of fourth grade students performing at Meets Grade Level or above in Writing will increase, at minimum, 5% from the 4th grade STAAR Writing performance from 2018-2019.

**Targeted or ESF High Priority**

**Performance Objective 3:** By May of 2020, the percentage of third, fourth, and fifth grade students performing at the Approaches Level or above in Math will increase, at minimum, 3% from the STAAR Math performance from 2018-2019.

**Targeted or ESF High Priority**

**Performance Objective 4:** Rowe Lane will continue to develop staff who will become familiar and effective with strategies and practices focused on closing math achievement gaps by increasing student achievement of all student groups at the Meets and Masters level. African American and Asian student group math performance will increase, at minimum, 5% at the Meets and Masters levels in Math by May 2020.

**Targeted or ESF High Priority**

### **Goal 3: PfISD will connect high school to career and college.**

**Performance Objective 1:** By May of 2020, Rowe Lane Elementary will improve cultural responsiveness, as measured by an increase in parent and staff agreement to the following statements on the TASB climate survey: "I feel different cultures are valued at Rowe Lane;" "I feel my child's culture is accepted at Rowe Lane".

#### **Targeted or ESF High Priority**

**Performance Objective 2:** During the 2019-2020 school year, Rowe Lane will create a healthy environment for students, staff and families, meeting the criteria as a Mayor's Healthy Healthy School.

## **Goal 4: PfISD will improve low performing schools.**

**Performance Objective 1:** By May of 2020, Rowe Lane Elementary will improve communication and implementation of Restorative Discipline Practices, as measured by an increase in parent and staff agreement to the following statements on the TASB climate survey: "I can explain what restorative discipline means at Rowe Lane;" "I feel restorative discipline has a positive impact on student discipline."