

Lamar Consolidated Independent School District

Phelan Elementary School

2022-2023 Campus Improvement Plan



Mission Statement

Maxine Phelan Elementary will elevate social and academic standards through impactful, passionate, interactive learning that enlightens the whole child.

Vision

Maxine Phelan Elementary will inspire excellence in academics, cultivate curiosity and community, and motivate life-long learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Maxine Phelan Elementary is the 30th LCISD elementary school opening in Richmond, Tx. The neighborhood school is located in the eastern section of the LCISD school district. Phelan students were rezoned in 2021 and pulled students primarily from 2 LCISD schools; Arredondo elementary and Hutchison elementary. Maxine Phelan elementary opened August 22, 2022.

Phelan Elem Demographics

Total Students	642	
Hispanic	165	25.7%
Asian	114	17.76%
Black	239	37.23%
Pacific-Is	0	0%
White	98	15.26%
2 or more	25	3.89%
Eco Dis	519	80.86%
EB	119	18.54%
SpEd	74	11.53%
GT	32	4.98%
At-Risk	157	24.45%

Demographics Strengths

The rich cultural diversity of our school is a direct reflection of the cultural diversity found in Fort Bend County. The teachers and staff that are joining Phelan Elementary are trained in supporting students who receive English Language support services with sheltered instructional strategies. Our special education teachers are current on the instructional strategies needed to promote growth in all students. All teachers have training in supporting the varying needs of all students through solid Tier I instructional best practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Building a culture among staff and students that can drive positive results in crafting a lasting, positive campus culture. **Root Cause:** This is a first year campus; 100% of teachers and students are new.

Problem Statement 2: 30% of economically disadvantaged students scored MEETS on the 2021 administration of STAAR. **Root Cause:** COVID-19 pandemic, many students had to adapt to learning through different modalities, staffing structures and instructional loss. Additionally, instructional time was lost due to necessary COVID procedures.

Student Learning

Student Learning Summary

	May 2022 STAAR Reading, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
3rd grade Reading								
Phelan Elementary	77	23	1459	66.82%	74.03%	46.75%	28.57%	05/01/22
Economic Disadvantage	46	21	1420	61.48%	69.57%	30.43%	15.22%	05/01/22
Asian	11	27	1552	79%	90.91%	72.73%	45.45%	05/01/22
Black/African American	25	20	1420	60.24%	60%	28%	24%	05/01/22
Hispanic	22	21	1419	61.91%	68.18%	36.36%	18.18%	05/01/22
Two or More Races	2	25	1478	73.50%	100%	50%	50%	05/01/22
White	17	25	1508	74.18%	88.24%	70.59%	35.29%	05/01/22
Currently Emergent Bilingual	24	24	1479	69.96%	79.17%	54.17%	33.33%	05/01/22
Special Ed Indicator	17	17	1333	48.82%	47.06%	5.88%	5.88%	05/01/22
4th Grade Reading								
Phelan Elementary	75	25	1534	69.27%	73.33%	56%	29.33%	05/01/22
Economic Disadvantage	58	25	1528	68.28%	72.41%	56.90%	27.59%	05/01/22
Asian	13	28	1579	77.23%	84.62%	61.54%	30.77%	05/01/22
Black/African American	33	24	1513	66.36%	72.73%	48.48%	27.27%	05/01/22
Hispanic	17	25	1527	68.53%	70.59%	58.82%	23.53%	05/01/22
Two or More Races	4	24	1559	67.25%	50%	50%	50%	05/01/22
White	8	26	1547	70.88%	75%	75%	37.50%	05/01/22
Currently Emergent Bilingual	18	27	1566	74.33%	77.78%	61.11%	27.78%	05/01/22
Special Ed Indicator	17	18	1410	49.76%	47.06%	23.53%	11.76%	05/01/22
3rd Grade Math								
Phelan Elementary	77	19	1426	59.06%	61.04%	36.36%	15.58%	05/01/22
Economic Disadvantage	46	16	1368	51.30%	47.83%	23.91%	6.52%	05/01/22
Asian	11	23	1518	73.27%	90.91%	63.64%	27.27%	05/01/22
Black/African American	25	16	1373	51.40%	40%	24%	12%	05/01/22
Hispanic	22	17	1394	54.50%	54.55%	31.82%	13.64%	05/01/22
Two or More Races	2	16	1356	50%	50%	0%	0%	05/01/22
White	17	22	1495	68.12%	82.35%	47.06%	17.65%	05/01/22
Currently Emergent Bilingual	24	21	1458	65.46%	79.17%	37.50%	16.67%	05/01/22
Special Ed Indicator	17	12	1283	37.53%	23.53%	0%	0%	05/01/22
4th Grade Math								
Phelan Elementary	77	23	1459	66.82%	74.03%	46.75%	28.57%	05/01/22

	May 2022 STAAR Reading, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Economic Disadvantage	46	21	1420	61.48%	69.57%	30.43%	15.22%	05/01/22
Asian	11	27	1552	79%	90.91%	72.73%	45.45%	05/01/22
Black/African American	25	20	1420	60.24%	60%	28%	24%	05/01/22
Hispanic	22	21	1419	61.91%	68.18%	36.36%	18.18%	05/01/22
Two or More Races	2	25	1478	73.50%	100%	50%	50%	05/01/22
White	17	25	1508	74.18%	88.24%	70.59%	35.29%	05/01/22
Currently Emergent Bilingual	24	24	1479	69.96%	79.17%	54.17%	33.33%	05/01/22
Special Ed Indicator	17	17	1333	48.82%	47.06%	5.88%	5.88%	05/01/22

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Maxine Phelan Elementary will focus on crafting and implementing engaging learning experiences that will motivate students to establish high academic and social-emotional expectations for themselves. **Root Cause:** Opportunities for real-world connections and hands-on experiences were limited during the Covid pandemic.

School Processes & Programs

School Processes & Programs Summary

As we are building Phelan Elementary we will be using the following processes and programs:

- PBIS
- PLC
- MTSS
- Character Counts
- Instructional Modeling
- Professional Development
- Campus Coaching
- Solution Focused Model
- Quality Tier 1 Instruction

School Processes & Programs Strengths

As we are cultivating Phelan Elementary a benefit is that the student population is small and we will be able to consistently use the following processes and programs starting the inaugural year:

- PBIS - will serve to promote positive reinforcement of student behavior.
- Solution Focused Model - common framework to approach and resolve challenges.
- MTSS Model - staff will ensure that all students' needs are met.
- PLC - school wide collaborative process for grade levels to share instruction practices, analyze student performance, and generate and learn strategies for instruction.
- Character Counts - district wide education to build students with strong character.
- Quality Tier I instruction - decreases the number who need Tiered intervention support.
- Professional Development - continuous learning to support high standard instruction for student achievement.
- Instructional Modeling - effective implementation of the instructional coaching cycle.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: It will be a challenge to implement all processes and programs with Phelan Elementary faculty and staff during the campus's inaugural year. **Root Cause:** 100% of the faculty and staff is new to Phelan Elementary.

Perceptions

Perceptions Summary

The team reviewed the Campus Climate Survey which is based on Hutchison and Arredondo Elementary 2020-2021 data. We will discover more trends during the 2022-2023 in culture, climate, values and beliefs as the school year progresses. The information will be updated periodically throughout the year.

As we develop Phelan Elementary, we will focus on:

- building and maintaining positive relationships with all stakeholders
- create a positive atmosphere that celebrates success and reflects on continuous learning
- provide clear and consistent communication
- set high expectations and demonstrate for all how to meet or exceed those expectations

Perceptions Strengths

After reviewing the 2021-2022 parent campus climate survey results the following strengths were observed:

- 83% of parents rated the quality of their child's school above average (A or B rating).
- 84% or higher of parents felt that their child receives a high quality education.
- 93% of parents feel that their child is safe at school.

After reviewing the 2021-2022 staff campus climate survey results the following strengths were observed:

- 82% or higher of the staff felt that students receives a high quality education.
- 95% or higher of the staff either agreed or strongly agreed that students have academic and social emotional support.
- 94% of staff feel safe at school.

After reviewing the Huggins Elementary 2021-2022 student campus climate survey results the following strengths were observed:

- 89% of students rated the quality of their school above average (A or B rating).
- 80% or higher are proud to attend their school and feel encouraged by their teachers to do the best they can with their education.
- 96% of students are aware of school safety procedures (evacuate, hold drill, shelter in place, lock out/down).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus culture, climate, values and belief have not yet been established. **Root Cause:** Phelan Elementary has not been established long enough to develop its true campus data.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information
- Running Records results
- Other PreK - 2nd grade assessment data

Goals





Goal 1: By June, 2023, 55% of students will score Meets grade level or above on the math STAAR and 65% on Reading STAAR with the goal of 75% in Math and 80% in Reading by 2025.

Performance Objective 1: Ensure high-quality instruction by implementing guided Reading, sheltered instructional strategies, and focused intervention.

HB3 Goal

Evaluation Data Sources: MAP testing, Benchmark data, checkpoints, classroom assessments, GRA data, and STAAR scores.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementing frequent professional development opportunities to ensure teacher understanding of content and materials for Guided Reading instructional practices.</p> <p>Strategy's Expected Result/Impact: Strengthen guided Reading instruction.</p> <p>Staff Responsible for Monitoring: Literacy coach and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide strategic planning time for teachers with support from the instructional coaches.</p> <p>Strategy's Expected Result/Impact: Strengthen guided Reading instruction.</p> <p>Staff Responsible for Monitoring: Literacy coach and teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide targeted interventions based on student needs; computer based programs for intervention and remediation (such as Galaxy Education powered Progress Learning/ RazKidsPlus) .</p> <p>Strategy's Expected Result/Impact: Ensure all student academic and socioeconomic needs are met.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Tutorials/ Tech - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$11,055</p>	Formative		
	Nov	Feb	June
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Goal 1: By June, 2023, 55% of students will score Meets grade level or above on the math STAAR and 65% on Reading STAAR with the goal of 75% in Math and 80% in Reading by 2025.

Performance Objective 2: Ensure high-quality instruction by implementing guided Math, sheltered instructional strategies, and focused intervention.

Evaluation Data Sources: MAP testing, Benchmark data, checkpoints, classroom assessments, GRA data, and STAAR scores.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementing frequent professional development opportunities to ensure teacher understanding of content and materials for Guided Reading instructional practices.</p> <p>Strategy's Expected Result/Impact: Strengthen guided Math instruction.</p> <p>Staff Responsible for Monitoring: Math Coach and teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By June, 2023, 55% of students will score Meets grade level or above on the math STAAR and 65% on Reading STAAR with the goal of 75% in Math and 80% in Reading by 2025.

Performance Objective 3: Improving on the campus POP of classroom activities, engagement, and discourse, all Phelan students will demonstrate mastery on the reading STAAR at a rate of 50% and math STAAR at a rate of 41%.





Evaluation Data Sources: MAP data, Benchmark data, classroom assessments and STAAR scores.

Goal 2: By June, 2023, 75% of Kindergarten, First, and Second Grade students will be reading at or above grade level as measured by end of year GRA assessments.

Performance Objective 1: Ensure high-quality instruction by implementing guided reading in every Kindergarten, First, and Second grade classroom.

Evaluation Data Sources: GRA scores, MAPS data, and in-class reading assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide targeted professional development.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize professional development to provide quality Reading instruction and interventions.</p> <p>Staff Responsible for Monitoring: Literacy coach and teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A resource library will be utilized to provide instructional resources that support differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will access the resource library for instructional materials that support instruction.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize district oral reading rubrics.</p> <p>Strategy's Expected Result/Impact: Student progress will be assessed and learning goals will be developed using the oral reading rubrics.</p> <p>Staff Responsible for Monitoring: Literacy coach and teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
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Goal 2: By June, 2023, 75% of Kindergarten, First, and Second Grade students will be reading at or above grade level as measured by end of year GRA assessments.

Performance Objective 2: Provide, facilitate, and develop strategic interventions to enrich learning and meet student needs.

Evaluation Data Sources: GRA scores, MAP data, and teacher input.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Intervention time (Knight Time) where students will receive Tier II and III instruction while providing enrichment opportunities for students at Tier I.</p> <p>Strategy's Expected Result/Impact: Decrease the number of students needing Tier II and III interventions. Students receiving Tier I will show academic growth on assessments.</p> <p>Staff Responsible for Monitoring: Reading Interventionist, Instructional Coaches, and Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Track student progress in intervention using Success Ed, classroom data, and student progress.</p> <p>Strategy's Expected Result/Impact: Decrease the number of students needing Tier II and III interventions. Students receiving Tier I will show academic growth on assessments.</p> <p>Staff Responsible for Monitoring: Reading Interventionist, Instructional Coaches, and Teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize team planning to design individualized targeted small group instruction for classroom and Intervention time.</p> <p>Strategy's Expected Result/Impact: Increase in student progress.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Coaches.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Using K-12 survey data, Phelan will focus on developing and maintaining meaningful relationships with students, parents, and staff. "Strongly Agree" question selections will be at 90% or higher.

Performance Objective 1: Staff will develop and be trained on Solution Focused Strategies and Character Counts (Knight's Code) in order to cultivate and maintain positive relationships with all stakeholders.





Evaluation Data Sources: K-12 District Climate Survey, Campus surveys, and staff feedback.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Phelan will develop the Knight's Code utilizing the pillars of Character Counts. Strategy's Expected Result/Impact: Positive campus culture. Staff Responsible for Monitoring: All stakeholders.</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and Counselor will collaborate to develop lessons for Character Counts instruction. Strategy's Expected Result/Impact: Positive campus culture. Students are able to demonstrate understanding of character traits. Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Train staff and utilize Solution Focused strategies to develop relationships with students. Strategy's Expected Result/Impact: Positive relationships with students. Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Using K-12 survey data, Phelan will focus on developing and maintaining meaningful relationships with students, parents, and staff. "Strongly Agree" question selections will be at 90% or higher.

Performance Objective 2: Develop the Phelan Housing System to promote a positive campus climate and relationships.

Evaluation Data Sources: K-12 Campus Climate Survey, campus-level surveys, stakeholder feedback.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement the housing point system to use as a motivator for students and staff. Strategy's Expected Result/Impact: Positive and unified campus culture. Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Site Based Decision making committee will meet four times per year to discuss campus data, expectations, progress, and goals. Strategy's Expected Result/Impact: Positive and unified campus culture. Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Phelan Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Phelan Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aida Villarreal	PreK Aide	1
Maite Serna	PreK Aide	1

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorials/ Tech		\$11,055.00
Sub-Total					\$11,055.00
Budgeted Fund Source Amount					\$73,003.93
+/- Difference					\$61,948.93
Grand Total Budgeted					\$73,003.93
Grand Total Spent					\$11,055.00
+/- Difference					\$61,948.93