

# **Ector County Independent School District**

## **Noel Elementary**

### **Improvement Plan**

**2020-2021**

# Mission Statement

## Mission Statement

William D. Noel Elementary will develop a community of learners who are socially conscious, self-reliant and academically equipped to take on an ever-changing world.

## Vision

At Noel - Its about giving back by leading the way!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

19/20 demographics. New enrollment includes all previous Pease students that are currently in 3rd - 5th.

Title I: 534

Eco dis: 321

homeless: 29

at risk: 330

SPED: 68

LEP: 123

bilingual: 92

Immigrant: 14

GT: 23

Dyslexia: 36

American Indian: 1, Asian: 2, African America: 13, Hispanic: 445, White: 68, Hawaiian/Pac Island:1, 2 or more: 4

Male: 286

Female: 248

2017-2018 August enrollment- 99 transfers, affidavits or McKinney Vento

2018-2019 August enrollment- 26 transfers, affidavits or McKinney Vento

## **Demographics Strengths**

The overall percentage of White students to score approaches or above in 5th-grade mathematics went from 56% to 84%.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Only 28% of Hispanic students and 28% of all students met grade level or above on STAAR Mathematics 2019 **Root Cause:** There was a lack of enrichment activities for students who did not need remediation

**Problem Statement 2:** Only 23% of Economically Disadvantaged students and 26% of all students met grade level or above on STAAR ELA/Reading 2019 **Root Cause:** There was a lack of full understanding and knowledge of the new Reading curriculum and a lack of rigorous instruction.

**Problem Statement 3:** Only 7% of English Language Learners and 30% of all students met grade level or above on STAAR Science 2019 **Root Cause:** The students lacked necessary vocabulary comprehension.

# Student Achievement

## Student Achievement Summary

Noel Elementary did not meet standards in the following Domains

Domain 1 - 56

Domain 2- 58

Domain 3- 52

## Student Achievement Strengths

Mathematics - white: 60%

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Only 28% of Hispanic students and 28% of all students met grade level or above on STAAR Mathematics 2019 **Root Cause:** There was a lack of enrichment activities for students who did not need remediation

**Problem Statement 2:** Only 23% of Economically Disadvantaged students and 26% of all students met grade level or above on STAAR ELA/Reading 2019 **Root Cause:** There was a lack of full understanding and knowledge of the new Reading curriculum and a lack of rigorous instruction.

**Problem Statement 3:** Only 7% of English Language Learners and 30% of all students met grade level or above on STAAR Science 2019 **Root Cause:** The students lacked necessary vocabulary comprehension.

# School Culture and Climate

## School Culture and Climate Summary

Parent involvement will continue to be a focus at Noel Elementary. For the 2020-2021 school year, Noel will continue to recruit parent involvement during academic nights through innovative ideas such as virtual and small group gatherings.

Noel plans to continue with family fun engaging activities such as Mother/Son, Daddy/Daughter Nights, Muffins with Mom and Doughnuts with Dad.

## School Culture and Climate Strengths

Noel now has two flex aide positions to assist with various needs on campus such as organizing parent events and assisting with their needs.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Teachers with 1 - 5 years of experience is 41% while teachers with 6 -10 years of experience is 24%. **Root Cause:** Teachers are moving due to job relocation and job promotions within the district.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Noel Elementary has 2 administrators, 1 counselor, 29 teachers, 4 classroom aides, 1 library clerk, 2 flex aides, 2 dyslexia teachers, 2 instructional specialists.

14 new staff members to the campus and 7 vacancies. This is the third-year Noel has been reconfigured to be a 3rd - 5th-grade campus.

## Staff Quality, Recruitment, and Retention Strengths

Noel celebrates employees: staff and teacher of the month, monthly birthday celebrations, frequent "happy" deliveries, jeans passes, positive notes, a good news section to the weekly newsletter, and other special recognitions throughout the school year.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** There are 9 First Year Teachers at Noel this year. **Root Cause:** 15 teachers left at the end of the 19-20 school year due to job relocations and promotions within the district.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Team level planning and PLCs have worked to create staff knowledge of the TEKS and form appropriate ways to determine TEK mastery. District training has been provided during PLCs and after school. The teachers will plan together and follow the scope and sequence and year at a glance document.

Noel teachers will use data from MAPS, Imagine Learning, Imagine math, Galaxy Education and Short Cycle Assessments to drive instruction, plan RTI, and structure/teach small groups in Reading and Math content areas.

The instructional coaches assist teachers in creating know and show charts when unpacking TEKS. Then the teachers create exemplars. The teachers will also bring a low/medium/high student sample in order to identify the gap and script a reteach lesson.

## Curriculum, Instruction, and Assessment Strengths

Short cycle assessments, SBAs, and DBAs will continue to be analyzed and reteach plans put into place to meet the needs of students at risk. Teachers also use data from Imagine Learning and Imagine math to create individualized intervention geared toward each individual student's needs.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Only 28% of Hispanic students and 28% of all students met grade level or above on STAAR Mathematics 2019 **Root Cause:** There was a lack of enrichment activities for students who did not need remediation

**Problem Statement 2:** Only 23% of Economically Disadvantaged students and 26% of all students met grade level or above on STAAR ELA/Reading 2019 **Root Cause:** There was a lack of full understanding and knowledge of the new Reading curriculum and a lack of rigorous instruction.

**Problem Statement 3:** Only 7% of English Language Learners and 30% of all students met grade level or above on STAAR Science 2019 **Root Cause:** The students lacked necessary vocabulary comprehension.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent engagement consists of family involvement in campus activities- College Days, Daddy-Daughter Dance, Mother-Son Dance, Doughnuts with Dad, Muffins with Mom. Each grade level will perform a monthly musical program and a parent involvement academic night. Noel continues the monthly red data folders, individual student success folders, Longhorn Leader activities, a Fall Festival, and 2 book fairs.

Noel continues to participate in the Food for Kids program. Noel has formed a new partnership with Pathway Baptist Church.

## Parent and Community Engagement Strengths

Noel will continue with family involvement campus activities- College Days, Daddy-Daughter Dance, Mother-Son Dance, Doughnuts with Dad, Muffins with Mom, musical performances, fall festival, book fairs, parent involvement academic nights, Food for Kids and the partnership with Pathway Baptist Church.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is a lack of parent volunteers. There was only two parents that volunteered as VIPS. **Root Cause:** Parents are inconsistent with following through after they apply to be a VIP.

# School Context and Organization

## School Context and Organization Summary

Noel Elementary uses data to drive instruction and focus interventions. There is a campus-wide intervention time of 2:15-3:10. Assessment data is analyzed to determine needs and adjust classroom instruction to meet the rigor of the state assessments. PLCs are used to desegregate data and create a better understanding of student needs. PD is used to support student and teacher needs. Administration and staff have a focus on high yield strategies.

## School Context and Organization Strengths

Data is used to drive instruction and identify student gaps and students at risk. Teachers participate in weekly PLCs to work with data, develop reteach plans, and develop interventions. In addition, teachers upload photos into OneNote to show evidence of engagement and rigor. Teachers also participate in weekly team-led PLCs.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** There is a disconnect between lesson plans and lesson delivery and rigor in the classroom. **Root Cause:** Teachers lack knowledge and experience when planning lessons.

# Technology

## Technology Summary

At Noel, technology is being utilized in all content areas for synchronous, asynchronous, and blended learning. Each student will have their device. The document cameras and smartboards are used to project material, for classroom management, and to conduct research. Computers are used for various support programs, interventions, and RTI.

## Technology Strengths

Campus technology is adequate to support the basic needs of the campus and students. Having smartboards and computer lab access creates better time management and less loss of classroom instruction during transitions and workstations.

Monthly technology training will be provided on campus by the technology department.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Not all students have WiFi access at home in order to engage virtually. **Root Cause:** Students have weak or no broadband/internet access at home.

# Priority Problem Statements

# Goals





**Goal 1:** Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 1:** Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** None

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement Learning Labs to be utilized as a space for intervention and synchronous and asynchronous learning.	
<b>Strategy's Expected Result/Impact:</b> All students will have access to digital programs and devices for personalized learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> The classroom teacher	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 2:** Noel will provide differentiated processes for priority classrooms/students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** student data from district assessments

**Summative Evaluation:** None

**Strategy 1:** Plan and implement effective transitions for 5th grade to maintain academic learning and support the social-emotional learning of students.

**Strategy's Expected Result/Impact:** Students moving on to Middle school

**Staff Responsible for Monitoring:** Teachers and administrators

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Improve low-performing schools

**Funding Sources:**

**ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3:** Noel will embed technology to supplement teaching and learning in all grade levels.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** MAPS, Imagine Math, Imagine Learning and Education Galaxy

**Summative Evaluation:** None

**Strategy 1:** Use technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following: LMS and adaptive technology.

<b>Strategy's Expected Result/Impact:</b> Students will increase their technology skills in all content areas	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers and Administration	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<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	<b>Summative</b>
	<b>May</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**Performance Objective 4:** Noel will provide a rigorous, relevant and engaging curriculum

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Lesson Plans and data

**Summative Evaluation:** None

**Performance Objective 5:** Noel will provide a supportive school environment with rigorous learning.

**Evaluation Data Sources:** Social-Emotional surveys, DOK levels of questioning in lesson plans, teachers following the DDI process

**Summative Evaluation:** None

**Strategy 1:** Awareness training for staff. All new staff will be trained during the required new employee training on Darkness to Light/Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements.


<b>Strategy's Expected Result/Impact:</b> None	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administration	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

**Strategy 2:** Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices.

<b>Strategy's Expected Result/Impact:</b> The number of classroom referrals will decrease	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, Administrators	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Improve low-performing schools	
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	
<b>Problem Statements:</b> None	<b>Oct</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>May</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 1:** In 2020-21, Noel will offer a job-embedded, personalized professional learning system for teachers and administrators.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Learning Management System (LMS)

Employee Performance Evaluations

Staff Retention Rates

Eduphoria STRIVE

Staff Exit Survey Data

**Summative Evaluation:** None

**Strategy 1:** Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

**Strategy's Expected Result/Impact:** Teacher growth

**Staff Responsible for Monitoring:** Administrators

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**Funding Sources:** None

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 3:** Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

**Performance Objective 1:** 3rd-grade reading "Meets" percentages will increase from 27% to 31% as measured by the 2021 STAAR assessment.

3rd-grade reading "Masters" percentages will increase from 16% to 20% as measured by the 2021 STAAR assessment.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2020 State Accountability, MAPS

**Summative Evaluation:** None

**Performance Objective 2:** 3rd-grade math "Meets" percentages will increase from 31% to 35% as measured by the 2021 STAAR assessment.

3rd-grade math "Masters" percentages will increase from 11% to 15% as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** 2020 State Accountability, MAPS

**Summative Evaluation:** None

**Performance Objective 3:** The percentage of students that Met Standard on all subjects/grades tested will increase from 25% to 30% as measured by the 2021 STAAR assessment.

The percentage of students that Mastered Standard on all subjects/grades tested will increase from 10% to 15% as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** 2020 State Accountability, MAPS

**Summative Evaluation:** None

**Performance Objective 4:** The percentage of students meeting or exceeding the growth target will increase from 60% to 63% as measured by the 2021 STAAR assessment.





**Evaluation Data Sources:** 2021 State Accountability, MAPS

**Summative Evaluation:** None

**Performance Objective 5:** Implement innovative instructional models that enable personalized learning for all students.

**Evaluation Data Sources:** Data reports and walkthroughs

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.	
<b>Strategy's Expected Result/Impact:</b> Increase in student growth	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers and Administrators	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<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	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> The principal will implement PLC's where teams implement the data-driven instructional process, TEKS knowledge (know and show charts), implement the coaching model of Observation/feedback, and plan for student mastery of learning objectives through a personalized learning path.	
<b>Strategy's Expected Result/Impact:</b> Increased student achievement	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Teachers, instructional specialist, administrators	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	<b>Mar</b>
<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	<b>Summative</b>
<b>Problem Statements:</b> None	<b>May</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	



# Campus Funding Summary

# Addendums