

Lamar Consolidated Independent School District

Adolphus Elementary

2022-2023 Campus Improvement Plan



Mission Statement

One Team

One Goal

Every Child

Vision

Adolphus Elementary is committed to growing the whole child in a loving, engaging, and safe environment in order to create memorable experiences that promote excellence in academics and empower our students to be confident and independent lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Adolphus Elementary opened in the fall of 2013 as a K - 5th grade campus in Lamar Consolidated ISD. In 2020, we opened a pre-kindergarten program that has grown to the enrollment size of 54 students. We serve Long Meadow Farms community, Lost Creek, Grand Trails, Creekside and four apartment complexes. Our current enrollment is 969 students. Enrollment data reveals the White student population continues to be the largest group with 42% followed by 24% Hispanic, 15% Black or African American, 12% Asian, 5% Two or More Races, and 1% American Indian. 14% of our students receive ESL services, 13% of our students are served under the special education umbrella, and 41% are considered at-risk. This ethnicity information was obtained based on the TAPR report for 2020-2021.

Demographics Strengths

Our school community has a diverse student population with representation from six cultural backgrounds. There are 26 different languages spoken by our families at Adolphus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the 2021-2022 TELPAS data, only 47% of our ESL population in grades 2-5 made at least one year's growth in English language proficiency. **Root Cause:** The cause for this problem is limited opportunities for rigorous student discourse during classroom instruction.

Student Learning

Student Learning Summary

	2022 TELPAS								
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator			
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher
4th Grade Adolphus	18	24	1599	65.50%	3/1/2022	26.67%	73.33%	0%	0%
3rd Grade Adolphus	21	24	1618	70.52%	3/1/2022	52.94%	47.06%	0%	0%
2nd Grade Adolphus	18	17	1517	54.94%	3/1/2022	70.59%	29.41%	0%	0%
1st Grade Adolphus	17	0	0	0%	3/1/2022	56.25%	37.50%	6.25%	0%
Kindergarten Adolphus	20	0	0	0%	3/1/2022	%	%	%	%
	94								

May 2022 STAAR Mathematics, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Adolphus Elementary	147	28	1708	76.67%	94.56%	74.15%	48.98%
Economic Disadvantage	34	25	1641	69.32%	88.24%	64.71%	32.35%
American Indian/Alaskan Native	1	23	1590	64%	100%	0%	0%
Asian	22	29	1721	79.59%	100%	81.82%	50%
Black/African American	30	23	1625	65.03%	80%	46.67%	30%
Hispanic	27	27	1693	76.22%	92.59%	81.48%	40.74%
Native Hawaiian/Pacific Islander	2	34	1848	93%	100%	100%	100%
Two or More Races	7	32	1846	88.43%	100%	85.71%	85.71%
White	58	29	1734	80.02%	100%	81.03%	56.90%
Currently Emergent Bilingual	19	27	1675	74.05%	94.74%	73.68%	42.11%
First Year of Monitoring	2	31	1754	86%	100%	100%	100%
Second Year of Monitoring	1	33	1822	92%	100%	100%	100%
Special Ed Indicator	19	20	1555	56.05%	68.42%	31.58%	10.53%

May 2022 STAAR Mathematics, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Adolphus Elementary	146	28	1702	81.18%	95.89%	81.51%	63.01%
Economic Disadvantage	41	26	1637	75.27%	92.68%	80.49%	43.90%
Asian	18	29	1739	86.33%	100%	94.44%	77.78%
Black/African American	22	26	1643	75.36%	90.91%	72.73%	50%
Hispanic	36	27	1670	79.31%	100%	77.78%	47.22%
Native Hawaiian/Pacific Islander	2	28	1710	82.50%	100%	100%	50%
Two or More Races	8	30	1769	87.75%	100%	87.50%	87.50%
White	60	28	1723	81.98%	93.33%	81.67%	70%
Currently Emergent Bilingual	19	27	1660	78.95%	100%	78.95%	47.37%
First Year of Monitoring	1	33	1918	97%	100%	100%	100%
Second Year of Monitoring	2	27	1689	79.50%	100%	50%	50%
Special Ed Indicator	21	21	1570	63.14%	76.19%	38.10%	28.57%

May 2022 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Adolphus Elementary	142	23	1509	71.91%	86.62%	59.86%	33.80%
Economic Disadvantage	32	21	1462	65.94%	78.12%	50%	18.75%
Asian	11	23	1519	73.09%	81.82%	72.73%	54.55%
Black/African American	31	21	1458	65%	77.42%	45.16%	16.13%
Hispanic	29	22	1489	69.62%	86.21%	51.72%	17.24%
Native Hawaiian/Pacific Islander	3	28	1638	87.33%	100%	100%	100%
Two or More Races	9	23	1511	71%	77.78%	55.56%	33.33%
White	59	24	1538	75.80%	93.22%	67.80%	44.07%
Currently Emergent Bilingual	23	21	1460	65.78%	73.91%	47.83%	21.74%
First Year of Monitoring	1	30	1721	94%	100%	100%	100%
Special Ed Indicator	17	15	1338	45.59%	41.18%	11.76%	5.88%

Kinder GRA -- EOY 2022

Overall

	Total Students	Below Grade Level	On Grade Level	Above Grade Level
Adolphus Elementary	143	28.67%	25.87%	45.45%
Economic Disadvantage	38	39.47%	23.68%	36.84%
American Indian/Alaskan Native	1	0%	0%	100%
Asian	18	22.22%	16.67%	61.11%
Black/African American	20	25%	25%	50%
Hispanic	37	35.14%	29.73%	35.14%
Native Hawaiian/Pacific Islander	1	0%	0%	100%
Two or More Races	6	50%	16.67%	33.33%
White	60	26.67%	28.33%	45%
Currently Emergent Bilingual	27	40.74%	14.81%	44.44%
Special Ed Indicator	9	55.56%	22.22%	22.22%

1st Grade GRA -- EOY 2022

Overall

	Total Students	Below Grade Level	On Grade Level	Above Grade Level
Adolphus Elementary	144	21.53%	15.97%	62.50%
Economic Disadvantage	29	31.03%	37.93%	31.03%
Asian	17	29.41%	11.76%	58.82%
Black/African American	21	23.81%	23.81%	52.38%
Hispanic	39	20.51%	17.95%	61.54%
Two or More Races	7	14.29%	28.57%	57.14%
White	60	20%	11.67%	68.33%
Currently Emergent Bilingual	22	40.91%	22.73%	36.36%
Special Ed Indicator	17	52.94%	35.29%	11.76%

2nd Grade GRA -- EOY 2022

Overall

Total Students

		Below Grade Level	On Grade Level	Above Grade Level
Adolphus Elementary	145	12.41%	20.69%	66.90%
Economic Disadvantage	33	24.24%	15.15%	60.61%
American Indian/Alaskan Native	1	0%	0%	100%
Asian	17	17.65%	17.65%	64.71%
Black/African American	23	30.43%	26.09%	43.48%
Hispanic	30	10%	30%	60%
Two or More Races	8	12.50%	0%	87.50%
White	66	6.06%	18.18%	75.76%
Currently Emergent Bilingual	22	22.73%	18.18%	59.09%
Special Ed Indicator	19	36.84%	31.58%	31.58%

Results of 2021-2022 EOY SEL Screener for grades 3-5

Campus	Students	1	2	3	4	5
		I know at least one counselor who can help me.	I know how to ask for help for myself or if I am worried about a friend	I feel Safe at School	I know how to make and keep friends	I know what it takes to be a good student at my school.
Adolphus	412	A+(98.3%)	A(93.48%)	A (89.56%)	A (88.59%)	A (98.06%)
		B (1.7%)	B (7.52%)	B (10.19%)	B (11.41%)	B (1.94%)
		* (0%)	* (0%)	* (0.24%)	* (0%)	* (0%)

Student Learning Strengths

Our 4th and 5th grade students achieved well above the goal of 90% approaches, 60% meets, and 30% masters on the math STAAR.

As a campus we earned a rating of "A" along with six distinction designations (ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 28% of Adolphus Kindergarten students were below EOY GRA expectations. **Root Cause:** Additional professional development is needed to provide all Kindergarten teachers with necessary instructional tools regarding the science of teaching reading.

Problem Statement 2: 48% of Special education students at Adolphus did not meet grade level expectations in Reading on STAAR. **Root Cause:** Our special education ELA teacher utilizes LLI kits as the main source of instruction. This approach is not fully aligned with the science of teaching reading.

Problem Statement 3: 86.62% of Adolphus 3rd grade students scored approaches and 59.86% scored meets on math STAAR. **Root Cause:** 3rd grade did not implement morning math work and Bulldog Learning Time in the same manner as 4th and 5th grade during the 2021-2022 school year because they were focused on the state required Reading Academy professional development.

Problem Statement 4: 11% of students in grades 3-5 stated they don't know how to make and keep friends on the District EOY SEL screener. **Root Cause:** Students lack the social and problem solving skills necessary to initiate friendships and resolve conflicts as they arise.

Priority Problem Statements

Problem Statement 1: 28% of Adolphus Kindergarten students were below EOY GRA expectations.

Root Cause 1: Additional professional development is needed to provide all Kindergarten teachers with necessary instructional tools regarding the science of teaching reading.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community 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
- Study of best practices
- Action research results

Goals

Goal 1: By June of 2023, 85% or more of our students in EACH grade level K-2 will be at or above the district reading level expectation as measured by the GRA Assessment.





Performance Objective 1: Ensure all K-2nd Grade teachers implement daily instruction that aligns with the Science of Teaching Reading.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement daily phonemic awareness practice utilizing Science of Teaching Reading aligned resources. (Heggerty and Really Great Reading)</p> <p>Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators & Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement daily phonics instruction utilizing Science of Teaching Reading aligned resources. (Really Great Reading: Countdown, Blast & HD Word)</p> <p>Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators & Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will use decodable text in reading groups to support the practice of phonics knowledge.</p> <p>Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators & Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers and students will utilize the Sound Wall daily.</p> <p>Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators & Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will begin to transition to a knowledge based curriculum by implementing at least one knowledge based unit of study each semester.</p> <p>Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All PK teachers will plan for and explicitly teach phonological awareness skills to support Kindergarten early literacy readiness.</p> <p>Strategy's Expected Result/Impact: CLI data will show growth in phonological awareness skills from beginning of year to end of year.</p> <p>Staff Responsible for Monitoring: PK Teachers & Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 1: By June of 2023, 85% or more of our students in EACH grade level K-2 will be at or above the district reading level expectation as measured by the GRA Assessment.

Performance Objective 2: Ensure all K-2nd teachers receive continued appropriate professional development in the Science of Teaching Reading.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-2nd teachers will take the Texas Reading Academy training if they have not already completed it. Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coach/teacher leader will lead at least 1 continued learning opportunity per semester on Science of Teaching Reading topics. Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level. Staff Responsible for Monitoring: Instructional Coach/teacher leader</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The ESL specialist/teacher leader will facilitate at least one session per semester on the Language Comprehension part of Science of Reading with a focus on Vocabulary Development. Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level. Staff Responsible for Monitoring: ESL Specialist/teacher leader</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	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 of 2023, 85% or more of our students in EACH grade level K-2 will be at or above the district reading level expectation as measured by the GRA Assessment.





Performance Objective 3: Ensure all K-2nd grade teachers identify and intervene with our striving readers (below level).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each grade level will hold PLCs to review data and determine needs/actions at least monthly. Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level. Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches & ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-2nd grades will implement a common grade level intervention time for teachers to provide targeted reading instruction based on student needs. Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hire highly qualified K-2 interventionists to provide in school tutorials for our striving students. Strategy's Expected Result/Impact: At least 85% of students reading on or above grade level. Staff Responsible for Monitoring: Administrators & Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,478</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By June 2023, the percentage of students in grades 3-5 who indicate that they can make and keep friends, as evident in question 4 of the District EOY Social Emotional Wellness Screener, will increase from 89% in 2021-2022 to 94%.

Performance Objective 1: Counselors will complete the steps necessary to earn a No Place for Hate designation for the 2022-2023 school year.





Evaluation Data Sources: Designation Status

Strategy 1 Details	Formative Reviews		
Strategy 1: In September a No Place for Hate coalition will be formed and students, staff, and parents will sign the Resolution of Respect Strategy's Expected Result/Impact: Setting an expectation of respectful relationships Staff Responsible for Monitoring: counselors	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: During Bullying Prevention Month in October, counselors will teach a bullying prevention lesson and activity with all students and host a bullying prevention assembly for grades 3-5. Strategy's Expected Result/Impact: Students will identify ways they can prevent and respond to bullying. Staff Responsible for Monitoring: counselors	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: In November, students and families will participate in Multicultural Week activities in order to bring awareness and celebrate our diverse campus. Strategy's Expected Result/Impact: Students and parents will learn about the many cultures we have on our campus. Staff Responsible for Monitoring: counselors	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: In March, counselors will do a diversity lesson with students during their specials time. Strategy's Expected Result/Impact: Students will recognize and celebrate what makes them unique. Staff Responsible for Monitoring: counselors	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Host a parent night on the topic of internet safety and cyber bullying. Strategy's Expected Result/Impact: Parents will understand their role in keeping their children safe on the internet and how to respond to cyber bullying.	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By June 2023, the percentage of students in grades 3-5 who indicate that they can make and keep friends, as evident in question 4 of the District EOY Social Emotional Wellness Screener, will increase from 89% in 2021-2022 to 94%.





Performance Objective 2: Counselors will implement the Character Counts program and complete the steps necessary to be recognized as a Character Counts exemplary school for the 2022- 2023 school year.

Evaluation Data Sources: Designation status

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will teach monthly lessons for the different Character Counts traits: Trustworthiness (September), Respect (October), Responsibility (November/ December), Fairness (January/ February), Caring (March), Citizenship (April/ May).</p> <p>Strategy's Expected Result/Impact: Students will be able to define each character trait and give examples of how to exemplify them at home, school, and in the community.</p> <p>Staff Responsible for Monitoring: counselors</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School staff members will identify students who demonstrate acts of good character that align with a specific Character Counts trait and award them a "Paws for Praise."</p> <p>Strategy's Expected Result/Impact: Students will be recognized on announcements, social media, and receive a reward for showing good character. The specific acts of good character are highlighted and reinforced to all students.</p> <p>Staff Responsible for Monitoring: teachers, counselors and other staff members</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselors will share information and examples of the Character Count trait of the month daily during morning announcements and through a parent newsletter.</p> <p>Strategy's Expected Result/Impact: This will reinforce student and parent understanding of each trait and what they can do to exemplify it.</p> <p>Staff Responsible for Monitoring: counselors</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: By June 2023, the percentage of students in grades 3-5 who indicate that they can make and keep friends, as evident in question 4 of the District EOY Social Emotional Wellness Screener, will increase from 89% in 2021-2022 to 94%.

Performance Objective 3: Staff will implement the Ron Clark House System in order to build positive peer relationships.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In August, all staff and students in grades 3-5 will be sorted into one of six houses in order to allow opportunities for more meaningful relationship with people throughout the building.</p> <p>Strategy's Expected Result/Impact: Giving students more opportunities to build positive relationships with a variety of people.</p> <p>Staff Responsible for Monitoring: House Leaders and counselors</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will award house points for positive behaviors and academic successes to allow for students to work together to win the nine week House Challenge.</p> <p>Strategy's Expected Result/Impact: Students will hold each other accountable and work together to win the most points and earn the reward. This will allow for opportunities to encourage and support each other and to work as a team.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All PK-2nd grade students will be sorted into a house during September 2022.</p> <p>Strategy's Expected Result/Impact: All PK-2nd grade students will belong.</p> <p>Staff Responsible for Monitoring: House Committee</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: By June 2023, 100% of Special Education students will grow by at least one level on GRA from the 2021-2022 school year.

Performance Objective 1: Ensure all teachers that work with Special Education students receive continued appropriate professional development in the Science of Teaching Reading as well as Special Education instructional best practices.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Instructional coach will provide at least one session per semester of training for teachers/paras utilizing the Leveled Literacy Intervention (LLI) Kit to increase comprehension skills.</p> <p>Strategy's Expected Result/Impact: All Special Education students will grow at least one level on GRA</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-3 teachers, including Special Education Resource teachers, will take the Texas Reading Academy training if they have not already.</p> <p>Strategy's Expected Result/Impact: All Special Education students will grow at least one level on GRA</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Reading Interventionist will train all special education teachers administering the Guided Reading Assessment (GRA).</p> <p>Strategy's Expected Result/Impact: All Special Education teachers will know how to properly administer the Guided Reading Assessment (GRA).</p> <p>Staff Responsible for Monitoring: Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: By June 2023, 100% of Special Education students will grow by at least one level on GRA from the 2021-2022 school year.

Performance Objective 2: Acquire high quality instructional materials to aid in reading instruction for Special Education students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase scientifically based phonics curriculum/materials from Really Great Reading</p> <p>Strategy's Expected Result/Impact: All Special Education students will grow at least one level on GRA</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase decodable texts to use in reading groups to practice phonics skills.</p> <p>Strategy's Expected Result/Impact: All Special Education students will grow at least one level on GRA</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: By June 2023, 100% of Special Education students will grow by at least one level on GRA from the 2021-2022 school year.

Performance Objective 3: Target vocabulary knowledge to improve comprehension.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer intervention for Special Education students to target word knowledge.</p> <p>Strategy's Expected Result/Impact: All Special Education students will grow at least one level on GRA</p> <p>Staff Responsible for Monitoring: Instructional Coach and grade level interventionists.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The ELA Resource teacher will use high quality instructional materials for phonics and phonological awareness daily to improve decoding skills</p> <p>Strategy's Expected Result/Impact: All Special Education students will grow at least one level on GRA</p> <p>Staff Responsible for Monitoring: Instructional Coach, ELA Resource Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By June 2023, 3rd Grade will achieve a 6% increase to at least 93% of students scoring approaches on math STAAR as compared to the 87% approaches in 2022.





Performance Objective 1: Continue providing professional development in the components of Guided Math to improve Tier 1 instruction for all K-3 teachers.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In Guided Math, the focus will be implementing workstations and modeling accountability procedures such as math journals and/or digital portfolios as evidence of student learning.</p> <p>Strategy's Expected Result/Impact: The expected strategy results will be measured by the artifacts developed in each workstation and analyzed by the teacher to measure student accountability and student mastery to determine if further instruction in a small group is needed.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilizing Mastery Connect, teachers in grades 2-5 will create summative assessments that are aligned to the STAAR 2.0 at least twice per nine weeks.</p> <p>Strategy's Expected Result/Impact: The expected result is the ability for teachers to create authentic assessments that are closely aligned with instructional TEKS.</p> <p>The impact is immediate assessment data to measure student progress and improve instructional strategies.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach (formerly Math Facilitator) Admin Support</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By June 2023, 3rd Grade will achieve a 6% increase to at least 93% of students scoring approaches on math STAAR as compared to the 87% approaches in 2022.





Performance Objective 2: Teachers and the Instructional Coach will meet weekly for collaborative planning utilizing district instructional resources that outline the expected instructional TEKS per grade period to design appropriate and effective lesson plans and assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teachers will provide on-going whole group number talks and fact fluency 3-5 times per week during Tier 1 instruction as outlined in the district on-going TEKS plan.</p> <p>Strategy's Expected Result/Impact: The expected result is an increase in number sense for third grade students in order to achieve grade level standards and close achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide all third grade students with access to individualized and differentiated online instruction through DreamBox.</p> <p>Strategy's Expected Result/Impact: The expected result will be measured by student weekly participation with the completion of at least five lessons. The impact is measured by the analysis of student participation that reflects student gains in areas of identified learning gaps.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase mathematical discourse utilizing resources such sentence stems and targeted vocabulary strategies for ESL students and all At-Risk sub-populations.</p> <p>Strategy's Expected Result/Impact: This strategy will increase language proficiency by at least one level as measured by TELPAS.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches ESL Specialist Instructional Rounds Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: By June 2023, 3rd Grade will achieve a 6% increase to at least 93% of students scoring approaches on math STAAR as compared to the 87% approaches in 2022.





Performance Objective 3: Ensure all math students, including at-risk, receive support and additional time for intervention at Tier 2 and Tier 3 through MTSS.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop instructional plans for identified students through formative and summative assessment data and provide intervention instruction.</p> <p>Strategy's Expected Result/Impact: Strategy results will show academic growth due to intense intervention and supporting data through MTSS.</p> <p>Staff Responsible for Monitoring: Instructional Coach MTSS Facilitator Classroom Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The MTSS Team will meet at the end of every six weeks to analyze student data to make instructional adjustments and provide additional academic support where needed.</p> <p>Strategy's Expected Result/Impact: The expected impact would be evidence of student growth or areas still in need of improvement.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,478</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: By June 2023, the percentage of ESL students making at least one level of growth on the yearly progress measure on TELPAS will increase by 10% to 57% as compared to 47% in 2022.

Performance Objective 1: Ensure all Pre-Kindergarten through 5th grade teachers who service emergent bilingual students receive appropriate SIOP training with an emphasis on higher level questioning and academic discourse.

Evaluation Data Sources: ESL Toolbox in CANVAS, Weekly Collaborative Planning, Walkthroughs, Instructional Rounds

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level teachers and all paras (PK and SPED) will participate in instructional rounds with the ESL Specialist and Instructional Coach at least three times during the 2022-2023 school year. The main focus will be on higher level questioning and academic discourse. We will debrief and reflect to discuss next steps and actions.</p> <p>Strategy's Expected Result/Impact: ESL students will make at least 1 level of growth in language proficiency.</p> <p>Staff Responsible for Monitoring: ESL Specialist, Instructional Coach, Instructional Rounds Team</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Higher level questioning, turn and talk, and written response opportunities will be preplanned and documented in the weekly lesson plans.</p> <p>Strategy's Expected Result/Impact: The expected result is an increase in rigorous academic discourse which will positively impact TELPAS speaking scores.</p> <p>Staff Responsible for Monitoring: PK paras, All Teachers, ESL Specialist, Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide sentence stems to students to help build their ability to respond using appropriate academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Student language proficiency will increase by at least 1 level as measured by TELPAS.</p> <p>Staff Responsible for Monitoring: PK paras, All Teachers, ESL Specialist, Instructional Coaches</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Adolphus Elementary

Total SCE Funds: \$10,956.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

We will utilize the state comp Ed. funds to pay for part time tutors to intervene with at-risk students in reading and math. Rashana McDaniel, Instructional Coach-SCE salary 45,483.00 Regina Escamilla, PK Para-SCE salary 29,264.26 Cosette Cherukunnel, PK Para-SCE salary 31, 281.93

Personnel for Adolphus Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cosette Cherukunnel	PreK Aide	1
Gloria Kyle	Part time tutor math	0
Rashana McDaniel	Instructional Coach	0.5
Regina Escamilla	PreK Aide	1
Sandra Rakowski	Part time tutor reading	0

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Stacy Boarman	Principal
Administrator	Marilyn Cooper	Assistant Principal
Classroom Teacher	Courtney Kunath	Kindergarten
Classroom Teacher	Cassie Venable	1st grade
Classroom Teacher	Ruth Brotzman	2nd grade
Classroom Teacher	Chelsea Thompson	3rd grade
Classroom Teacher	Erin Jones	4th grade
Classroom Teacher	Chari Pennington	5th grade
Non-classroom Professional	Michelle Steenbergen	Librarian
Non-classroom Professional	Paulette Cousins	Reading Interventionist
Parent	Jaylynn Clark	Parent
Parent	Kenya Griffin	Parent
Parent	Stephanie Hofer	Parent
Parent	Jordan Holland	Parent
District-level Professional	Lana Kettler	Instructional Coordinator
Business Representative	Rachel Nguyen	Business
Business Representative	Sandra Cerrano	Business

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$5,478.00
4	3	2			\$5,478.00
Sub-Total					\$10,956.00
Budgeted Fund Source Amount					\$10,956.00
+/- Difference					\$0.00
Grand Total Budgeted					\$10,956.00
Grand Total Spent					\$10,956.00
+/- Difference					\$0.00

Addendums