

Lamar Consolidated Independent School District
Arredondo Elementary
2022-2023 Campus Improvement Plan



Mission Statement

At Arredondo Elementary School, we instill a passion for learning while equipping our students with the tools for success, encouraging them to take risks, and celebrating our diverse community of learners.

Vision

At Arredondo Elementary School, we provide a rigorous and stimulating environment that engages students while preparing them to be global innovators, well-rounded citizens, diverse thinkers, confident scholars, and self-initiating life-long learners.

Motto

I CAN & I WILL

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Comprehensive Needs Assessment

Revised/Approved: October 18, 2022

Demographics

Demographics Summary

Student Demographics (21-22 Fall Collection Data):

- African American – 29.85%
- Hispanic – 41.49%
- White – 14.03%
- Asian – 11.04%
- Economically Disadvantaged – 55.82%
- Emergent Bilingual – 23.18%
- Special Education – 16.52%
- At-Risk – 58.91%
- Gifted and Talented - 5.87%

Demographics Strengths

- Foundational Phonics program for Kindergarten, 1st and 2nd grade is used in every ELAR classroom daily.
- GRA levels for the 1st and 2nd grade increased on and above level students (using cohort data)
- Overall 2022 STAAR scores in reading, math, and science increased by double digits in every performance category.
- We service a diverse group of students that come from different countries, cultural, and socio-economic backgrounds. We have 33 different languages spoken at the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 37% of students in 1st grade and 36% of students in 2nd grade are performing "Below" grade level on the GRA assessments. **Root Cause:** Students lack the foundational skills needed to comprehend and accurately read grade level material.

Problem Statement 2 (Prioritized): 48% of all 3rd-5th grade students scored at "Meets Grade Level" for Math. This is still 14% below where we were in 2019, **Root Cause:** Students are still missing some foundational skills (numerical fluency including lack of automaticity with math facts, number / concept relationships) that were lost during the last two

years. Teachers teach skills in isolation rather than integrating concepts to provide students a deeper understanding.

Problem Statement 3 (Prioritized): There is a disparity in the reading levels for economically disadvantaged students when compared to non-economically disadvantaged students on end of year GRA in 1st and 3rd grade. (1st Grade: EcoDis Below Level -49% compared to 16% nonEcoDis Below Level; 3rd Grade: EcoDisBL-66% compared to 46% nonEcoDis Below Level) **Root Cause:** Students lack basic foundational skills in reading.

Problem Statement 4 (Prioritized): Special Education students are underperforming on the 2022 STAAR. (Approaches Level: 3rd Math 22%; 4th Math 31%; 5th Math 52%; 3rd Reading 44%; 4th Reading 47%; 5th Reading 48%) **Root Cause:** Special Education and General Education teachers have inadequate knowledge of instructional strategies to meet students' needs and lack time to effectively collaborate and plan for individual students' needs.

Problem Statement 5 (Prioritized): 21% of families do not feel as though are kept informed about what their child is learning as reflected on the Campus Climate Survey. **Root Cause:** Teachers are not communicating frequently enough and/or being specific enough when communicating what students are learning throughout the year.

Student Learning

Student Learning Summary

*STAAR Information based on 2021-2022 school year.

- 59% of students in 3rd-5th grade scored "Meets / Masters Grade Level" on all subjects
- 59% of students in 3rd-5th grade scored "Meets / Masters Grade Level" on the READING STAAR (AES only)
- 47% of students in 3rd-5th grade scored "Meets / Masters Grade Level" on the MATH STAAR (AES only)
- 50% of students in 5th grade scored "Meets / Masters Grade Level" on the SCIENCE STAAR (AES only)
- STAAR – Closed the gap between African American and Hispanic students in math and reading to less than 10% difference.
- STAAR- Reading scores for 3rd through 5th graders at the meets level increased by 16% from the 2021-22 school year
- STAAR – Math scores for 3rd through 5th graders at the meets level increased by 13% from the 2021-22 school year

*GRA based on the End of Year data from 2021-2022 school year:

- Kindergarten - 45% of students are on or above reading level
- 1st Grade - 63% of students are on or above reading level
- 2nd Grade - 64% of students are on or above reading level

EARLY CHILDHOOD LITERACY AND MATH TARGETS

- Percent of Kindergarten students that score on grade level or above on the Guided Reading Assessment will increase from 54% to 85% by June 2024.
- Percent of 1st grade students that score on grade level or above on the Guided Reading Assessment will increase from 44% to 70% by June 2024.
- Percent of 2nd grade students that score on grade level or above on the Guided Reading Assessment will increase from 59% to 70% by June 2024

3rd Grade TARGETS

- The percent of 3rd grade students that **meet grade level or above** on STAAR math will increase from 41% (2022) to 75% by June 2024.
- The percent of 3rd grade students that **meet grade level or above** on STAAR reading will increase from 54% (2022) to 75% by June 2024.

Student Learning Strengths

*STAAR Information based on 2021-2022 school year.

- Campus earned 1 Distinction Designation: Science
- Increase in over percentage of students scoring "Masters Grade Level" in every subject in every grade level
- STAAR – 100% of GT students scored "Approaches Grade Level or Above" on all subject tests

*STAAR Information based on 2020-2021 school year.

- Closed the gap between African American and Hispanic in math and reading to less than 10% difference.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a disparity in the reading levels for economically disadvantaged students when compared to non-economically disadvantaged students on end of year GRA in 1st and 3rd grade. (1st Grade: EcoDis Below Level -49% compared to 16% nonEcoDis Below Level; 3rd Grade: EcoDisBL-66% compared to 46% nonEcoDis Below Level) **Root Cause:** Students lack basic foundational skills in reading.

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Problem Statement 4: Only 62% of parents (69% of staff) agree or strongly agree that "Discipline is enforced fairly at school" according to the Campus Climate Surveys taken in December 2020. **Root Cause:** Lack of understanding of district / campus consequences when mitigating factors are considered (i.e. Special Education students with BIPs, previous referrals, intent, homeless factors, etc.)

Problem Statement 5 (Prioritized): 37% of students in 1st grade and 36% of students in 2nd grade are performing "Below" grade level on the GRA assessments. **Root Cause:** Students lack the foundational skills needed to comprehend and accurately read grade level material.

School Processes & Programs

School Processes & Programs Summary

Instructional

- We have worked hard to create an effective planning and coaching system that includes content teachers planning every other week with instructional coaches. Assessments are reviewed and approved by instructional coaches.
- KidWatch meetings are strategically planned to the grading periods and are used to discuss each student's gaps and areas of strength. Plans for intervention are developed, monitored, and evaluated throughout the year.
- PLCs are used to effectively disaggregate data, monitor student progress, and adjust plans as needed.
- GRA and MAP data are used to make informed decisions about student learning and growth.
- The Instructional Rounds Process will restart this year to evaluate our student use of academic language in their responses.
- Guided math will continue to be a priority to fully implement.
- Guided Reading Assessments will continue to be used for all grades Kinder through 5th grade.

Personnel

- Teachers receive support from our team of instructional coaches and administration.
- Consistency with staff/teachers is important for creating an overall effective instructional program. Moderate changes were made to grade level positions for the 2022-2023 school year with the reduction of staff and students due to rezoning.

School Processes & Programs Strengths

- Data-driven decisions are made during KidWatch meetings, and students are provided with interventions during the MTSS time built into the master schedule.
 - Data points used: GRA, TxKEA, and will incorporate MAP Growth Data
- All teachers collaborate with others in their grade level content area to plan how they will provide Tier I instruction.
- Our positive school culture and the high level of support provided to teachers will continue to enhance the learning environment.
 - We will conduct monthly checks with staff to monitor the morale on campus.
 - Each month the Sunshine committee will put together a morale booster for the staff.
 - Team Leaders will be selected for each grade level / team to help with communication and needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a disparity in the reading levels for economically disadvantaged students when compared to non-economically disadvantaged students on end of year GRA in 1st and 3rd grade. (1st Grade: EcoDis Below Level -49% compared to 16% nonEcoDis Below Level; 3rd Grade: EcoDisBL-66% compared to 46% nonEcoDis Below Level) **Root Cause:** Students lack basic foundational skills in reading.

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Perceptions

Perceptions Summary

We base our climate and culture on the premise that all students can learn at high levels and that all students deserve someone to champion for them. Our motto is "I CAN & I WILL". We teach our students life-long lessons of respect, manners, teamwork, etc. using our Jaguar Essentials. Each student is inducted into a HOUSE in which they belong to as long as they are on our campus. This House teaches them a sense of pride, belonging, and responsibility for self and others. We incorporate our Character Counts principles into our morning Jag Time, instilling these traits into all that we do. We highlight and celebrate students and staff using Shout-Outs, Teacher / Para of the Month, Affirmations, etc that are posted in the main hallway for all to see. Students are also able to give a Shout-Out to their fellow peers and teachers. Incentives are used to increase student and staff attendance.

Our attendance rate is consistent with the district rate and similar through all race/ethnicity groups. Through positive incentives and communication, our attendance and tardies rates have improved each year. Due to our special education programs, we are able to assist students with extreme behaviors and get them the support they need to be successful in school. We will use a mentor program and focus on relationship building with our students as well as all teachers being trained to use Solution Focused and Trauma-Informed techniques.

We will continue to use a leadership committee on campus to allow opportunities for staff to gain leadership experience throughout the year. Staff are encouraged to provide feedback and innovative ideas. Staff morale was reported higher than previous years.

We communicate with families monthly through electronic newsletters that provide various information about the campus as well as articles and/or activities in all content and specials areas. Teachers communicate with families through various means of electronic communication (ex. Class Dojo, Blooms, Seesaw, Canvas, email) relaying campus information as well as classroom information. Each grade level sends home a weekly newsletter through various electronic communications and posts each newsletter on their Canvas homepage for easy access by parents and administration. Families, community members, and organizations are invited to participate in various events on campus throughout the year.

Perceptions Strengths

This will be our 8th year using Jaguar Essentials and our students use them on a regular basis. Families and visitors have praised our students' use of manners.

Students, staff and families are supportive of the House system and show their support by participating in House Day and House activities.

Mentoring programs, relationship building, and Solution Focused techniques allow staff members to effectively work with students with extreme behaviors while we go through the Special Education process to provide more support for the students to be successful in school.

The campus based leadership committee allows staff members to participate in various leadership roles, activities, and learning processes. We provide many learning and growth opportunities for all staff members that are interested in any type of leadership role.

Administrators and Core Team provide encouragement, incentives, and morale boosters throughout the year to keep a positive environment throughout the year, especially the more stressful times.

PTO is actively involved on the campus by providing events, volunteering, and hosting fundraisers.

- 85% of **staff** rated our campus with an "A or B" on the climate surveys taken in December 2021.
- 82% of **parents** rated our campus with an "A or B" on the climate surveys.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 21% of families do not feel as though are kept informed about what their child is learning as reflected on the Campus Climate Survey. **Root Cause:** Teachers are not communicating frequently enough and/or being specific enough when communicating what students are learning throughout the year.

Problem Statement 2: Only 62% of parents (69% of staff) agree or strongly agree that "Discipline is enforced fairly at school" according to the Campus Climate Surveys taken in December 2020. **Root Cause:** Lack of understanding of district / campus consequences when mitigating factors are considered (i.e. Special Education students with BIPs, previous referrals, intent, homeless factors, etc.)

Priority Problem Statements

Problem Statement 4: There is a disparity in the reading levels for economically disadvantaged students when compared to non-economically disadvantaged students on end of year GRA in 1st and 3rd grade. (1st Grade: EcoDis Below Level -49% compared to 16% nonEcoDis Below Level; 3rd Grade: EcoDisBL-66% compared to 46% nonEcoDis Below Level)

Root Cause 4: Students lack basic foundational skills in reading.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: 21% of families do not feel as though are kept informed about what their child is learning as reflected on the Campus Climate Survey.

Root Cause 5: Teachers are not communicating frequently enough and/or being specific enough when communicating what students are learning throughout the year.

Problem Statement 5 Areas: Demographics - Perceptions

Problem Statement 1: 37% of students in 1st grade and 36% of students in 2nd grade are performing "Below" grade level on the GRA assessments.

Root Cause 1: Students lack the foundational skills needed to comprehend and accurately read grade level material.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: 48% of all 3rd-5th grade students scored at "Meets Grade Level" for Math. This is still 14% below where we were in 2019,

Root Cause 3: Students are still missing some foundational skills (numerical fluency including lack of automaticity with math facts, number / concept relationships) that were lost during the last two years. Teachers teach skills in isolation rather than integrating concepts to provide students a deeper understanding.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Special Education students are underperforming on the 2022 STAAR. (Approaches Level: 3rd Math 22%; 4th Math 31%; 5th Math 52%; 3rd Reading 44%; 4th Reading 47%; 5th Reading 48%)

Root Cause 2: Special Education and General Education teachers have inadequate knowledge of instructional strategies to meet students' needs and lack time to effectively collaborate and plan for individual students' needs.

Problem Statement 2 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 15, 2022

Goal 1: By May of 2023, all students will improve STAAR scores by 7-10% at "Meets Grade Level" performance level in reading, math and science and we will meet all Target Measures for Domain 3 - Closing the Gaps as a result of implementing a consistent, planned, and monitored instructional program.





Performance Objective 1: Reading: Improve Tier I instruction in every ELAR classroom and focus on the components of balanced literacy with an emphasis on research-based early literacy strategies.

Evaluation Data Sources: Summative :
Advanced Academic Levels of Performance on STAAR

Formative :
GRA Reading Levels
Running Records
TXKea
MAP Growth
Phonemic Awareness Placement Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use data to determine targeted interventions and resources, including tutorials, needed to close the gaps for students.</p> <p>Strategy's Expected Result/Impact: Resources and research-based interventions will improve student performance on the reading STAAR (meets grade level).</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Supplemental Resources for Tutorials - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will utilize online reading programs to improve their level of comprehension, fluency, and accuracy while also increasing accessibility to a wider variety of texts, including online reading programs for all students (MyOn.com and Raz-Kids.com).</p> <p>Strategy's Expected Result/Impact: Students will read for a minimum of 20 minutes per day to increase fluency, exposure to text, increase vocabulary, etc. as evidenced by GRA levels, reading stamina, reading MAP scores.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach</p> <p>Funding Sources: Technology/Hardware and Software - 211 Title I, Part A - \$7,800</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: EL Coach will provide on-going professional development focused on engaging students in a language-rich, interactive classroom environment using the 38 Great Academic Language Builders from Seidlitz Education.</p> <p>Strategy's Expected Result/Impact: Teachers will improve Tier I instruction for EB students by incorporating research-based strategies targeted to their needs as evidenced by routine learning walks.</p> <p>Staff Responsible for Monitoring: Principals, EL Coach, and Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will provide additional ELAR resources and supplies to meet the needs of our EB student population.</p> <p>Strategy's Expected Result/Impact: Resources will provide English language supports for EB students so the learning rate is equitable to their non-EB peers as evidenced by student performance on classroom assessments, GRA, and STAAR.</p> <p>Staff Responsible for Monitoring: Principals and EL Coach</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: ELAR books and resources for EL students - 199 PIC 25 State Bilingual/ESL - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: EL Coach will provide on-going support to our EB families to increase family engagement for language acquisition through monthly newsletters and provide ELAR materials to assist and students at home.</p> <p>Strategy's Expected Result/Impact: EB families will participate in family engagement opportunities and be provided resources to support their students at home with homework and learning. EB family impact surveys will be used twice a year to measure parent participation and use of resources.</p> <p>Staff Responsible for Monitoring: Principals and EL Coach</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$990</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide targeted phonics intervention for 3rd-5th grade students who are decoding on a primary level based on the diagnostic tools from Really Great Reading.</p> <p>Strategy's Expected Result/Impact: We will close the gaps for our 3rd-5th grade readers as evidenced by the percentage of students performing on grade level on the GRA taken three times per year.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Title I: 2.4</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 May of 2023, all students will improve STAAR scores by 7-10% at "Meets Grade Level" performance level in reading, math and science and we will meet all Target Measures for Domain 3 - Closing the Gaps as a result of implementing a consistent, planned, and monitored instructional program.

Performance Objective 2: Math: Improve Tier I instruction in every math classroom by following the Guided Math Framework and use targeted Tier 2 interventions for students who are not successful.

Evaluation Data Sources: Formative:
 Universal Screeners (MAP Growth)
 Campus / District Performance Tests
 Benchmarks

Summative :
 STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use data to determine targeted instruction for Tier I and Tier II as well as resources (STEMscopes Math; Think Up consumables, manipulatives, etc) needed to achieve a minimum of one year's growth for all students, including tutorials.</p> <p>Strategy's Expected Result/Impact: Interventions will help bridge gaps students have in math concepts as measured by their performance on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Supplemental Resources - 211 Title I, Part A - \$11,521.12</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in professional development focused on their understanding and application of Math TEKS and the integration of Guided Math Workshop and Number Sense to develop a full understanding of how to plan for and implement effective Tier I instruction with fidelity.</p> <p>Strategy's Expected Result/Impact: Teachers will learn the Guided Math Framework and instructional strategies as well as how to implement strategies within the math block to increase student success as measured by their performance on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, and Principals</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: To address the learning / doing gap, the Instructional Coach will conduct routine learning walks using a Guided Math checklist.</p> <p>Strategy's Expected Result/Impact: Teachers will consistently implement Guided Math evidenced by weekly lesson plan checks and routine learning walks.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Instructional Coach, Teachers



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: By May of 2023, all students will improve STAAR scores by 7-10% at "Meets Grade Level" performance level in reading, math and science and we will meet all Target Measures for Domain 3 - Closing the Gaps as a result of implementing a consistent, planned, and monitored instructional program.





Performance Objective 3: Science: Improve Tier I instruction in every science classroom focusing on hands-on experiments, activities, problem solving, etc in accordance with the TEKS (K-1st-80%; 2nd-3rd-60%; 4th-5th - 50% Hands-on)

Evaluation Data Sources: Formative:

- Universal Screeners
- District Benchmark Tests
- Curriculum Checkpoints

Summative;
STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in targeted professional development to both increase their knowledge of science TEKS and ways to incorporate hands-on experiences, labs and active learning in context.</p> <p>Strategy's Expected Result/Impact: Students will be able to relate to science concepts using concrete examples as measured by their performance on MAP.</p> <p>Staff Responsible for Monitoring: Principals, Teachers and Instructional Coach</p> <p>Title I: 2.4, 2.5</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will provide a vocabulary rich, spiraling science curriculum aligned to the TEKS in an engaging way using Flocabulary, Interactive Word Walls, Visual Non-Glossary, STEMscopes, and science vocabulary cards.</p> <p>Strategy's Expected Result/Impact: Students will be able to use academic vocabulary to articulate learning as evidenced by routine learning walks.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Instructional Coach</p> <p>Funding Sources: Flocabulary School License - 211 Title I, Part A - \$2,100, - 199 PIC 25 State Bilingual/ESL - \$1,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will use district and approved campus level assessments to determine appropriate interventions such as flexible tutorial groups, additional science lab rotations, and resources needed to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Students will improve scores over the year. Data will include: STAAR, Progress Monitoring Assessments, Minor / Major grades</p> <p>Staff Responsible for Monitoring: Principal, Teacher, Instructional Coach</p> <p>Funding Sources: Science Lab Resources for Labs and Experiments - 211 Title I, Part A - \$900</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Performance Objective 4: Subpopulations: Identify students who are at-risk of not meeting grade level expectations and provide additional interventions to ensure they meet grade level standards.

Evaluation Data Sources: GRA
 Campus / District Assessments
 Universal Screeners
 STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide before/during/after school tutorials with effective and timely additional assistance, supplies and materials for STAAR tested subjects.</p> <p>Strategy's Expected Result/Impact: Students will close gaps on concepts in which they are struggling as evidenced by their performance on STAAR.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to hire teachers, paraprofessionals, and supplemental staff to target at-risk students, including Pre-K students, by providing coaching support to teachers, tutorials for students, and on-going monitoring.</p> <p>Strategy's Expected Result/Impact: Staff will target at-risk students and success will be measured by CLI Engage.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coordinator Paraprofessionals</p> <p>Funding Sources: Pre-K Paraprofessionals - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$62,084.99, Instructional Coordinator - 211 Title I, Part A - \$84,538.88, At-Risk Paraprofessional - 211 Title I, Part A - \$34,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: By December 2022, the number of families who feel as though they are informed about what their children are learning will increase by 5% on the campus climate surveys by improving communication between home, school, and community through our website, social media, campus and teacher newsletters.

Performance Objective 1: Decrease the percentage of parents reporting that they have not participated in a parental involvement activity, event or program from 22% to 17% as evidence by the Campus Climate survey taken in December 2022.

Evaluation Data Sources: Formative: Sign In Sheets by grade level, Copies of Communication, Quarterly Parent Communication Logs

Summative:
Staff and Parent Climate Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will offer a variety of communication (i.e. social media, parent newsletters, Skylert callout, Canvas, etc.) and outreach events to promote family involvement, specifically with our EL population.</p> <p>Strategy's Expected Result/Impact: Parents will stay up-to-date on events on campus and attend / participate as evidenced sign-in sheets and campus surveys.</p> <p>Staff Responsible for Monitoring: Principal , Assistant Principal, Instructional Coaches</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff members will communicate regularly to welcome families to our school, convey academic and social goals (Communication will include weekly newsletters and posted announcements from teachers, school social media posts, monthly parent newsletters sent by admin, and as needed.)</p> <p>Strategy's Expected Result/Impact: Families will stay informed about their child's education and will collaborate often with teachers as evidenced by grade level newsletters posted in Canvas as well as teacher / parent communication logs monitored by administrators.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use parent surveys to elicit feedback and participation from parents and the community to make positive changes to our campus where our parents feel heard.</p> <p>Strategy's Expected Result/Impact: The number of parents who reported their child's school did not give them the opportunity to be involved in their child's learning will decrease from 7% to 0%.</p> <p>Staff Responsible for Monitoring: Title I Campus Coordinator</p> <p>Title I: 4.1, 4.2</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: By May 2023, the failure rate of special education students on STAAR will decrease by at least 5% and we will meet all Target Measures for the Closing the Gap Domain on STAAR in math and student Success Status through the use of targeted interventions, aligning planning schedules to ensure collaboration, implementing effective instructional planning strategies, and utilizing effective resources.

Performance Objective 1: Improve Tier I instruction for all special education students.


Evaluation Data Sources: STAAR Summative Data
 Nine Weeks grades / failure reports
 Progress Monitoring Assessments
 Universal Screeners


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through on-going PLC meetings, coaches will provide General Education teachers additional professional development on how to support their special education students in the classroom (i.e. reading/writing IEPs, Scaffolding TEKS specifically by student needs, specific strategies for specific disabilities)</p> <p>Strategy's Expected Result/Impact: Increased collaboration between special education and general education teachers as evidenced by planning meeting minutes and lesson plans. Closing the gaps for special education students as evidenced by Special Education students meeting their target on the students success status of Domain 3: closing the gaps on STAAR.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Special Education teachers and paraprofessionals additional professional development on planning instruction, utilizing IEPs, strategies for differentiation for Special Education students.</p> <p>Strategy's Expected Result/Impact: Increased collaboration between special education and general education teachers as evidenced by planning meeting minutes and lesson plans resulting in an increase of student performance on STAAR for all special education students.</p> <p>Staff Responsible for Monitoring: Principals and Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Facilitate planning and PLC time for General Education and Special Education teachers and paraprofessionals to meet the needs of Special Education students.</p> <p>Strategy's Expected Result/Impact: Increased collaboration between special education and general education teachers</p>	Formative		
	Nov	Feb	June

Closing the gaps for special education students as evidenced by the students success status of meeting their target on STAAR.

Staff Responsible for Monitoring: Principals and Instructional Coaches

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: By May 2023, the number of students who are "on or above level" in each primary grade level (Kindergarten, 1st grade and 2nd grade) will increase by 10% as measured by the End of Year Guided Reading Assessment (GRA).

Performance Objective 1: Kindergarten students scoring "on or above level" on the GRA will increase from 54% to 65%; 1st Grade students scoring "on or above level" on the GRA will increase from 54% to 65% and 2nd Grade students scoring "on or above level" on the GRA will increase from 44% to 55% by May 2022.





HB3 Goal

Evaluation Data Sources: GRA

Running Records

MAP Growth

Phonemic Awareness Placement Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will plan collaboratively with instructional coach to effectively implement guided reading groups and targeted strategies for early literacy using the research-based program The Next Step Program in Guided Reading.</p> <p>Strategy's Expected Result/Impact: Teachers will effectively implement guided reading groups and target specific needs of students as measured by end of year Guided Reading levels.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Primary teachers will implement the phonics programs from Really Great Reading during Tier 1 and Tier 2 instruction as needed (Kindergarten-Countdown to Phonics; 1st Grade - Phonics Blast; 2nd Grade - HD Word and Phonics Blast for Tier 2 intervention.)</p> <p>Strategy's Expected Result/Impact: Students will gain a foundational phonemic awareness skills and be able to decode words to increase fluency in reading as measured by end of year word knowledge inventories.</p> <p>Staff Responsible for Monitoring: Principals Instructional Coaches Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: School Climate: 41% of students reported that they did not feel that discipline was enforced fairly on the 2021 - 2022 Student Climate Survey. By May 2023, there will be an 8% decrease in the amount of students that feel discipline is enforced fairly.

Performance Objective 1: Positive Behavior Intervention and Support framework will be utilized to create systems and structures that support student behavior.

Evaluation Data Sources: Classroom walk throughs, Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers and students are taught, practice and reinforce the "ROAR" expectations with a common language, posted in all areas of the building (i.e. classrooms, hallways, cafeteria, bathrooms, specials such as PE, Art, Music, Computer Lab, etc.)</p> <p>Strategy's Expected Result/Impact: Students will know and model what is expected from them behaviorally throughout the school day and in the classroom as measured by campus walkthroughs, committee observations, teacher surveys and parent questionnaires, resulting in decrease in student discipline incidents.</p> <p>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 PBIS (Positive Behavior Interventions and Supports) Committee will meet monthly to review campus data (i.e. discipline incidents) and refine schoolwide systems, routines, and procedures to decrease reported discipline incidents.</p> <p>Strategy's Expected Result/Impact: Consistent systems are being used across the campus to promote positive behavior as evidenced by campus observations, teacher and student surveys, as well as a decrease in discipline incidents.</p> <p>Staff Responsible for Monitoring: PBIS Committee, Teachers, Counselor.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All staff and students understand a system of rewards and consequences and consistently implement the system.</p> <p>Strategy's Expected Result/Impact: Student behaviors will improve positively and discipline referrals will decrease.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Nov	Feb	June

Title I:

2.6

- ESF Levers:

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Arredondo Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Arredondo Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenda Valdez	Pre-K Aide	1
Diana Hernandez	Pre K Aide	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Arredondo conducted a comprehensive needs assessment (CNA) on the following dates: June 14, 2022; September 26, 2022. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, community members, and administrative personnel. In addition, we were sure to include members of the staff that were paraprofessionals and/or part of the special education and ESL departments. Site Based Decision Making Committee Members are listed in the committee table.

2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2022-2023 school year and/or evaluated during the following months (September, November, January, March). Tentative Campus Improvement Council/SOM meeting dates are as follows: September 26, November 7, January 9, and March 6.

2.3: Available to parents and community in an understandable format and language

To help parents be informed the campus will provide the following in English and Spanish for families: Campus Improvement Plan, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent and family engagement activities, and in the State and Federal Programs Office at the district's administration building.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and at each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jamie Cloma	Instructional Coordinator		1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Amber Barbarow	Principal
Administrator	Nancy Garcia	Assistant Principal
Non-classroom Professional	Katrina Williams	Instructional Coach
Classroom Teacher	Maria Marrero	Kindergarten Teacher
Classroom Teacher	Ann Stockton	1st Grade Teacher
Classroom Teacher	Jamie Daaboul	2nd Grade Teacher
Classroom Teacher	Kimberly Rychlik	3rd Grade Teacher
Classroom Teacher	Amanda Richards	4th Grade Teacher
Classroom Teacher	Caitlyn Johnson	5th Grade Teacher
Parent	Amy Hensley	Parent
Parent	Marina Roberts	Parent
Community Representative	Norma Wilson	Parent
Paraprofessional	Julie Chapa	School Secretary

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Resources for Tutorials		\$5,000.00
1	1	2	Technology/Hardware and Software		\$7,800.00
1	2	1	Supplemental Resources		\$11,521.12
1	3	2	Flocabulary School License		\$2,100.00
1	3	3	Science Lab Resources for Labs and Experiments		\$900.00
1	4	2	At-Risk Paraprofessional		\$34,000.00
1	4	2	Instructional Coordinator		\$84,538.88
Sub-Total					\$145,860.00
Budgeted Fund Source Amount					\$145,860.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Pre-K Paraprofessionals		\$62,084.99
Sub-Total					\$62,084.99
Budgeted Fund Source Amount					\$62,084.99
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ELAR books and resources for EL students		\$5,000.00
1	1	5			\$990.00
1	3	2			\$1,000.00
Sub-Total					\$6,990.00
Budgeted Fund Source Amount					\$6,990.00
+/- Difference					\$0.00
Grand Total Budgeted					\$214,934.99
Grand Total Spent					\$214,934.99
+/- Difference					\$0.00