

Lamar Consolidated Independent School District

Beasley Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science

Postsecondary Readiness



Mission Statement

Beasley Elementary is a place where students are encouraged to dream **BIG, take risks, display respect and be kind;**

**where everyone is treated like family;
where together we learn to **LOVE** to learn!**

Vision

Beasley Elementary is a family of learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

African American - 8.8%

Hispanic - 77.8%

White - 11.7%

Economically Disadvantaged - 88.8%

Emergent Bilingual - 46.9%

Sped - 13.2%

Mobility Rate - 11.4%

Asian - 0.2%

Two or more races - 1.5%

Demographics Strengths

Average Class Size

PK - 16

Kinder - 17

Grade 1 - 23

Grade 2 - 20

Grade 3 - 17

Grade 4 - 17

Grade 5 - 23

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate for 2021-2022 was 94.6% **Root Cause:** EcoDis population 89% - lacking parental support/knowledge

Problem Statement 2: African American students scored approximately 30% points lower in Approaches and Meets for All Subjects. **Root Cause:** A majority of our special education students are African American.

Problem Statement 3: Only 3 of our 187 students reclassified based on four domains of TELPAS. **Root Cause:** Speaking scores on TELPAS declined.

Problem Statement 4: Special Education students are the lowest scoring sub-pop with 17% Meets on All Subjects. **Root Cause:** 21% of test takers are sped, scheduling difficulties

Student Learning

Student Learning Summary

Math Goals

Yearly Target Goals

2020	2021	2022	2023	2024
45%	48%	52%	55%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**	40%	64%	**	**	**	**	17%	36%	**	36%	47%	29%
2021	**	43%	67%	**	**	**	**	20%	39%	**	39%	50%	32%
2022	**	47%	71%	**	**	**	**	24%	43%	**	43%	54%	36%
2023	**	50%	74%	**	**	**	**	27%	47%	**	47%	57%	39%
2024	**	53%	77%	**	**	**	**	30%	50%	**	50%	60%	42%

Reading Goals

Yearly Target Goals

2020	2021	2022	2023	2024
30%	33%	37%	40%	43%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**	25%	45%	**	**	**	**	17%	23%	**	12%	32%	14%
2021	**	28%	48%	**	**	**	**	20%	26%	**	15%	35%	17%
2022	**	32%	52%	**	**	**	**	24%	30%	**	19%	39%	21%
2023	**	35%	55%	**	**	**	**	27%	33%	**	22%	42%	24%
2024	**	38%	58%	**	**	**	**	30%	36%	**	25%	45%	27%

2021-22 STAAR Results obtained from Eduphoria

3rd Math 69.36%, 28.57%, 10.2%

3rd Reading ENG 65.85%, 31.71%, 19.51%, SPN 37.5%, 12.5%, 0%

4th Math ENG 72.09%, 44.19%, 20.93%, SPN 100%, 0%, 0%

4th Reading ENG 66.67%, 52.38%, 16.67%, SPN 50%, 0%, 0%

5th Math ENG 90.91%, 60.0%, 27.7%, SPN 0%, 0%, 0%

5th Reading ENG 74.55%, 45.45%, 23.64%, SPN 0%, 0%, 0%

5th Science ENG 55.56%, 42.59%, 20.37% SPN 0%, 0%, 0%

2021-22 GRA/EDL Data obtained from Eduphoria

KG GRA 25% Below level; 75% On or Above level

KG EDL 30.7% Below level; 69.3% On or Above level

1st GRA 60.8% Below level; 39.2% On or Above level

1st EDL 59.2% Below level; 40.8% On or Above level

2nd GRA 41% Below level; 59% On or Above level

2nd EDL 50% Below level; 50% On or Above level

Data obtained from Texas Education Agency, **2020-2021** School Report Card

STAAR Outcomes

STAAR Performance Rate at Approaches (all subjects) - 63%

STAAR Performance Rate at Meets (all subjects) - 32%

STAAR Performance Rate at Masters (all subjects) 16%

ELA/Reading - 73%

Math -79%

Student Learning Strengths

Hispanic and White sub-pops are meeting the Target.

We met all of our Growth Targets.

Our EB population is crushing their Targets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We missed our Reading Target for Special Education by 4% points. **Root Cause:** Change in Reading curriculum

Problem Statement 2: We missed our Math Target for Special Education by 8% points. **Root Cause:** Lack of knowledge and skills of special education math teacher.

Problem Statement 3: Accelerated Student Progress in ELA/Reading fell in the 4th Quartile **Root Cause:** 48% of students entered 3rd grade reading below level.

Problem Statement 4: Accelerated Student Progress in Math fell in the 3rd Quartile. **Root Cause:** Teachers need PD in Differentiated Instruction

Problem Statement 5: In four of the Masters Grade level Indicators, we fell in the 3rd Quartile. **Root Cause:** We have more training with and focus on providing interventions rather than extending the learning.

School Processes & Programs

School Processes & Programs Summary

- Dual Language Program K-5
- Readers Are Leaders
- Gifted and Talented
- W.I.N. (What I Need) Daily Intervention
- Essential 50
- Ron Clark House System
- Character Counts
- Check In/Check Out SEL Program
- Math Mania
- Summit K12
- Family Outreach
- HB 4545 Intervention

School Processes & Programs Strengths

CICO has been a strength in the past and can be again.

Parent conflict resolution

Family engagement events

After school tutorials

HB4545 intervention

Staff Culture

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Check In/Check Out program wasn't as strong as it has been in past years. **Root Cause:** Refresh of professional development is needed and consistent monitoring/check in with mentors is necessary.

Problem Statement 2: Coaches responsibilities will be instructional in nature and Instructional Coaches will need to be well-versed in all content. **Root Cause:** Coaches have been content specific.

Problem Statement 3: Struggling students and EB students need multiple interventions therefore some students don't get the necessary time needed with Summit K12. **Root Cause:** Many students cross over needs areas (i.e. HB 4545 students who are also EB)

Problem Statement 4: Readers are Leaders reading program lost it's excitement. **Root Cause:** Teachers are not pushing the program and new ideas for rewards need to be addressed.

Problem Statement 5: 25% of our GT students were "droppers" based on their 2021-2022 assessments. **Root Cause:** GT students are bored in class and not getting enough enrichment through the program.

Problem Statement 6: WIN time is not being implemented with fidelity across all grade levels. **Root Cause:** Split time instead of one dedicated intervention time.

Perceptions

Perceptions Summary

All teachers and students at Beasley Elementary will grow and excel each year to become successful lifelong learners.

- SEL programs and incentives
- Communicating with all stakeholders
- Celebrating Diversity

Perceptions Strengths

100% of teachers and parents believe that high expectations are being set for Beasley students.

90-100% of teachers and parents believe Beasley students are being prepared to move on to the next grade level.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 74% of parents believe that high expectations are set for all students at Beasley. **Root Cause:** Communication to the parents about student expectations is lacking.

Problem Statement 2: There is a discrepancy between parents and teacher perception of timely and helpful feedback being given to Beasley students. **Root Cause:** Teachers are not giving as much specific feedback as they think they are and positive feedback may be lacking.

Problem Statement 3: A small percentage of parents complete the Campus Climate Survey which skews the results. **Root Cause:** Importance of giving the campus feedback needs to be communicated.

Problem Statement 4: Approximately 20% of parents feel communication about extra-curricular activities is lacking (tutorials, programs, events, etc.) **Root Cause:** Lack of communication in multiple modalities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data





Goals

Goal 1: By May 2023, 75% KG-2nd grade students will be on/above grade level as measured by GRA and EDL.

Performance Objective 1: Utilize guided reading and small group instruction consistently and effectively.

High Priority

Evaluation Data Sources: GRA/EDL

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use of guided reading lesson plans (J. Richardson)</p> <p>Strategy's Expected Result/Impact: Adequate planning elicits proficient lesson delivery in which students become better readers by reading, self-monitoring, and problem solving their way through text, rereading as needed to check understanding.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers, Admin</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor effective guided reading and phonics instruction through small group lesson planning, coaching and observation.</p> <p>Strategy's Expected Result/Impact: Utilizing the Guided Reading Framework will increase student fluency, comprehension, and reading levels.</p> <p>Staff Responsible for Monitoring: Coaches, Admin</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase volume of guided reading texts.</p> <p>Strategy's Expected Result/Impact: Teachers will have more options for embedding phonics lessons, decoding practice, and genres/topics.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Bilingual Coach, Admin</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$2,000, - 211 Title I, Part A - \$2,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: By May 2023, 75% KG-2nd grade students will be on/above grade level as measured by GRA and EDL.

Performance Objective 2: Increase quality and quantity of available literature.

High Priority

Evaluation Data Sources: Classroom libraries and Guided Reading Library Inventory

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase literature that increases student interest and is culturally diverse Strategy's Expected Result/Impact: Increase student interest in reading Staff Responsible for Monitoring: EB Specialist, Librarian, Admin</p> <p>Title I: 2.6 Funding Sources: - 211 Title I, Part A - \$2,000, - 199 PIC 25 State Bilingual/ESL - \$1,500</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide students with additional take-home books to increase volume of reading at home. Strategy's Expected Result/Impact: Student fluency will increase. Staff Responsible for Monitoring: Literacy Coach, Bilingual Coach, Admin</p> <p>Title I: 2.4 Funding Sources: - 211 Title I, Part A - \$500, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$200, - 199 PIC 25 State Bilingual/ESL - \$500</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase amount of bilingual text available. Strategy's Expected Result/Impact: Student independent reading levels and fluency will increase. Students will be motivated to read independently with more options available to them. Staff Responsible for Monitoring: Bilingual Coach, Admin</p> <p>Title I: 2.6 Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$2,000, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create or supplement teacher classroom libraries with texts that reflect the diversity and makeup of the classroom.</p> <p>Strategy's Expected Result/Impact: Increase student interest in reading material and increase student fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Teachers and Principals</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$1,500</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: By May 2023, 75% KG-2nd grade students will be on/above grade level as measured by GRA and EDL.

Performance Objective 3: Effective planning and delivery of Tier 1 Instruction aligned to TEKS and district roadmap.

High Priority

Evaluation Data Sources: Lesson plans and observations





Strategy 1 Details	Formative Reviews		
Strategy 1: Planning weekly with grade level team and instructional Coach. Strategy's Expected Result/Impact: Proficient lesson delivery and student understanding Staff Responsible for Monitoring: Instructional Coaches Title I: 2.4	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Coaches and EB Specialist review and coach teachers to increase lesson plan implementation and creation. Strategy's Expected Result/Impact: Increase student learning. Staff Responsible for Monitoring: Instructional Coaches, Principal (s), and EB Specialist	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize research based practices to engage students in the learning through innovation, movement, and hands on learning methods. Strategy's Expected Result/Impact: Higher engagement and application of the lesson. Staff Responsible for Monitoring: Teachers	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By May 2023, 75% KG-2nd grade students will be on/above grade level as measured by GRA and EDL.

Performance Objective 4: Identify student tier levels and provide necessary interventions to address student needs.

Evaluation Data Sources: Campus/District/State Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize daily MTSS/WIN time for all students. Strategy's Expected Result/Impact: Filling instructional gaps Staff Responsible for Monitoring: Teachers, admin</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide Tier 3 intervention to students through targeted small group instruction or individualized instruction via research-based intervention programs (ex: LLI/SIL and Do the Math). Strategy's Expected Result/Impact: Closing gaps for students who are performing below grade level expectations. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use small group instruction and flexible groups to close gaps in learning as measured by NWEA MAPS, district and campus assessments. Strategy's Expected Result/Impact: Address students specific needs to close gaps in learning. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use the Preview-View-Review Strategy, English Language Literacy Development, and Cross Linguistic Connections with fidelity in Bilingual Classrooms to bridge ELD and SLD. Strategy's Expected Result/Impact: Teacher, EB Specialist</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize Summit K12 to increase TELPAS scores in the 4 domains of listening, speaking, reading, and writing..</p> <p>Strategy's Expected Result/Impact: Increase ELD in all domains.</p> <p>Staff Responsible for Monitoring: EB Specialist, teachers</p> <p>Funding Sources: EB Specialist - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$42,855</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Address early literacy through district PK program.</p> <p>Strategy's Expected Result/Impact: Early Intervention at the fundamental level of learning.</p> <p>Staff Responsible for Monitoring: Principal, PK Teachers and PK Aides</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: PK Aides - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$66,158.57</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2023, 50% of 3-5 grade students will achieve "meets", as measured by STAAR Math Assessments.

Performance Objective 1: Effective planning and delivery of Tier 1 and Tier 2 Instruction aligned to TEKS, district roadmap and the district Instructional Handbook.

Evaluation Data Sources: Lesson Plans, Observations, Summative/Formative Assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase fact fluency opportunities through multiple modalities including Math Mania, daily Number Talks, Stemscopecs Math and Guided Math.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores</p> <p>Staff Responsible for Monitoring: Teachers/Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly content planning meetings led by teachers and facilitated by Instructional Coaches and Admin.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and teacher collaboration</p> <p>Staff Responsible for Monitoring: Teachers/CORE Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Weekly PLC/Data Meetings to determine weekly WIN time interventions and address specific student needs.</p> <p>Strategy's Expected Result/Impact: Improve individual student performance</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide access to programs and interventions to improve math fluency and comprehension (ie Dreambox, Stemscoptes, etc) Strategy's Expected Result/Impact: Increase student success. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools Funding Sources: - 211 Title I, Part A - \$2,800, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will utilize data effectively to create quintiles to drive classroom instruction and address the needs of students during WIN time. Strategy's Expected Result/Impact: Address specific student needs in order to close gaps and increase student achievement. Staff Responsible for Monitoring: Principal(s), Coaches, Teachers</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Under the direction of HB4545, all 4th and 5th students who were not successful on STAAR Math will receive 30 hours of additional accelerated instruction. Strategy's Expected Result/Impact: Higher % of students who approach or above Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.6</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 2: By May 2023, 50% of 3-5 grade students will achieve "meets", as measured by STAAR Math Assessments.

Performance Objective 2: Participate in district cadre (K-3) and utilize Guided Math Framework with fidelity (K-5).

Evaluation Data Sources: Attendance/Participation, Modules, Observations, Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide additional targeted professional development of each component of the Guided Math Framework. Strategy's Expected Result/Impact: Increased student success. Staff Responsible for Monitoring: Instructional Coaches	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide teachers with coaching and modeling to effectively implement guided math in their classrooms. Strategy's Expected Result/Impact: Deeper understanding of GMF, Used with Fidelity to increase student success. Staff Responsible for Monitoring: Instructional Coaches	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct learning walks and instructional rounds to provide teachers with exemplars in instruction and feedback on campus problem of practice. Strategy's Expected Result/Impact: Improve teacher instruction and student achievement. Staff Responsible for Monitoring: Principal(s) Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Attend Cadre learning walks and PD and implement strategies learned from Donna Boucher. Strategy's Expected Result/Impact: Improve classroom instruction and increase student achievement. Staff Responsible for Monitoring: Coaches, Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: By May 2023, 50% of 3-5 grade students will achieve "meets", as measured by STAAR Math Assessments.

Performance Objective 3: Plan for providing immediate targeted interventions to address student needs to achieve real-time growth for all students.

High Priority

Evaluation Data Sources: CBA's, exit tickets, reading levels

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly PLC meetings to discuss the PDSA cycles and share strengths in instructional strategies and practices. Strategy's Expected Result/Impact: Student gaps will decrease - student achievement will increase. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SBDMT will evaluate and fund all necessary programs, products or processes that improve student achievement. Strategy's Expected Result/Impact: Increase student achievement as measured by campus, district and state assessments. Staff Responsible for Monitoring: SBDM, Principals</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$5,060, - 211 Title I, Part A - \$22,295</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Under the directions of HB4545, all 4th and 5th grade students who were not successful on STAAR Math will receive 30 hours of additional accelerated instruction. Strategy's Expected Result/Impact: Improvement of student STAAR scores. Staff Responsible for Monitoring: Principals, Coaches and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Hire part-time tutors to supplement intervention before, during or after school.</p> <p>Strategy's Expected Result/Impact: Increase student success and close student learning gaps.</p> <p>Staff Responsible for Monitoring: Principals and Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$16,875</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: By May 2023, 55% of 3rd-5th grade students will achieve "meets", as measured by STAAR Reading Assessments.

Performance Objective 1: Effective planning and delivery of Tier 1 Instruction aligned to TEKS and district roadmap.

Evaluation Data Sources: Walkthroughs and lesson plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly content planning meetings led by teachers and facilitated by Instructional Coaches and Admin. Strategy's Expected Result/Impact: Less students needing intervention Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Admin</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement the coaching cycle with ELAR teachers in grades 3-5. Strategy's Expected Result/Impact: Teachers will create a goal targeted toward student success and coaches will help teacher reach their goal through observations, modeling, team teaching, lesson plan reviewing/editing, and feedback conferences. Staff Responsible for Monitoring: Coaches, Admin</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Participate in weekly PLC data meetings that dig into student data to find areas that need targeted instruction and collaborate to create lessons to support student growth in the identified areas. Strategy's Expected Result/Impact: Teacher will analyze data to pinpoint areas of concern for the entire class, provide targeted reteaching that utilized new strategies and resources which help students increase their scores on GRA, EDL, MAPS, and District assessments. Staff Responsible for Monitoring: Teachers, Coaches, Admin</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Review lesson plans to look for elements of the Instructional Playbook and use of a template that included deep practice, plans for small group instruction and activities aligned to the verb of the TEKS. Strategy's Expected Result/Impact: Improved delivery of instruction and use of strategies that align to TEKS.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Principal(s), Coaches



No Progress



Accomplished







Continue/Modify



Discontinue

Goal 3: By May 2023, 55% of 3rd-5th grade students will achieve "meets", as measured by STAAR Reading Assessments.





Performance Objective 2: Implement The Next Steps to Guided Reading Framework with fidelity.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training to support teachers in assessment, planning and implementation phases of Next Steps to Guided Reading framework.</p> <p>Strategy's Expected Result/Impact: Increase students' comprehension scores in the following areas: GRA levels, MAPs expected growth projection, campus comprehension assessment outcomes, and district comprehension assessment outcomes.</p> <p>Staff Responsible for Monitoring: Teachers and instructional coaches</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide feedback, modeling, and coaching to ensure that teachers are utilizing the Next Steps in Guided reading lesson components.</p> <p>Strategy's Expected Result/Impact: Teachers will receive explicit feedback on areas of the lesson components that are in need of support, modeling, and coaching which will help teacher provide quality instruction that will increase students scores in the areas of GRA levels, MAPs expected growth projections, campus assessment, district assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: Coaches</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May 2023, 55% of 3rd-5th grade students will achieve "meets", as measured by STAAR Reading Assessments.

Performance Objective 3: Increase student's comprehension by providing practice, support and intervention with research based literacy programs and practices.





Evaluation Data Sources: GRA/ EDL scores, MAPs Data, and STAAR results.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide access to programs to improve comprehension such as Lexia Core 5, Raz Kids, and Writable.</p> <p>Strategy's Expected Result/Impact: Students will show increased comprehension growth by increasing their reading level and growth on student's MAPs rit scores.</p> <p>Staff Responsible for Monitoring: Teachers and Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Lexia Core 5 - 211 Title I, Part A - \$15,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide multiple modalities of reading materials that support MTSS for struggling readers though campus tutorials, computer intervention programs and additional reading materials.</p> <p>Strategy's Expected Result/Impact: Close gaps and improve student achievement.</p> <p>Staff Responsible for Monitoring: Coaches, Teachers, Tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$1,030, - 211 Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May 2023, 55% of 3rd-5th grade students will achieve "meets", as measured by STAAR Reading Assessments.

Performance Objective 4: Plan for providing immediate targeted interventions to address student needs to achieve real-time growth for all students.

Evaluation Data Sources: Campus, District and State Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly PLC meetings to discuss the PDSA cycles and share strengths in instructional strategies and practices. Strategy's Expected Result/Impact: Close gaps in student learning and increase student achievement. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Under the directions of HB4545, all 4th and 5th grade students who were not successful on STAAR Math will receive 30 hours of additional accelerated instruction. Strategy's Expected Result/Impact: Increase student achievement and close gaps in learning. Staff Responsible for Monitoring: Principals, Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hire part-time tutors to supplement intervention before, during or after school. Strategy's Expected Result/Impact: Increase student achievement on standardized assessments. Staff Responsible for Monitoring: Principals and Coaches</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Tutors - 211 Title I, Part A - \$22,295</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2023, improve campus perception ratings of social-emotional factors related to student well-being by 10% as measured by the K12 Campus Climate Survey.

Performance Objective 1: Increase student attendance, positive behavior, and student ownership of learning to foster student efficacy.

Evaluation Data Sources: Use of student trackers
 PBIS tracking
 Weekly attendance / behavior rewards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement accountability measures for utilizing student growth trackers. Strategy's Expected Result/Impact: Students will become self-motivated and receive intrinsic rewards by visually seeing their own growth. Staff Responsible for Monitoring: Core Team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize a behavior tracking app for rewarding positive behavior, including the use of a school store. Strategy's Expected Result/Impact: Build motivation for making good choices and treating others with kindness. Staff Responsible for Monitoring: Homeroom teachers, AP, counselor</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Improve attendance and tardies by providing 9-week incentives and points toward the school store. Strategy's Expected Result/Impact: Increase attendance and decrease tardies Staff Responsible for Monitoring: AP</p> <p>Title I: 2.6 Funding Sources: - 211 Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Attend any necessary professional development opportunities including but not limited to Ron Clark Academy, Capturing Kids Hearts, CAMT, etc Strategy's Expected Result/Impact: Staff will implement what they learn and share with others to address students' social emotional and academic needs. Staff Responsible for Monitoring: Principal(s)</p> <p>Title I: 2.4, 2.6 Funding Sources: - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Conduct parent engagement opportunities during the year to cultivate trust and awareness for academic success. Strategy's Expected Result/Impact: Increase in student attendance and academic success by having parent support. Staff Responsible for Monitoring: Admin, Bilingual Coach</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Engage students in extracurricular clubs/organizations including UIL, Science, Art, Music, and Athletics to ensure students are provided a well-rounded education and exposure. Strategy's Expected Result/Impact: Increased schema, increased motivation to attend school Staff Responsible for Monitoring: Teachers, Coaches, Admin, Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: By May 2023, improve campus perception ratings of social-emotional factors related to student well-being by 10% as measured by the K12 Campus Climate Survey.

Performance Objective 2: Counselor will follow the Comprehensive Guidance Model under the four domains of guidance services, responsive services, individual planning and systems support.

Evaluation Data Sources: Campus Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Clearly articulate the counseling programs management system and related action plans to core team. Strategy's Expected Result/Impact: Staff will be made aware of what's being provided and what is available to our students. Staff Responsible for Monitoring: Counselor, admin</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide continued support to students in need through individual counseling, small group counseling, and Check-In Check-Out. Strategy's Expected Result/Impact: Students' SEL needs will be met which will allow them to focus on academic learning Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Plan, organize, implement, and deliver classroom lessons related to character counts and specific campus needs using Oskar Alley Theater Education Character Series.</p> <p>Strategy's Expected Result/Impact: Improve student climate and perceptions of emotional safety and treatment at school.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A - \$2,500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Act as a student advocate, leader, collaborator, and systems' change agent that acknowledges and respects diversity and ensures equitable access for all students.</p> <p>Strategy's Expected Result/Impact: Provide students with access to a safe adult who will speak and act on behalf of the students.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</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 5: By May 2023, 75% of 1st -5th grade students will score a 2 on the SAR/SCRs and/or 3 on extended responses on major assessments.

Performance Objective 1: Increase quantity of writing in all content areas.

Evaluation Data Sources: Campus writing assessments, district writing assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1st - 5th grade students will participate in Power Writing activity which includes a word or phrase from the learning objective of the day or week (words can be used over multiple days to help students increase their ability to expand on a topic).</p> <p>Strategy's Expected Result/Impact: Increased academic writing</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide verbal and written feedback on student writing in all content areas.</p> <p>Strategy's Expected Result/Impact: Improve quality of writing.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will attend district/campus provided professional development related to improving writing.</p> <p>Strategy's Expected Result/Impact: Improved writing instruction and increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal(s), Coaches and Teachers</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will guide students in interactive writing and support students in content writing during Friday WIN time.</p> <p>Strategy's Expected Result/Impact: Students will become more proficient writers in all content areas.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: By May 2023, 75% of 1st -5th grade students will score a 2 on the SAR/SCRs and/or 3 on extended responses on major assessments.

Performance Objective 2: Understand the components of the new extended response requirements.

Evaluation Data Sources: Campus writing assessments, district writing assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will meet with instructional coaches to learn about the requirements for extended response and how that will look in grade level specific writing.</p> <p>Strategy's Expected Result/Impact: Student's ability to write using academic language will be increased.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement teaching students the extended response requirements and expectations.</p> <p>Strategy's Expected Result/Impact: This will increase students' performance on major assessments.</p> <p>Staff Responsible for Monitoring: Coaches</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students in grades 3-5 will regularly practice reading responses or short answer responses that mimic STAAR expectations.</p> <p>Strategy's Expected Result/Impact: Improve the quality of student's written responses.</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will embed opportunities for students in grades 2-5 to participate in Typing Club during stations and WIN time.</p> <p>Strategy's Expected Result/Impact: Improve students typing ability in preparation for the 22-23 STAAR assessments.</p> <p>Staff Responsible for Monitoring: Coaches and Teachers</p>	Formative		
	Nov	Feb	June

Title I:
2.4



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: By May 2023, 75% of 1st -5th grade students will score a 2 on the SAR/SCRs and/or 3 on extended responses on major assessments.

Performance Objective 3: Create increased excitement, engagement, and quantity of writing for students by inviting writing workshops participating in the the "I-Write contest"

Evaluation Data Sources: Workshop writing samples, campus writing assessments, district writing assessments, and STAAR.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The librarian will secure an author visit where the author will share their books and how he/she completes the writing process.</p> <p>Strategy's Expected Result/Impact: Students will be encouraged to complete more writing tasks and learn how to complete the writing process through an author's lens.</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create an I-Write Club.</p> <p>Strategy's Expected Result/Impact: Students will engage in more writing and understand how to brainstorm, plan, draft, revise, edit, and publish stories.</p> <p>Staff Responsible for Monitoring: Librarian and coaches</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide funding for "I-Write Guy" writing workshop visit for students in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Students will engage in more writing and understand how to brainstorm, plan, draft, revise, edit, and publish their writing.</p> <p>Staff Responsible for Monitoring: Librarian and coaches.</p> <p>Title I: 2.4</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Beasley Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

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Personnel for Beasley Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Maricza Fraughton	PreK Aide	1
Rosabel Perez	Bilingual/ESL Coach	0.5
Susanna Rosales	PreK Aide	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Laura Haugvoll	Principal
Administrator	Rosabel Perez	Bilingual Specialist
Non-classroom Professional	Takiyah Clarke	Counselor
Classroom Teacher	Ashley Fyke	PK Teacher
Classroom Teacher	Sarah Chernohorsky	KG Teacher
Classroom Teacher	Kerri Gore	1st Grade Teacher
Classroom Teacher	Tamisha Brooks	2nd Grade Teacher
Classroom Teacher	Blanca Richard	3rd Grade Teacher
Classroom Teacher	Aida Hernandez	4th Grade Bilingual Teacher
Classroom Teacher	Nayelly Ortega	5th Grade Bilingual Teacher
Non-classroom Professional	Natalie Lopez	Librarian
Non-classroom Professional	Bronwynn Cillis	Special Education
District-level Professional	Jamie Vincek	District Representative
Community Representative	Carolyn Sabrsula	Community Representative
Parent	Katie Sabrsula	Parent
Parent	Jennifer Yackel	Parent

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,000.00
1	2	1			\$2,000.00
1	2	2			\$500.00
1	2	4			\$1,500.00
2	1	4			\$2,800.00
2	3	2			\$22,295.00
2	3	4			\$16,875.00
3	3	1	Lexia Core 5		\$15,000.00
3	3	2			\$10,000.00
3	4	3	Tutors		\$22,295.00
4	1	2			\$5,000.00
4	1	3			\$500.00
4	1	4			\$5,000.00
4	2	3			\$2,500.00
Sub-Total					\$108,265.00
Budgeted Fund Source Amount					\$108,265.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$200.00
1	2	3			\$500.00
1	4	5	EB Specialist		\$42,855.00
1	4	6	PK Aides		\$66,158.57
2	1	1			\$500.00
2	1	4			\$1,000.00
2	3	2			\$5,060.00
Sub-Total					\$116,273.57

199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$116,273.57
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,000.00
1	2	1			\$1,500.00
1	2	2			\$500.00
1	2	3			\$2,000.00
3	3	2			\$1,030.00
Sub-Total					\$7,030.00
Budgeted Fund Source Amount					\$7,030.00
+/- Difference					\$0.00
Grand Total Budgeted					\$231,568.57
Grand Total Spent					\$231,568.57
+/- Difference					\$0.00