Lamar Consolidated Independent School District

Jane Long Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Our mission is to create a strong, safe community that will maximize our students' education and inspire their curiousity to learn.

Vision

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the community and practice the core values of the school: respect, inclusion, altruism, and excellence.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

	African American	Hispanic	White	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	**60%**	**70%**	**80%**	**53%**	**69%**	**	**80%**	**75%**	**49%**

Early Literacy Yearly Target Goals

2020	**2021**	**2022**	**2023**	**2024**
58%	**61%**	**65%**	**68%**	**71%**

Closing the Gaps Student Groups Target for 2024

Early Literacy Math Yearly Target Goals

2020	2021	2022	2023	2024
68%	71%	75%	78%	81%

Closing the Gaps Student Groups Target for 2024

	African American	Hispanic	White	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2024	**80%**	**79%**	**88%**	**80%**	**80%**	**	**94%**	**82%**	**77%**

STAAR 2021 Data

GRA 2021 Data

On & Above level	37	50	62	
Below level	63	50	38	

Legend: Kinder, 1st, 2nd (0% – 100%)
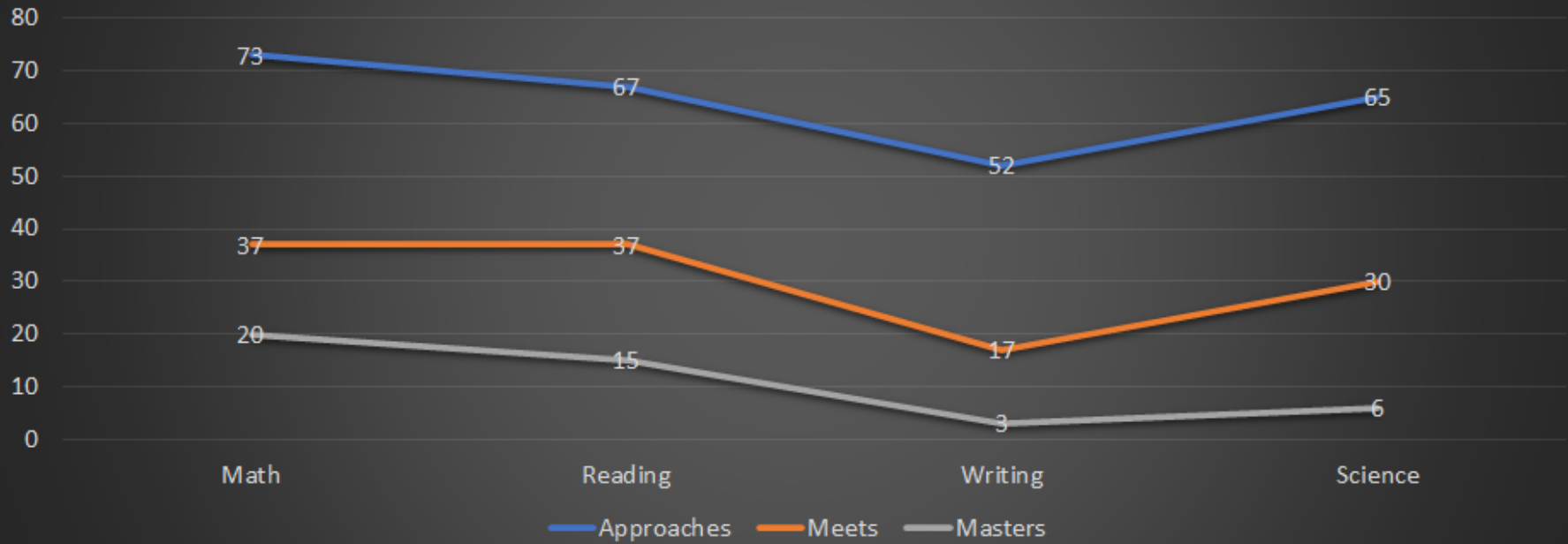
Student Learning Strengths

English Language Learner scores are supporting adequate growth in language development and less of a decline in academic data.

Problem Statements Identifying Student Learning Needs

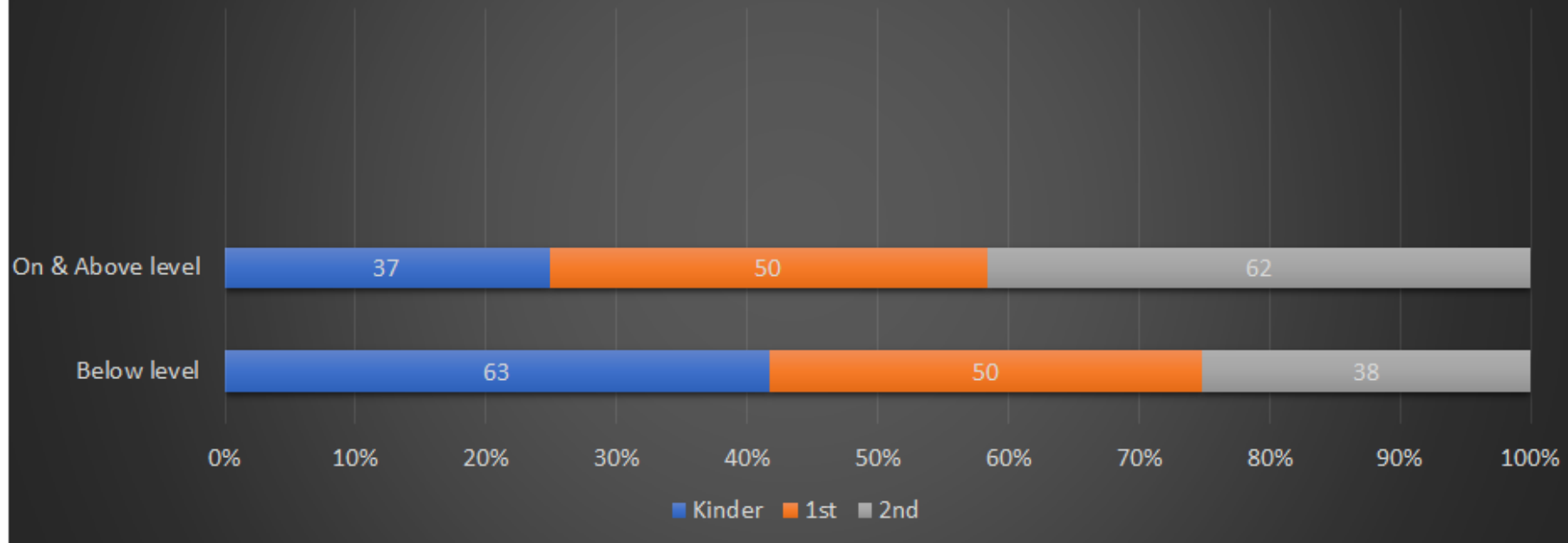**Problem Statement 1 (Prioritized):** Student groups are showing difficulty in Math, Reading and Science STAAR scores. **Root Cause:** The residual impact of the loss of instruction in the 2020-2021 school year continues to be a primary factor.

Problem Statement 2 (Prioritized): Kinder - 2nd grade students did not finish at an expected independent Reading level at the end of the 2022 school year. **Root Cause:** The residual impact of the loss of instruction in the 2020-2021 school year continues to be a primary factor.

Problem Statement 3 (Prioritized): We have a high % of at-risk and SPED students that require high needs and have presented a challenge to meet them. **Root Cause:** We have a mobility rate of 18.8% which presents a challenge of changing needs as students are not consistently receiving instruction and stability from one school. We have also needed to increase the level of support to meet the individual student needs.

Priority Problem Statements

Problem Statement 3: We have a high % of at-risk and SPED students that require high needs and have presented a challenge to meet them.

Root Cause 3: We have a mobility rate of 18.8% which presents a challenge of changing needs as students are not consistently receiving instruction and stability from one school. We have also needed to increase the level of support to meet the individual student needs.

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

Problem Statement 1: Student groups are showing difficulty in Math, Reading and Science STAAR scores.

Root Cause 1: The residual impact of the loss of instruction in the 2020-2021 school year continues to be a primary factor.

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

Problem Statement 2: Kinder - 2nd grade students did not finish at an expected independent Reading level at the end of the 2022 school year.

Root Cause 2: The residual impact of the loss of instruction in the 2020-2021 school year continues to be a primary factor.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: There has been an increase in the number of discipline referrals and a decrease in student daily attendance.

Root Cause 4: Due to the lack of consistency, stability and social interactions in recent years students are showing a greater need in this area.

Problem Statement 4 Areas: School Processes & Programs

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

Accountability Data

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

Student Data: Assessments

- 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
- 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
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- 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
- Section 504 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

Employee Data

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

Parent/Community Data

- Parent 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

Goals

Goal 1: By May 2023, K-2 students will increase from 58 % on or above reading levels by 7% as evidenced by EOY GRA & EDL assessments.

Performance Objective 1: Coaching, co-teaching, and mentoring classroom and SPED teachers to improve Tier 1 instructional practices needed for student growth such as the use of Next Steps in Guided Reading and the Really Great Reading Phonics program.

HB3 Goal

Evaluation Data Sources: GRA, Next Steps in Guided Reading coaching checklist

Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted small group instruction will be provided for all students, including at risk, SPED, EL and Title I students.	**Formative**		
Strategy's Expected Result/Impact: Increase in GRA levels. Summative- principal will conduct walk throughs to monitor small group instruction. **Staff Responsible for Monitoring:** Coaches and Teachers **Title I:** 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance Tier 1 instruction by including SPED teachers in bimonthly PLCs and weekly planning within teams.	**Formative**		
Strategy's Expected Result/Impact: Collaboration evidenced by lesson plans, detailed agendas and minutes recorded at each PLC **Staff Responsible for Monitoring:** Teachers SPED Coaches Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	**Nov**	**Feb**	**June**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Scheduling bimonthly coteaching/observations including video recording for reflection and professional growth purposes.	**Formative**		
Strategy's Expected Result/Impact: Improve tier 1 instruction. Coaches will follow up with teachers before, during, and after observations/co-teaching. Teachers will build confidence in sharing with other staff and being recorded.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide sheltered instruction training utilizing best practices in creating language rich environments and increasing peer-to-peer academic discourse.	**Formative**		
Strategy's Expected Result/Impact: Improve tier 1 instruction, literacy and student discourse. Summative - principal walkthroughs and lesson plan evaluations	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Bilingual coach Instructional coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Academic coaches will plan with teams weekly ensuring components of Guided Reading are utilized.	**Formative**		
Strategy's Expected Result/Impact: Strengthen Tier 1 instruction. Measured by: Principal will monitor through weekly facilitator meetings.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Coaches SPED **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide ongoing PD including the integration of technology, Guided Reading, Really Great Reading programs, and best practices.	**Formative**		
Strategy's Expected Result/Impact: Strengthen tier 1 instruction. Measured by: Create staff development agendas and the principal will monitor integration in lesson plans and walkthroughs. **Staff Responsible for Monitoring:** Teachers, Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $2,200	**Nov**	**Feb**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers will participate in one to one coaching sessions with Instructional Coaches to strengthen instructional capacity.	**Formative**		
Strategy's Expected Result/Impact: Increase effectiveness of Tier I instruction Measured by: Summative: observations by principals and instructional coaches. **Staff Responsible for Monitoring:** Principals Instructional coaches Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: Teachers will receive weekly feedback on individual lesson plans based on a checklist provided by literacy coaches.	**Formative**		
Strategy's Expected Result/Impact: Improve the effectiveness of Tier I instruction by creating intention, targeted lesson plans Measured by: walkthroughs and lesson plan checklists **Staff Responsible for Monitoring:** principals literacy coaches	**Nov**	**Feb**	**June**

Strategy 9 Details	Formative Reviews

Strategy 9: Implement the Really Great Reading Phonics program in K-1 grade levels.	Formative		
Strategy's Expected Result/Impact: Increase students' phonics and decoding skills in order to build reading fluency.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Coaches Principals **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** - 211 Title I, Part A - $7,500			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Kinder - 2nd grade students did not finish at an expected independent Reading level at the end of the 2022 school year. **Root Cause**: The residual impact of the loss of instruction in the 2020-2021 school year continues to be a primary factor.

Goal 1: By May 2023, K-2 students will increase from 58 % on or above reading levels by 7% as evidenced by EOY GRA & EDL assessments.

Performance Objective 2: Teachers will use Developmental Word Knowledge Inventory from GRA to design targeted phonics instruction.

HB3 Goal

Evaluation Data Sources: Developmental Word Knowledge Inventory from GRA

Strategy 1 Details	Formative Reviews		
Strategy 1: Differentiated small group word work instruction during guiding reading 3-5 times per week with the teacher and the Literacy Coach.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase GRA level . Summative-End of year GRA levels will increase to on or above level by 7% for grades K-2 **Staff Responsible for Monitoring:** Teachers Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Hire additional tutor to provide intervention for identified at-risk students during the school day.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Fill in instructional gaps to help students read on grade level and make continued growth. Measured by :Summative- End of year GRA levels will increase to on or above level by 7% for grades K-2 **Staff Responsible for Monitoring:** Principals **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 211 Title I, Part A - $11,397			

Strategy 3 Details	Formative Reviews		
Strategy 3: Additional 30 minute tutorial time called Texan Time in the classrooms by facilitators and identified staff during the school day.	**Formative**		
Strategy's Expected Result/Impact: Continued growth toward reading goals. Measured by Summative- End of year	**Nov**	**Feb**	**June**
GRA levels will increase to on or above level by 7% for grades K-2 **Staff Responsible for Monitoring:** Coaches Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide additional and ongoing professional development in phonics instruction using Units of Study in Phonics and Next Steps Forward in Guided Reading.	**Formative**		
Strategy's Expected Result/Impact: Increase the teachers' knowledge of best practices in phonics instruction to assess and grow	**Nov**	**Feb**	**June**
students. Measured by: Summative - lesson plan evaluations and walkthroughs **Staff Responsible for Monitoring:** Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers			

Strategy 5 Details	Formative Reviews		
Strategy 5: Purchase and provide access to leveled readers through the use of the RAH (Read at Home) Library to foster partnerships connecting the Parent, Family, and Community Engagement Plan.	**Formative**		
Strategy's Expected Result/Impact: Increase reading progress .Measured by: Summative- Increase in 7% of students meeting	**Nov**	**Feb**	**June**
accelerated progress measure; Teachers will use guided reading lessons and reading levels to provide appropriate books; Results in the end of year parent survey will show positive data. **Staff Responsible for Monitoring:** Instructional coaches, Bilingual Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** - 211 Title I, Part A - $1,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Hold hybrid parent engagement meetings to provide activities and tips to support at home literacy to improve reading proficiency for all students, including ELs, students at risk and SpEd. Provide make and take packs to be distributed from school safely.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Support at home literacy to improve reading proficiency for all students. Measured by: Yearly parent survey will reflect a positive impact and increase participation in parental reading support. **Staff Responsible for Monitoring:** Instructional Coaches, Bilingual Coach **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			

Strategy 7 Details	Formative Reviews		
Strategy 7: Use the word lists in the Next Steps Forward in Guided Reading teacher book to plan differentiated phonics instruction for students.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improve students' independent reading level and spelling stage. Measured by: GRA reading assessment conference & Word Knowledge Inventory **Staff Responsible for Monitoring:** Teachers Instructional Coaches			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: By May 2023, K-2 students will increase from 58 % on or above reading levels by 7% as evidenced by EOY GRA & EDL assessments.

Performance Objective 3: Teachers will take and analyze running records and use the data to determine the cue sources students use or neglect and address the needs during guided reading.

HB3 Goal

Evaluation Data Sources: running records

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide access to leveled readers through the use of the RAH (Read at Home) Library to foster partnerships connecting the Parent, Family, and Community Engagement Plan.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: More access to books at the students' level for continued growth. Measured by: Summative- GRA levels will increase to on or above grade level in K-2; Teachers will use guided reading lessons and levels to provide appropriate leveled books; End of year parent survey **Staff Responsible for Monitoring:** Literacy Coach, Bilingual Coach **Title I:** 4.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase independent reading time and reading response across all content areas incorporating response questions in journals and through online reading platforms such as RAZ Kids and Mastery Connect.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase GRA level. Measured by: Summative-Principal will monitor through walk throughs and GRA levels will increase by 7% on or above grade level in K-2 **Staff Responsible for Monitoring:** Teachers Principals **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Hold hybrid parent engagement meetings to provide activities and tips to support at home literacy to improve reading proficiency for all students, including ELs, students at risk and SpEd.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Support at home literacy to improve reading proficiency for all students, including ELs, students at risk and SpEd. Measured by: Yearly parent survey will reflect a positive impact and increase participation in parental reading support. **Staff Responsible for Monitoring:** Literacy Coach, Academic coach Bilingual Coach **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $500			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will use self-monitoring and goal setting tools to track progress and build stamina to increase sustained independent reading time.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will track their progress toward their goals with increasing reading stamina. Measured by: Summative- Teachers will record sustained independent reading time. Teachers will monitor student data once each grading period. **Staff Responsible for Monitoring:** Teachers literacy coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide Guiding Reading materials and manipulatives for word-building activities and create lessons for students to practice phonics instruction.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Students will advance in spelling stages according to the Developmental Word Knowledge Inventory assessment. Measured by: MOY & EOY Developmental Word Knowledge Inventory assessment **Staff Responsible for Monitoring:** Teacher Literacy coaches tutors **Funding Sources:** - 211 Title I, Part A - $300			

Strategy 6 Details	Formative Reviews		
Strategy 6: Use the word lists in the Next Steps Forward in Guided Reading teacher book to plan differentiated phonics instruction for students.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improve students' independent reading level and spelling stage. Measured by: GRA reading assessment conference & Word Knowledge Inventory **Staff Responsible for Monitoring:** Teachers Literacy Coaches			

Strategy 7 Details	Formative Reviews		
Strategy 7: Enhance Tier 1 instruction by participating in bimonthly PLCs and close data monitoring.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Provide for student math and reading needs to help them grow regularly. Measured by: Collaboration evidenced by detailed agendas and minutes recorded at each PLC; Increase in 7% of students meeting accelerated progress measure **Staff Responsible for Monitoring:** Teachers Coaches Principals **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 8 Details	Formative Reviews		
Strategy 8: Teachers will participate in one to one coaching sessions with Instructional coaches to strengthen instructional capacity.	**Formative**		
Strategy's Expected Result/Impact: Increase effectiveness of Tier I instruction Measured by: Summative: observations by principals and instructional coaches. **Staff Responsible for Monitoring:** Principals Literacy coaches teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: By May of 2023, 3rd through 5th grade students including the student groups for SPED will increase academic performance in approaches, meets, and masters categories by 7% as measured by the Reading STAAR.

Performance Objective 1: Coaching/mentoring teachers to improve K-5 Tier 1 instructional practices such as guided reading for student growth.

HB3 Goal

Evaluation Data Sources: Reading coaching checklists
Word Knowledge Inventory
GRA

Strategy 1 Details	Formative Reviews		
Strategy 1: Enhance Tier 1 instruction by participating in bimonthly PLCs and close data monitoring.	**Formative**		
Strategy's Expected Result/Impact: Provide for student math and reading needs to help them grow regularly.	**Nov**	**Feb**	**June**
Measured by: Collaboration evidenced by detailed agendas and minutes recorded at each PLC; Increase in 7% of students meeting accelerated progress measure			
Staff Responsible for Monitoring: Teachers			
Coaches			
Principals			
TEA Priorities:			
Recruit, support, retain teachers and principals			
- **ESF Levers:**			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: - 211 Title I, Part A - $3,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Academic coaches will plan with teams weekly ensuring components of Guided Reading are utilized.	**Formative**		
Strategy's Expected Result/Impact: Strengthen Tier 1 instruction.	**Nov**	**Feb**	**June**
Measured by: Principal will monitor through weekly facilitator meetings.			
Staff Responsible for Monitoring: Teachers			
Coaches			
SPED			
TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math			
- **ESF Levers:**			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Scheduling bimonthly coteaching/observations and video recordings for reflection and professional growth purposes.	**Formative**		
Strategy's Expected Result/Impact: Strengthen Tier 1 instruction for continued growth of our students. Measured by: Coaches will follow up with teachers before, during and after coteaching/observations Teachers will reflect on their own practices from their self recorded videos.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Coaches Digital Learning Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $3,000			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide ongoing PD including the integration of technology, instructional coaching, Guided Reading, Mastery Connect, new STAAR question types and Typing Club.	**Formative**		
Strategy's Expected Result/Impact: Strengthen tier 1 instruction. Measured by: Create staff development agendas and the principal will monitor integration in lesson plans and walkthroughs.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Coaches Digital Learning Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide sheltered instruction training utilizing best practices in creating language rich environments and increasing peer to peer academic discourse.	**Formative**		
Strategy's Expected Result/Impact: Improve tier 1 instruction, literacy and student discourse. Summative - principal walkthroughs and lesson plan evaluations **Staff Responsible for Monitoring:** Bilingual coach math and literacy coaches **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Teachers will participate in one to one coaching sessions with Instructional coaches to strengthen instructional capacity.	**Formative**		
Strategy's Expected Result/Impact: Increase effectiveness of Tier I instruction Measured by: Summative: observations by principals and instructional coaches. **Staff Responsible for Monitoring:** Principals Literacy coaches teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Teachers will receive weekly feedback on individual lesson plans based on a checklist provided by literacy coaches.	**Formative**		
Strategy's Expected Result/Impact: Improve the effectiveness of Tier I instruction by creating intention, targeted lesson plans Measured by: walkthroughs and lesson plan checklists **Staff Responsible for Monitoring:** principals literacy coaches	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: By May of 2023, 3rd through 5th grade students including the student groups for SPED will increase academic performance in approaches, meets, and masters categories by 7% as measured by the Reading STAAR.

Performance Objective 2: Ensure all K - 5th grade students including at-risk and Title I students receive Reading intervention, enrichment, supplies and motivational supports supporting a well-rounded education.

HB3 Goal

Evaluation Data Sources: Summative assessments
MTSS
Interim data
attendance reports/records

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide on-going reading small group instruction 3-5 times per week by the teacher and hire an additional Academic Facilitator to provide student intervention for Tier I and Tier 2 instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Measured by: Summative- principal will conduct walk throughs and monitor lesson plans; Increase in 10% of students meeting accelerated progress measure			
Staff Responsible for Monitoring: Teachers Reading Coaches Principals			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Hire a Literacy Coach to provide instruction to students and support to teachers in grades K-5.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Support students to meet their goals in K-5. Measured by: Summative- Increase in 10% of students meeting accelerated progress measure			
Staff Responsible for Monitoring: Principal			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Additional tutorial time (for all students to achieve increased performance on STAAR assessment) by coaches and identified staff during 30 minute school wide targeted intervention time called "Texan Time."	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Fill in instructional gaps in reading and improve student growth. Measured by: Summative- Increase in 7% of students meeting accelerated progress measure **Staff Responsible for Monitoring:** Literacy coaches tutors Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide K-5 students with access to individualized, differentiated online programs such as RAZ kids and Story Works.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Student growth and increased proficiency in responding to reading by targeting their individual needs. Measured by: Reports will be run weekly to monitor students and classes for progress **Staff Responsible for Monitoring:** Principals Literacy Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide students in grades K-5 with awards for academic accomplishments.	Formative		
Strategy's Expected Result/Impact: Motivate students to meet their academic goals and progression.	Nov	Feb	June
Measured by: Student STAAR results will reflect passing rates and an increase of student success			
Staff Responsible for Monitoring: principal			
teachers			
coaches			
TEA Priorities:			
Build a foundation of reading and math			
- ESF Levers:			
Lever 3: Positive School Culture, Lever 5: Effective Instruction			
Funding Sources: - 211 Title I, Part A - $1,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement campus wide attendance tracking and incentive program.	Formative		
Strategy's Expected Result/Impact: Students' attendance increase and tardies decrease	Nov	Feb	June
Staff Responsible for Monitoring: Principal			
Teachers			
ESF Levers:			
Lever 3: Positive School Culture			
Funding Sources: - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $500			

Strategy 7 Details	Formative Reviews		
Strategy 7: Train teachers to utilize solution focused strategies and use PBIS with parents and students.	Formative		
Strategy's Expected Result/Impact: Increase effective parent-teacher communication	Nov	Feb	June
Decrease the number of office referrals			
Staff Responsible for Monitoring: Counselor			
Principal			
Teachers			
ESF Levers:			
Lever 3: Positive School Culture			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Provide before and after school tutorial times to address the needs of HB4545 identified students and involve parents in the decision making process for appropriate interventions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Closing the learning gaps for students in reading based on STAAR 2022 scores. Measure: Improvement in students' STAAR reading results in 2023 and growth from BOY to EOY NWEA MAP diagnostic screener. **Staff Responsible for Monitoring:** principals tutors literacy coaches			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Implement a Language Academy after school for students identified with language and reading strengths and areas to grow including ELs .	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase language development and content area knowledge through the implementation of STEAM and ELAR activities. **Staff Responsible for Monitoring:** principal tutors reading coach bilingual coach **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $3,000			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: By May of 2023, 3rd through 5th grade students including the student groups for SPED will increase academic performance in approaches, meets, and masters categories by 7% as measured by the Reading STAAR.

Performance Objective 3: Teachers will use Developmental Word Knowledge Inventory from GRA to design targeted phonics instruction.

    Evaluation Data Sources: Developmental Word Knowledge Inventory from GRA

Strategy 1 Details	Formative Reviews		
Strategy 1: Build classroom libraries in both English and Spanish to increase access to diverse texts based on teacher and student choice.	**Formative**		
Strategy's Expected Result/Impact: Provide choices for student selection of books. Measured by: Completed inventory checklist at the end of the year.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals instructional coaches bilingual coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $760, - 211 Title I, Part A - $10,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide access to leveled readers to foster partnerships connecting the Parent, Family, and Community Engagement Plan	**Formative**		
Strategy's Expected Result/Impact: Increase reading progress .Measured by: Summative- Increase in 7% of students meeting accelerated progress measure; Teachers will use guided reading lessons and reading levels to provide appropriate books; Results in the end of year parent survey will show positive data.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: instructional coaches, Bilingual Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Funding Sources:** - 211 Title I, Part A - $500			

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase independent reading time across all content areas incorporating reading response questions in journals and typed responses in Mastery Connect.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student comprehension and stamina. Measured by: Summative-Teachers will create reading stamina logs to record independent reading. **Staff Responsible for Monitoring:** Teachers instructional coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will use self-monitoring and goal setting tools to track progress and build stamina to increase sustained independent reading time.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will track their progress toward their goals with increasing reading stamina. Measured by: Summative- Teachers will record sustained independent reading time. Teachers will monitor student data on 4 and 8-week assessments. **Staff Responsible for Monitoring:** Teachers coaches **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Hold hybrid parent engagement meetings to provide activities and tips to support at home literacy to improve reading proficiency for all students, including ELs, students at risk and SpEd. Provide make and take packs to be distributed from school safely.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Support at home literacy to improve reading proficiency for all students. Measured by: Yearly parent survey will reflect a positive impact and increase participation in parental reading support. **Staff Responsible for Monitoring:** Instructional Coach, Bilingual Coach **Title I:** 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			

Strategy 6 Details	Formative Reviews		
Strategy 6: Create hands-on, word-building activities for students to practice phonics instruction.	**Formative**		
Strategy's Expected Result/Impact: Students will advance in spelling stages according to the Developmental Word Knowledge Inventory assessment. Measured by: MOY & EOY Developmental Word Knowledge Inventory assessment **Staff Responsible for Monitoring:** Teacher Instructional coaches tutors	**Nov**	**Feb**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: Use the word lists in the Next Steps Forward in Guided Reading teacher book to plan differentiated phonics instruction for students.	**Formative**		
Strategy's Expected Result/Impact: Improve students' independent reading level and spelling stage. Measured by: GRA reading assessment conference & Word Knowledge Inventory **Staff Responsible for Monitoring:** Teachers Instructional Coaches	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: By May of 2023, 3rd through 5th grade students including the student groups for SPED will increase academic performance in approaches, meets, and masters categories by 7% as measured by the Reading STAAR.

Performance Objective 4: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 58% by June 2024.

HB3 Goal

Evaluation Data Sources: summative assessments
Interim assessment data
Reading STAAR
NWEA MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor student progress through PLC discussions.	**Formative**		
Strategy's Expected Result/Impact: Help close student instructional gaps and accelerate learning. Measured by: Student progress and intervention results will be monitored through summative data.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Administrators, coaches			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase reading proficiency for all students, including ELs, students at risk and SpEd through coaching and targeted Tier 1 instruction best practices.	**Formative**		
Strategy's Expected Result/Impact: Measured by: Evaluate student data changes from the beginning of the year until May 2023.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, coaches			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Reading summative assessments aligned to STAAR Reading test will be given twice per nine weeks using new STAAR question types and Mastery Connect. **Strategy's Expected Result/Impact:** Improve reading comprehension and assessment reading skills. Measured by: looking at mid and end of nine weeks data **Staff Responsible for Monitoring:** teachers literacy coaches principals	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will engage students in Daily Reading Deep Practice to dissect assessment questions, answer choices and complete constructed responses with supporting text evidence. **Strategy's Expected Result/Impact:** Deepen student understanding of what a question is asking and recognize the differences between reasonable and unreasonable answer choices. Measured by: Data from mid and end of nine weeks summatives on multiple choice and short answer response questions. **Staff Responsible for Monitoring:** teachers literacy coach principals	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Differentiate intervention activities during school wide tutorial time called "Texan Time" focusing on closing learning gaps. **Strategy's Expected Result/Impact:** Close reading gaps from K-2nd grades by using NWEA MAP data. Measured by: progress monitoring, running records **Staff Responsible for Monitoring:** teachers literacy coaches	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement morning and after school tutorials to reinforce grade level TEKS and skills as well as utilize reading tutors to provide small groups for TIER 2 and 3 students. **Strategy's Expected Result/Impact:** Improve reading comprehension and grade level skills Measured by: progress monitoring, NWEA MAP MOY and EOY data **Staff Responsible for Monitoring:** tutors literacy coach teachers principals **Funding Sources:** Tutors and tutoring supplies and materials - 211 Title I, Part A - $10,602.81	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews

			Formative		
Strategy 7: Literacy coach will push into classrooms to co-teach and model whole group lessons and intervention groups.			**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Improved instructional delivery that results in increased student comprehension. Measured by: summative assessment data **Staff Responsible for Monitoring:** literacy coaches teachers principal					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: By May 2023, Science STAAR scores will increase in the Approaches, Meets, and Masters category by 7% as measured by the Science STAAR 2023.

Performance Objective 1: Ensure all K-5th grade classrooms have the necessary materials and training to conduct high quality Science hands-on activities supporting a well-rounded education.

    Evaluation Data Sources: Science STAAR
    summative assessments
    attendance and participation reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer hands on STEM resources to provide science engagement activities before, during, or after school to improve language and vocabulary development .	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase student understanding of science concepts. Increase student language including content vocabulary and Tier 2 vocabulary. Measured by: Completed Inventory checklist at the end of the year.			
Staff Responsible for Monitoring: Academic coach Bilingual coach			
TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing professional development including the integration of technology, journaling, and vocabulary.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Strengthen tier 1 instruction and increase student understanding and vocabulary. Measured by: Monitor integration in lesson plans and walkthroughs			
Staff Responsible for Monitoring: Principal, academic coach bilingual coach			
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Hire science tutor to provide supplemental experiments with students.	**Formative**		
Strategy's Expected Result/Impact: Increase student academic growth in science concepts. Measured by: Students in 5th grade will increase in the Approaches, Meets and Masters category by 7% on STAAR **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $3,000, - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $945	**Nov**	**Feb**	**June**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Planning with science teachers for high quality experiments and integration of vocabulary and language development.	**Formative**		
Strategy's Expected Result/Impact: Strengthen tier 1 instruction and increase content and Tier 2 vocabulary. Measured by: Principal will monitor through lesson plans and walkthroughs **Staff Responsible for Monitoring:** Teachers coaches SPED Bilingual Coach **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Additional tutorial time by coaches and identified staff during 30 minute school wide targeted intervention time called "Texan Time."	**Formative**		
Strategy's Expected Result/Impact: Fill in instructional gaps in science and improve student growth. Measured by: Summative- Increase in 10% of students meeting accelerated progress measure **Staff Responsible for Monitoring:** science facilitators tutors teachers	**Nov**	**Feb**	**June**

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Implement a Language Academy after school for students identified with language and science strengths and areas to grow including ELs .	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase language development and content area knowledge through the implementation of STEAM and ELAR activities. **Staff Responsible for Monitoring:** principal tutors science facilitator bilingual coach			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Students regularly engage in Science activities with an additional Science teacher, in the Science lab to pre-teach concepts prior to learning the lessons in the classroom.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improvement in Formative assessments Increase in STAAR achievement **Staff Responsible for Monitoring:** Principal **Funding Sources:** Science Facilitator - 211 Title I, Part A - $44,905.40			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: By May 2023, Science STAAR scores will increase in the Approaches, Meets, and Masters category by 7% as measured by the Science STAAR 2023.

Performance Objective 2: Ensure all classrooms are utilizing Deep Practice and providing sentence stems to compose and type Short Answer Responses including Special Education and EL and at-risk students.

    Evaluation Data Sources: science journals
short answer response rubrics

Strategy 1 Details	Formative Reviews		
Strategy 1: Journal writing and typed short answer responses using sentence stems, incorporating quality teacher feedback weekly.	**Formative**		
Strategy's Expected Result/Impact: Increase academic student growth. Measured by: Summative- 7% increase in Approaches, Meets and Masters category on Science STAAR; 70% of students will score 2 or more on the SAR section of the science assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Coaches Bilingual coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing professional development including the integration of technology, best practices and ongoing Mastery Connect trainings.	**Formative**		
Strategy's Expected Result/Impact: Strengthen tier 1 instruction. Measured by: Monitor the technology integration in lesson plans and walkthroughs	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide vocabulary scaffolding using interactive word walls, interactive science journals/personal dictionaries, online tools and sentence stems for ELs and SPED.	Formative		
Strategy's Expected Result/Impact: Increase content vocabulary in science. Students can apply content vocabulary in written and oral communication. Measured by: Principal will monitor through lesson plans and walkthroughs **Staff Responsible for Monitoring:** Bilingual/ESL Coach SPED teachers teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide sheltered instruction training utilizing best practices in creating language rich environments and increasing peer to peer academic discourse.	Formative		
Strategy's Expected Result/Impact: Improve tier 1 instruction, vocabulary and student discourse. Summative - principal walkthroughs and lesson plan evaluations **Staff Responsible for Monitoring:** Bilingual coach **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor student progress through PLC discussions.	Formative		
Strategy's Expected Result/Impact: Measured by: Student progress and intervention results will be monitored through summative data **Staff Responsible for Monitoring:** Teachers, Administrators, Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Nov	Feb	June

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Science summative assessments aligned to STAAR Science test will be given twice per nine weeks using Mastery Connect and new STAAR question types.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improve process skills and assessment science skills. Measured by: looking at mid and end of nine weeks data **Staff Responsible for Monitoring:** teachers science facilitator principals			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Teachers will engage students in Daily Science Deep Practice to dissect assessment questions, answer choices and constructed responses using sentence stems.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Deepen student understanding of what a question is asking and recognize the differences between reasonable and unreasonable answer choices. Measured by: Data from mid and end of nine weeks summatives on multiple choice and short answer response questions. **Staff Responsible for Monitoring:** teachers science facilitator principals			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Differentiate intervention activities during school wide tutorial time called "Texan Time" focusing on closing learning gaps	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Close science gaps from K-2nd grades by using NWEA MAP data. Measured by: progress monitoring, running records **Staff Responsible for Monitoring:** teachers science facilitator			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: By May of 2023, all 3rd through 5th grade students including the student groups for SPED will increase academic performance in approaches, meets, and masters categories by 7% as measured by the Math STAAR.

Performance Objective 1: Coaching/mentoring teachers to improve K-5 Tier 1 instructional practices such as guided math for student growth.

HB3 Goal

Evaluation Data Sources: Math coaching checklists
Formative assessments
Exit Tickets

Strategy 1 Details	Formative Reviews		
Strategy 1: Enhance Tier 1 instruction by participating in bimonthly PLCs and close data monitoring.	**Formative**		
Strategy's Expected Result/Impact: Provide for student math needs to help them grow regularly.	**Nov**	**Feb**	**June**
Measured by: Collaboration evidenced by detailed agendas and minutes recorded at each PLC; Increase in 7% of students meeting accelerated progress measure			
Staff Responsible for Monitoring: Teachers			
Math Coach			
Principals			
TEA Priorities:			
Recruit, support, retain teachers and principals			
- **ESF Levers:**			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Academic coaches will plan with teams weekly ensuring components of Guided Math are utilized.	**Formative**		
Strategy's Expected Result/Impact: Strengthen Tier 1 instruction.	**Nov**	**Feb**	**June**
Measured by: Principal will monitor through weekly facilitator meetings.			
Staff Responsible for Monitoring: Teachers			
Coaches			
SPED			
TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math			
- **ESF Levers:**			
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Scheduling bimonthly coteaching/observations and video recordings for reflection and professional growth purposes.	**Formative**		
Strategy's Expected Result/Impact: Strengthen Tier 1 instruction for continued growth of our students. Measured by: Coaches will follow up with teachers before, during and after coteaching/observations	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Coaches Digital Learning Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide ongoing PD including the integration of technology, instructional coaching, Guided Math best practices, new STAAR question types and ongoing Mastery Connect trainings.	**Formative**		
Strategy's Expected Result/Impact: Strengthen tier 1 instruction. Measured by: Create staff development agendas and the principal will monitor integration in lesson plans and walkthroughs.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Coaches Digital Learning Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide sheltered instruction training utilizing best practices in creating language rich environments and increasing peer to peer academic discourse.	**Formative**		
Strategy's Expected Result/Impact: Improve tier 1 instruction, literacy and student discourse. Summative - principal walkthroughs and lesson plan evaluations	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Bilingual coach math coaches **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Teachers will participate in one to one coaching sessions with Math coach to strengthen instructional capacity.	**Formative**		
Strategy's Expected Result/Impact: Increase effectiveness of Tier I instruction Measured by: Summative: observations by principals and instructional coaches. **Staff Responsible for Monitoring:** Principals Math coach teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Teachers will receive weekly feedback on individual lesson plans based on a checklist provided by math coaches.	**Formative**		
Strategy's Expected Result/Impact: Improve the effectiveness of Tier I instruction by creating intention, targeted lesson plans Measured by: walkthroughs and lesson plan checklists **Staff Responsible for Monitoring:** principals math coach	**Nov**	**Feb**	**June**

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Students will use self-monitoring and goal setting tools to track progress in math to increase fact fluency and numeracy.	**Formative**		
Strategy's Expected Result/Impact: Students will track their progress toward their goals with increasing math fluency. Measured by: Summative- Teachers will record math fluency scores. Teachers will monitor student data on 4 and 8-week assessments. **Staff Responsible for Monitoring:** teachers math coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: By May of 2023, all 3rd through 5th grade students including the student groups for SPED will increase academic performance in approaches, meets, and masters categories by 7% as measured by the Math STAAR.

Performance Objective 2: Ensure all K - 5th grade students including at-risk and Title I students receive Math intervention, enrichment, and motivational supports.

HB3 Goal

Evaluation Data Sources: Summative assessments
MTSS
Interim data
attendance reports/records
NWEA MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide on-going math small group instruction 3-5 times per week and whole group numeracy warm-ups daily during Tier I instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase numbers sense for students in grades K-5, reinforce current grade level standards, and close instructional gaps Measured by: Summative- principal will conduct walk throughs and monitor lesson plans; Increase in 7% of students meeting accelerated progress measure **Staff Responsible for Monitoring:** Teachers Math Coaches Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Hire a Math coach to provide instruction to students and support to teachers in grades K-5.	**Formative**		
Strategy's Expected Result/Impact: Support students to meet their goals in K-5. Measured by: Summative- Increase in 7% of students meeting accelerated progress measure	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Math Facilitator - 211 Title I, Part A - $40,634.79			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Additional tutorial time by coaches and identified staff during 30 minute school wide targeted intervention time called "Texan Time" and supplies to support the intervention.	**Formative**		
Strategy's Expected Result/Impact: Fill in instructional gaps in math and improve student growth. Measured by: Summative- Increase in 7% of students meeting accelerated progress measure	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Math coach tutors teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $3,000			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide K-5 students with access to individualized, differentiated online programs such as Reflex Math and Dream Box and provide incentives for students to work towards mastery.	**Formative**		
Strategy's Expected Result/Impact: Student growth by targeting their individual needs. Measured by: Reports will be run weekly to monitor students and classes for progress	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals Math Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide students in grades K-5 with awards for academic accomplishments.	**Formative**		
Strategy's Expected Result/Impact: Motivate students to meet their academic goals. Measured by: Student STAAR results will reflect passing rates and an increase of student success	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: principal teachers coaches **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 211 Title I, Part A - $500			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement campus wide attendance tracking and incentive program.	**Formative**		
Strategy's Expected Result/Impact: Students' attendance increase and tardies decrease	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal Teachers **ESF Levers:** Lever 3: Positive School Culture			

Strategy 7 Details	Formative Reviews		
Strategy 7: Train teachers to utilize solution focused strategies and PBIS with parents and students.	**Formative**		
Strategy's Expected Result/Impact: Increase effective parent-teacher communication Decrease the number of office referrals	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor Principal Teachers **ESF Levers:** Lever 3: Positive School Culture			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Provide before and after school tutorial times to address the needs of HB4545 identified students and involve parents in the decision making process for appropriate interventions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Closing the learning gaps for students in reading based on STAAR 2022 scores. Measure: Improvement in students' STAAR reading results in 2023 and growth from BOY to EOY NWEA MAP diagnostic screener. **Staff Responsible for Monitoring:** principals tutors math coach			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: Implement a Language Academy after school for students identified with language and math strengths and areas to grow including ELs and at-risk students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase language development and content area knowledge through the implementation of STEAM and ELAR activities. **Staff Responsible for Monitoring:** principal tutors math coach bilingual coach **Funding Sources:** - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $5,092			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: By May of 2023, all 3rd through 5th grade students including the student groups for SPED will increase academic performance in approaches, meets, and masters categories by 7% as measured by the Math STAAR.

Performance Objective 3: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% to 58% by June 2024.

HB3 Goal

Evaluation Data Sources: summative assessments
Interim assessments
Math STAAR
NWEA MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor student progress through PLC discussions.	**Formative**		
Strategy's Expected Result/Impact: Measured by: Student progress and intervention results will be monitored through summative data	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Administrators, Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase Math numeracy proficiency for all students, including ELs, students at risk and SpEd.	**Formative**		
Strategy's Expected Result/Impact: Students will show proficiency with fact fluency and numeracy. Measured by: Evaluate student data and math running records changes from the beginning of the year until May 2023.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 3 Details	Formative Reviews		
Strategy 3: Math summative assessments aligned to STAAR Math test will be given twice per nine weeks using Mastery Connect and new STAAR question types.	**Formative**		
Strategy's Expected Result/Impact: Improve numeracy, problem solving, and assessment math skills. Measured by: looking at mid and end of nine weeks data **Staff Responsible for Monitoring:** teachers math coach principals	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will engage students in Daily Math Deep Practice to dissect assessment questions and answer choices.	**Formative**		
Strategy's Expected Result/Impact: Deepen student understanding of what a question is asking and recognize the differences between reasonable and unreasonable answer choices. Measured by: Data from mid and end of nine weeks summatives on multiple choice and short answer response questions. **Staff Responsible for Monitoring:** teachers math coach principals	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Differentiate intervention activities during school wide tutorial time called "Texan Time" focusing on closing learning gaps	**Formative**		
Strategy's Expected Result/Impact: Close math gaps from K-2nd grades by using NWEA MAP data. Measured by: progress monitoring, running records **Staff Responsible for Monitoring:** teachers math coach	**Nov**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement morning and after school tutorials to reinforce grade level TEKS and skills as well as utilize math tutors to provide small group intervention for Tier 2 and 3 students.	**Formative**		
Strategy's Expected Result/Impact: Improve mathematics skills and grade level skills Measured by: progress monitoring, NWEA MAP MOY and EOY data **Staff Responsible for Monitoring:** tutors literacy coach teachers principals	**Nov**	**Feb**	**June**

Strategy 7 Details	Formative Reviews

Strategy 7 Details	Formative Reviews		
Strategy 7: Math coach will co-teach and model whole group lessons and intervention groups in the classroom.	**Formative**		
Strategy's Expected Result/Impact: Improved instructional delivery that results in increased student success. Measured by: summative assessment data **Staff Responsible for Monitoring:** math coach teachers principal	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: By May of 2023, teachers and staff will implement a consistent PBIS program aligned with district expectations to meet students' needs emotionally and socially showing a decrease in office referrals by 20% and increase in student attendance rates by 2% from 94.2% to96.2% .

Performance Objective 1: All K-5 teachers will be trained and utilize PBIS components and use a uniform discipline plan and behavior chart.

Evaluation Data Sources: Discipline referrals
Number of students receiving positive reinforcements

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize behavior charts and consistently reward students for positive behavior with incentives and prizes.	**Formative**		
Strategy's Expected Result/Impact: Decrease discipline referrals Increase student and teacher positive interactions **Staff Responsible for Monitoring:** Teachers Principals Committee members **Funding Sources:** - 211 Title I, Part A - $5,000	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Create an area on campus that will serve as a calming atmosphere for students.	**Formative**		
Strategy's Expected Result/Impact: Create a positive experience for students and staff. **Staff Responsible for Monitoring:** Coaches Principals	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for selected staff to attend the Ron Clark Academy to receive PD on effective relationship building and creating positive learning environments.	**Formative**		
Strategy's Expected Result/Impact: create positive student/teacher relationships and positive, effective learning environments.	**Nov**	**Feb**	**June**

decrease number of office referrals
Staff Responsible for Monitoring: coaches
principals
counselor

TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
Funding Sources: - 211 Title I, Part A - $5,000

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: By May of 2023, teachers and staff will implement a consistent PBIS program aligned with district expectations to meet students' needs emotionally and socially showing a decrease in office referrals by 20% and increase in student attendance rates by 2% from 94.2% to96.2% .

Performance Objective 2: Staff will identify at-risk students who would most benefit from an adult mentor to develop strong relationships.

Evaluation Data Sources: Discipline data
Attendance data
Counselor data

Strategy 1 Details	Formative Reviews		
Strategy 1: Have SEL conversations during PLC's about students' needs.	**Formative**		
Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationship.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: All staff			

<table>
<tr><td>0% No Progress</td><td>100% Accomplished</td><td>→ Continue/Modify</td><td>✖ Discontinue</td></tr>
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Goal 5: By May of 2023, teachers and staff will implement a consistent PBIS program aligned with district expectations to meet students' needs emotionally and socially showing a decrease in office referrals by 20% and increase in student attendance rates by 2% from 94.2% to96.2% .

Performance Objective 3: Implement after school clubs and extra-curricular activities to provide all students with a well-rounded education and to focus on non-academic goals for the social and emotional well-being of students.

Evaluation Data Sources: Attendance rates
Discipline referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Create and schedule meeting dates and have an application process with teacher's referral.	Formative		
Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationship.	Nov	Feb	June
Staff Responsible for Monitoring: All staff			
Strategy 2 Details	Formative Reviews		
Strategy 2: Promote students' social and emotional well being by building awareness of overall health. (Including Red Ribbon Week, Character Counts Week, Bullying Prevention Month, No Place for Hate, Girls on the Run, Mindful Mondays)	Formative		
Staff Responsible for Monitoring: Counselor Principal **Title I:** 2.5 **Funding Sources:** 500 - 211 Title I, Part A - $500	Nov	Feb	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: By May of 2023, teachers and staff will implement a consistent PBIS program aligned with district expectations to meet students' needs emotionally and socially showing a decrease in office referrals by 20% and increase in student attendance rates by 2% from 94.2% to96.2% .

Performance Objective 4: Implement a tracking and incentive program for attendance.

    Evaluation Data Sources: Attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a visible tracker for each classroom teacher.	**Formative**		
Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationship. **Staff Responsible for Monitoring:** All staff	Nov	Feb	June
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Schedule and host a monthly attendance bingo reward for students who meet attendance expectations.	**Formative**		
Strategy's Expected Result/Impact: Create a positive experience for students and staff through bonding relationship. **Staff Responsible for Monitoring:** Coaches Teachers	Nov	Feb	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Title I Personnel

Name	Position	Program	FTE
Debra Helbert	Science Teacher	Science	1.0

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$2,200.00
1	1	9			$7,500.00
1	2	2			$11,397.00
1	2	5			$1,000.00
1	3	5			$300.00
2	1	1			$3,000.00
2	1	3			$3,000.00
2	2	5			$1,000.00
2	3	1			$10,000.00
2	3	2			$500.00
2	4	6	Tutors and tutoring supplies and materials		$10,602.81
3	1	3			$3,000.00
3	1	7	Science Facilitator		$44,905.40
4	2	2	Math Facilitator		$40,634.79
4	2	5			$500.00
5	1	1			$5,000.00
5	1	3			$5,000.00
5	3	2	500		$500.00
				Sub-Total	$150,040.00
				Budgeted Fund Source Amount	$150,040.00
				+/- Difference	$0.00
			199 PIX 30 State SCE Title I-A, Schoolwide Activit		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	6			$500.00
3	1	3			$945.00
4	2	3			$3,000.00
4	2	9			$5,092.00

199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$9,537.00
				Budgeted Fund Source Amount	$9,537.00
				+/- Difference	$0.00
199 PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3			$500.00
2	2	9			$3,000.00
2	3	1			$760.00
				Sub-Total	$4,260.00
				Budgeted Fund Source Amount	$4,260.00
				+/- Difference	$0.00
				Grand Total Budgeted	$163,837.00
				Grand Total Spent	$163,837.00
				+/- Difference	$0.00