

Lamar Consolidated Independent School District

Pink Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Mission Statement

We are committed to collaboratively designing and facilitating best instructional practices so that all students become proficient readers, writers, communicators, thinkers and problem solvers within a safe learning environment.

Core Beliefs

Learner's Creed

As a proud Pink Palomino . . .

I will be a **P**roblem solver.

I will be **O**ptimistic.

I will make **W**ise choices.

I will **E**xercise **E**xcellence without excuses.

I will be **R**esponsible and **R**espectful.

I've got Pink Palomino POWER!

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Goal 2: The percent of 3rd grade students that score meets grade level or above on the Reading STAAR will increase from 39% to 48%, and the percent of 3rd grade students that score meets grade level or above on the Math STAAR will increase from 44% to 53% by June 2023.	26
Goal 3: 54% of our Kinder-2nd grade students at Pink Elementary are on or above grade level as measured on the 2022 EOY GRA assessment. By May 2023, 64% of Kinder-2nd grade students will read on or above grade level. In order to achieve this goal, we will need an 10% increase in student performance at or above reading level as measured by the 2023 EOY GRA. 46% of our Bilingual Kinder-2nd grade students at Pink Elementary are on or above grade level as measured on the 2022 EOY EDL assessment. By May 2023, 56% of Kinder-2nd grade students will read on or above grade level. In order to achieve this goal, we will need an 10% increase in student performance at or above reading level as measured by the 2023 EOY EDL.	30
Goal 4: 92.3% of our students at Pink Elementary attended school regularly during the 2021-2022 school year. In order to achieve eligibility for distinction designations on STAAR, we will need an increase of 4.7% on our campus attendance rate by May 2023.	35
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pink Elementary is a school in the Lamar Consolidated Independent School District located in Richmond, Texas. We believe that all students on our campus are unique and WILL BE successful. Pink Elementary School commits to guiding ALL students towards academic excellence. To reach this goal, our school-community partnership will provide a child-centered instructional program within a safe, creative environment. Together, we will maintain accountability for measurable results and continued growth.

Who do we serve?

Our school provides educational services for Kindergarten through fifth grade students. Our special programs include: SLC, GT, and Bilingual/ESL.

96.5% Eco-Dis

41.5% Bilingual/ESL

5.3% GT

17.1% SPED

16.6% African American

78.1% Hispanic

4% White

Our Mission:

Every adult. Every child. Every day.

Our Vision:

Pink Elementary prioritizes a safe, student-centered environment where all are held to a high standard of learning and conduct through quality instruction and accountability that will cultivate high academic achievement and responsible and respectful citizens.

Core Values:

P-Problem solver

O-Optimistic

W-Wise choices

E-Exercise excellence without excuses

R-Respectful and responsible

Our Strengths:

The strengths of Pink Elementary lie in our ability to collaboratively work with our students, teachers, parents, and community to accomplish common goals. We strive to promote a school culture and climate that is based on high expectations for student achievement. This goal is facilitated with an emphasis placed on professional development and instructional leadership.

Our Goal:

Our greatest goal is to improve instructional practices that meet the diverse academic and social needs of our student body and community. We are challenged to provide innovative, student-centered experiences that will foster a sense of belonging and create a positive learning environment that respects diversity and provides opportunities for students to learn through exploration.

Demographics Strengths

Pink's demographics offer an opportunity for growth and enrichment in the academic program. Pink has 2 campus administrators, 37 professional educators, 3 Instructional Coaches, 1 Emergent Bilingual Specialist, 1 Dyslexia Specialist, 1 CTC/504 Coordinator, and 2 paraprofessionals. The campus serves Kindergarten-5th grade students. We have a number of systems and supports designed to address the various learning styles of our students.

Pink has 482 students enrolled. Our attendance goal is 97%.

Student Learning

Student Learning Summary

Summarized Results

	Approaches 2022	Meets 2022	Masters 2022	Approaches 2021	Meets 2021	Masters 2021	Approaches Change	Meets Change	Masters Change
3rd ELAR	69.23%	39.74%	23.08%	54.0%	17.0%	6.0%	15.2%	22.7%	17.1%
4th ELAR	73.53%	42.65%	11.76%	49.0%	26.0%	15.0%	24.5%	16.7%	-3.2%
5th ELAR	68.42%	35.53%	22.37%	64.0%	35.0%	17.0%	4.4%	0.5%	5.4%
3rd Math	76.92%	50%	24.36%	63.0%	25.0%	11.0%	13.9%	25.0%	13.4%
4th Math	65.67%	25.37%	10.45%	55.0%	33.0%	15.0%	10.7%	-7.6%	-4.6%
5th Math	59.21%	32.89%	15.79%	69.0%	42.0%	25.0%	-9.8%	-9.1%	-9.2%
5th Science	44%	21.33%	10.67%	55.0%	22.0%	5.0%	-11.0%	-0.7%	5.7%

Early Childhood Math Board Outcome Goal													Early Childhood Literacy Campus Outcome Goal														
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 43% to 56% by June 2024.													The percent of 3 rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 46% by June 2024.														
Yearly Target Goals													Yearly Target Goals														
2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024			
43%	46%	50%	53%	56%	33%	36%	40%	43%	46%	33%	36%	40%	43%	46%	33%	36%	40%	43%	46%	33%	36%	40%	43%	46%			
Closing the Gaps Student Groups Yearly Targets													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		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	33%	43%	**	**	**	**	**	33%	44%	**	44%	46%	29%	2020	11%	36%	**	**	**	**	**	20%	33%	**	36%	34%	29%
2021	36%	46%	**	**	**	**	**	36%	47%	**	47%	49%	32%	2021	14%	39%	**	**	**	**	**	23%	36%	**	39%	37%	32%
2022	40%	50%	**	**	**	**	**	40%	51%	**	51%	53%	36%	2022	18%	43%	**	**	**	**	**	27%	40%	**	43%	41%	36%
2023	43%	53%	**	**	**	**	**	43%	54%	**	54%	56%	39%	2023	21%	46%	**	**	**	**	**	30%	43%	**	46%	44%	39%
2024	46%	56%	**	**	**	**	**	46%	57%	**	57%	59%	42%	2024	24%	49%	**	**	**	**	**	33%	46%	**	49%	47%	42%

Student Learning Strengths

Students in Grade 3 Math increased by 20% Approaches, 32% Meets, and 17% Masters

- 20-21: Approaches 62%-Meets 25%-Master 10%
- 21-22: Approaches 82%-Meets 57%- Masters 27%

Grade 3 and Grade 5 were in Quartile 1 for Mastery

Our African American subpopulation increased at the Approaches level in grades 3-5 Math.

- 3rd Grade 2020-2021: 44% Approaches; 2021-2022: 83% Approaches
- 4th Grade 2020-2021: 35% Approaches; 2021-2021: 50% Approaches
- 5th Grade 2020-2021: 31% Approaches; 2021-2022: 63% Approaches

Our Hispanic subpopulation increased at the Approaches level in Math.

- 2020-2021 (54 students): 56% Approaches; 2021-2022 (53 students): 71% Approaches

Our 3rd Grade Hispanic subpopulation increased at ALL performance levels in Math.

- 2020-2021: 66% Approaches - 32% Meets - Masters 13%
- 2021-2022: 83% Approaches - 59% Meets - Masters 29%

Our 3rd-5th Grade increased in ALL performance levels overall in Reading

- 3rd Grade overall increased 18% Approaches - Meets 33% - Masters 19%
- 4th Grade overall increased 18% Approaches - Meets 13% - Masters 6%
- 5th Grade overall increased 12% Approaches - Meets 7% - Masters 6%

3rd and 5th Grade in Quartile 2 for Mastery in Reading

3rd and 5th Grade Economically Disadvantaged subpopulation increased at ALL performance levels in Reading

- 3rd Grade Reading increased by 18% Approaches, 25% Meets, 16% Masters
- 5th Grade Reading increased by 21% Approaches, 12%, Meets, 18% Masters

4th Grade economically Disadvantaged subpopulation increased in Approaches and Meets in Reading

- Increased by 16% Approaches, 15% Meets

Our African American subpopulation increased in Grades 3-5 Reading

- 3rd Grade Reading increased by 25% in Meets and Masters
- 4th Grade Reading increased by 30% in Meets
- 5th Grade Reading increased by 50% Approaches, 38% Meets, 19% Masters

Our Hispanic population increased in Reading in Grades 3 and 4.

- 3rd Grade Reading increased by 17% Approaches, 31% Meets, 18% Approaches
- 4th Grade Reading increased by 21% Approaches, 8% Meets, 9% Masters

Our African American subpopulation increased in Approaches level in 5th Grade Science

- 2020-2021: 8% Approaches; 2021-2022: 31% Approaches

Our Grade Level Meets and Masters increased slightly compared to the previous year

- 2020-2021: 51% Approaches - Meets 18% - Masters 5%
- 2021-2022: 44% Approaches - Meets 22% - Masters 11%

School Processes & Programs

School Processes & Programs Summary

School Culture, Climate, and Leadership Effectiveness

Identified Problems

Proposed Strategies

Build capacity through staff development, instructional learning, recognition and leadership opportunities	Teachers will play a part in decision-making on the campus by participating in school committees and by leading professional developments
Celebrate student/teacher achievement and student growth	Activities that focus on relationship building will be designed to celebrate successes to promote and maintain a positive school culture
Increase the percent of parental concerns being resolved by administration	Focus on resolving parental concerns in a manner which is conducive to the safety and well-being of the community Social Worker will conduct meetings (if requested) with parents

Teacher Quality and Retention

Identified Problems

Proposed Strategies

Professional learning opportunities to continue improvement of Tier 1 instruction	Campus coaches, district coaches, and consultants will provide additional training through coaching and staff development
Focus on collaboration and relationship building	Opportunities for collaboration will be embedded within the workday. Weekly planning and learning opportunities will be facilitated by the Instructional Leadership Team

School Processes & Programs Strengths

We previously identified a lack of foundational literacy skills in our current third graders as an area of need. This year we will continue implementing the plan that focuses on building foundational skills in grades K-3 by:

- building teacher capacity through professional development and learning walks led by district coaches
- faithfully implementating balanced literacy with a laser focus on guided reading
- focusing on explicit, targeted phonics instruction daily
- providing additional resources to deliver effective literacy instruction

- conducting walkthroughs using the balanced literacy checklists with specific feedback

By May 2023, as a result of the intentional work focused on balanced literacy, students will demonstrate strong foundational literacy skills and growth in reading (GRA/EDL) levels in grades K-5.

Bi-weekly PLCs serve as a collaborative opportunity for teachers, Instructional Coaches, and administrators to analyze student data including student work, calibrate assessment guidelines, engage in professional development, etc. Instructional Coaches and administrators attend weekly planning meetings to plan lessons aligned to the rigor of the TEKS and share successful instructional strategies. Planning meetings are guided by the district's curriculum and supported with resources from Lead4Ward and the District Instructional Playbook Instructional Playbook.

Student progress in Reading, Math, and Science is routinely monitored through common assessments, MAP tests, GRA, and Benchmarks.

Thrive Time time is a vital school program that provides targeted, skill-based interventions for foundational and grade-level skills based on a continuous cycle of data analysis. All staff are involved in providing critical intervention and accelerated instruction during the school day.

Instructional staff and administrators will continuously monitor student progress through MTSS meetings held every 4-6 weeks to identify areas of immediate concerns for students performing below grade-level expectations as evidenced by campus and district assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There was a decrease in student achievement in grades 3-5 math and 5th grade science as evidenced by the 2021-2022 STAAR data. **Root Cause:** The focus has been on the identified, immediate need for attention on foundational skills in reading in grades K-3. This year, we will need to focus on key process standards and instructional strategies in math and hands-on, student-centered experiences in science to close achievement gaps in these areas.

Problem Statement 2: Meet and Masters **Root Cause:** Differentiated instruction, quality, high-level questioning, student-centered instructional experiences

Problem Statement 3: The culture and climate of Pink Elementary is a priority. New administration and new staff are learning new processes and procedures, which may attribute to a level of uncertainty. **Root Cause:** The change in administration and high number of new staff can be challenging for students and staff. Frequent team-building opportunities, staff and student celebrations, clear communication, and relationship-building will support a more positive campus culture and climate.

Perceptions

Perceptions Summary

Pink staff will continue to work towards improving school climate and culture for all stakeholders. Campus climate surveys are utilized to gauge school culture and climate and need for improvement. The counselor and social worker will conduct social emotional lessons to identified students. One hour per week will be spent on social-emotional learning and relationship-building to improve classroom culture.

Our social worker will continue to work closely with parents to provide community resources when needed.

In the 2022-2023 school year, we will continue our partnership with The Bridge Church, Friends of North Richmond, Friends of Vince, and Boys and Girls Club. These partnerships provide support to our students and staff by tutoring, mentoring, resources and incentives, and social-emotional support. Their work positively impacts our school by reinforcing our core values, culture, and provides learning opportunities for all students. It allows for each organization to share strengths and expertise. It gives community members a sense of ownership in the success of Pink.

Perceptions Strengths

Our school-wide Positive Behavior Interventions and Support (PBIS) system is established a system to focus on and reward positive behaviors and celebrate good character. This system promotes self-awareness, student reflection on behavior, and an overall positive learning environment. The counselor and school social worker work together to develop social and emotional lesson plans for teachers to implement with their students weekly. The counselor schedules character lessons with each class throughout the year to teach citizenship, mindfulness, and problem solving strategies. The CORE team will intentionally show teachers appreciation throughout the year through scheduled team celebrations, random acts of kindness, daily shout outs, and achievement recognition.

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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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 released test questions
- 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
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: 63% of 3rd-5th students scored at the approaches level on the 2021-2022 STAAR reading, math, and science assessments. In order to achieve 75% of all 3rd-5th grade students at this level, we will need a 12% increase in overall student achievement at the approaches level on all 2022-2023 STAAR tests.





Performance Objective 1: Targeted Tier 1 instruction in all content areas will be provided daily to support all learners in the mastery of the TEKS.

High Priority

Evaluation Data Sources: Summative: lesson plans, walkthroughs, running records, universal screeners, NWEA MAP
District Feedback (District Coaches), common assessments, PLC's

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kinder-5th grade students will participate in Balanced Literacy daily to practice the reading and writing processes using guided reading, district curriculum resources, HMH, and Countdown to STAAR to develop literacy skills for a well rounded education.</p> <p>Strategy's Expected Result/Impact: Improved student proficiency with literacy skills.</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SPED teachers will utilize guided reading strategies and/or LLI (Leveled Literacy Intervention) to provide daily support to all SPED students in the mastery of the TEKS and their IEPs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased mastery of IEP goals</p> <p>Staff Responsible for Monitoring: SPED teachers Dyslexia Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and students will utilize P-16 components: daily review, fact fluency, homework, and immediate feedback.</p> <p>Strategy's Expected Result/Impact: Increase in math scores on campus, district, and state assessments Improve student written and oral communication</p> <p>Staff Responsible for Monitoring: Academic Coaches, Teachers, Administrators</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: Emergent Bilingual students will use Summit K-12 to support their progress on EOY STAAR and TELPAS goals. All teachers will utilize sheltered instruction strategies daily to improve Emergent Bilingual students' abilities to develop their language and support their ability to communicate what they have learned. Instructional resources will be determined based on campus need.</p> <p>Strategy's Expected Result/Impact: Impact student achievement in all areas Improve student confidence Increase in English language acquisition</p> <p>Staff Responsible for Monitoring: Bilingual Teachers BIL/ESL Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$3,500</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Host Literacy, Math/Science, STAAR, and Dual Language nights to build parents' knowledge of content. Sessions will be in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement Impact student achievement Increase in student biliteracy Increase in language acquisition</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers BIL/ESL Specialist Administrators</p> <p>Title I: 4.1, 4.2 - 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 - \$2,775, - 199 PIC 25 State Bilingual/ESL - \$884</p>	Formative		
	Nov	Feb	June
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Goal 1: 63% of 3rd-5th students scored at the approaches level on the 2021-2022 STAAR reading, math, and science assessments. In order to achieve 75% of all 3rd-5th grade students at this level, we will need a 12% increase in overall student achievement at the approaches level on all 2022-2023 STAAR tests.

Performance Objective 2: Higher-order, open-ended questioning and student discourse will increase cumulative reading, math and science scores.

Evaluation Data Sources: PLC Data Analysis
 District and Campus assessments
 Common Formative Assessments
 Lesson Planning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will include quality, open-ended questions and short answer response items into daily lessons and common formative assessments.</p> <p>Strategy's Expected Result/Impact: Students will improve their ability to respond to short answer response items using evidence to support their response</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will unwrap the TEKS and create a quality question to ask during the lesson that addresses the rigor of the TEK</p> <p>Strategy's Expected Result/Impact: 100% of teachers will ask at least one quality question during the lesson resulting in increased levels of student discourse and higher order thinking for all students.</p> <p>Staff Responsible for Monitoring: Teachers Instructional</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The principal, Instructional coaches/specialists, district personnel and teachers will conduct Instructional Rounds to provide feedback on the quality of questions being asked ion classrooms</p> <p>Strategy's Expected Result/Impact: Increase in overall achievement on STAAR reading, math, and science</p> <p>Staff Responsible for Monitoring: Instructional Coaches BIL/ESL Specialist Administrators Teachers</p> <p>Title I: 2.4, 2.5, 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 1: 63% of 3rd-5th students scored at the approaches level on the 2021-2022 STAAR reading, math, and science assessments. In order to achieve 75% of all 3rd-5th grade students at this level, we will need a 12% increase in overall student achievement at the approaches level on all 2022-2023 STAAR tests.

Performance Objective 3: Provide high quality professional development such as effective questioning, guided reading, guided math, sheltered instruction, student discourse, Dual Language, and P-16 strategies to increase Tier 1 instruction. Coaches will support teachers to build instructional capacity.





High Priority

Evaluation Data Sources: State, district, and campus assessments

Lesson plans

Walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Bi-weekly PLC meetings will be held on Fridays to plan instruction, develop common assessments, analyze data, and/or plan interventions. Pink will continue to implement and develop effective PLCs and school-wide interventions.</p> <p>Strategy's Expected Result/Impact: Increased alignment across teams Increased student performance Closing instructional gaps during intervention time by targeting essential skills</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly planning meetings to ensure all components and campus expectations are being implemented by all teachers. Coaches will provide support as needed and provide feedback weekly on lesson plans.</p> <p>Strategy's Expected Result/Impact: Increased vertical alignment Closing instructional gaps Increased student achievement</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Vertical teams will be held every nine weeks to review grade level essentials and share skills and practices to ensure alignment across Kinder-5th grades.</p> <p>Strategy's Expected Result/Impact: Greater alignment across the campus Improved ability to scaffold or extend learning</p> <p>Staff Responsible for Monitoring: Coaches Teachers Adminstrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional development with emphasis on using appropriate grade level texts and instructional components from the Next Steps to Guided Reading based on the campus Balanced Literacy Checklist. Professional development will also be provided to support the implementation of Guided Math. Instructional resources will be determined based on need.</p> <p>Strategy's Expected Result/Impact: Increased GRA scores Increase math performance scores Impact student achievement across all content areas</p> <p>Staff Responsible for Monitoring: District Coaches Instructional Coaches BIL/ESL Specialist Administrators</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 - \$3,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Professional development with sheltered-instruction strategies based on 7-Steps to a Language Rich Interactive Classroom.</p> <p>Strategy's Expected Result/Impact: Increased language acquisition, academic vocabulary, oral language, and written expression</p> <p>Staff Responsible for Monitoring: EB Specialist Teachers Instructional Coaches Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: 63% of 3rd-5th students scored at the approaches level on the 2021-2022 STAAR reading, math, and science assessments. In order to achieve 75% of all 3rd-5th grade students at this level, we will need a 12% increase in overall student achievement at the approaches level on all 2022-2023 STAAR tests.

Performance Objective 4: Provide targeted interventions before, during, and after school to all students to increase the number of student from approaches to meets and from meets to masters.

HB3 Goal

Evaluation Data Sources: PLC-data analysis
 District and campus assessments
 Running Records
 Universal Screeners

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School-wide interventions for ELAR and Math for all students, including EBs and At-Risk students during Thrive Time. Instructional resources will be determined based on campus need.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement Closing the achievement gap</p> <p>Staff Responsible for Monitoring: Coaches General Ed. teachers SPED teachers Paras Administrators</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$2,500</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers, coaches, and the tutor will collaborate to provide ELAR and math interventions to identify K-5 students at-risk of not meeting the challenging State academic standards as well as provide interventions for MTSS Tier 3 students in Grades 3-5. Utilize a part-time tutor for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Closing achievement gaps Reduction in office referrals</p> <p>Staff Responsible for Monitoring: Administrators Coaches</p> <p>Funding Sources: Tutor - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$6,930</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: After school tutorials will be provided for all learners, including EBs and SPED, that need additional support in Reading, Math, and Science.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Closing achievement gaps Reduction in office referrals</p> <p>Staff Responsible for Monitoring: Coaches Teachers Adminstrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A - \$1,643.34</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Current 4th and 5th grade students (HB4545 students) not meeting grade level standards based on 2022 STAAR Reading and Math scores will receive accelerated instruction during Thrive Time and after school.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p>	Formative		
	Nov	Feb	June

Student Progress
Closing achievement gaps


Staff Responsible for Monitoring: Teachers
Academic Coaches
Administrators


TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Funding Sources: - 211 Title I, Part A - \$2,000

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: The percent of 3rd grade students that score meets grade level or above on the Reading STAAR will increase from 39% to 48%, and the percent of 3rd grade students that score meets grade level or above on the Math STAAR will increase from 44% to 53% by June 2023.

Performance Objective 1: Targeted Tier 1 instruction will be provided daily to support all learners in the mastery of the TEKS.

Evaluation Data Sources: Summative- district/campus assessments, lesson plans, walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Daily implementation of balanced literacy in all K-5 classrooms, with an emphasis placed on Guided Reading and Writer's Workshop.</p> <p>Strategy's Expected Result/Impact: Balanced literacy gradually releases the learning, balances language and phonics components, and differentiates learning. Students are able to engage in multiple areas in literacy needed to become proficient readers.</p> <p>Staff Responsible for Monitoring: Administrators Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Closely track data and monitor student progress through district and classroom data.</p> <p>Strategy's Expected Result/Impact: Monitoring student data allows teachers and administration the opportunity to evaluate lesson effectiveness and intervene accordingly.</p> <p>Staff Responsible for Monitoring: Teachers Coaches Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Instructional coaches will support all teachers with planning in ELAR and Math to ensure that lessons and assessments are aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Student practice will align with assessment questions. Students will be prepared to demonstrate their knowledge.</p> <p>Staff Responsible for Monitoring: Coaches 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: Daily implementation of Guided Math instruction in all Kinder-5th Grade classrooms.</p> <p>Strategy's Expected Result/Impact: Small group instruction individualizes learning, provides opportunities for immediate feedback, allows for student collaboration, and builds student confidence.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers and students will utilize P-16 components: daily review, fact fluency, homework, and immediate feedback.</p> <p>Strategy's Expected Result/Impact: Systemic, aligned practice along with immediate feedback yields high student achievement and self-confidence.</p> <p>Staff Responsible for Monitoring: Coaches Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, 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 2: The percent of 3rd grade students that score meets grade level or above on the Reading STAAR will increase from 39% to 48%, and the percent of 3rd grade students that score meets grade level or above on the Math STAAR will increase from 44% to 53% by June 2023.

Performance Objective 2: Provide high quality professional development and coaching to build teacher capacity.

Evaluation Data Sources: Summative- district/campus assessments, lesson plans, walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly planning meetings with facilitators to ensure all components and campus expectations are being implemented for teachers.</p> <p>Strategy's Expected Result/Impact: Collaborative efforts to deliver high quality Tier 1 instruction will reduce the number of identified MTSS students.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Vertical teams will be held every nine weeks to review grade level essentials and share skills and practices to ensure alignment across Kinder-5th grades.</p> <p>Strategy's Expected Result/Impact: Vertical teams improve teams' understanding of the essential skills needed to enter the current grade level and skills needed progress to the next grade level. This alignment of knowledge helps teachers scaffold and extended learning effectively.</p> <p>Staff Responsible for Monitoring: Instructional Coachs EB Specialist Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All Kinder-3rd grade teachers will complete The Science of Reading Academies during the 2022-2023 school year</p> <p>Strategy's Expected Result/Impact: Participation in the Science of Reading Academies will provide teachers, coaches, and administrators with a stronger capacity to support primary literacy development and ultimately will result in increased student success.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches K-3 Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional coaches will provide professional development opportunities for guided reading and guided math.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: 54% of our Kinder-2nd grade students at Pink Elementary are on or above grade level as measured on the 2022 EOY GRA assessment. By May 2023, 64% of Kinder-2nd grade students will read on or above grade level. In order to achieve this goal, we will need an 10% increase in student performance at or above reading level as measured by the 2023 EOY GRA.





46% of our Bilingual Kinder-2nd grade students at Pink Elementary are on or above grade level as measured on the 2022 EOY EDL assessment. By May 2023, 56% of Kinder-2nd grade students will read on or above grade level. In order to achieve this goal, we will need an 10% increase in student performance at or above reading level as measured by the 2023 EOY EDL.

Performance Objective 1: Targeted Tier 1 instruction in ELAR classes will be provided daily to support all learners in the mastery of the TEKS.

Evaluation Data Sources: Formative: Increase of teacher proficiency which leads to increased reading levels
 GRA/EDL
 TX-KEA (K)
 NWEA MAP (1-2)
 District/campus assessments
 Lesson plans
 Walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A K-2 Instructional/Academic Coach will be funded by Title I funds. The coach will serve to increase adult proficiency in developing literacy skills of teachers in Kinder-2nd grades.</p> <p>Strategy's Expected Result/Impact: Improved teacher reading proficiency in Kinder-2nd grade</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-2 Instructional/Academic Coach will support teachers with the daily implementation of Balanced Literacy in all Kinder-2nd grade classrooms. Emphasis will be placed on Guided Reading and Writer's Workshop. Weekly planning meetings with the K-2 Academic Coach to ensure all balanced literacy components (identified in the Balanced Literacy Checklist) and campus expectations are being implemented</p> <p>Strategy's Expected Result/Impact: Increased academic achievement in all content areas Increased teacher capacity Increased proficiency in reading</p> <p>Staff Responsible for Monitoring: Administrators Coaches Teachers</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Closely track data and monitor student progress through district and classroom data.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches</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: State compensatory education funds will be utilized to fund an instructional paraprofessional position.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity Increased proficiency in reading and math</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Comp Ed Para - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$29,517.85</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Instructional Coach will provide PD on the implementation of guided reading practices and provide push in support for interventions during Power Hour for grades K-2.</p> <p>Strategy's Expected Result/Impact: Improve reading proficiency as measured by the GRA Closing the Reading Gap</p> <p>Staff Responsible for Monitoring: Instructional Coach Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: 54% of our Kinder-2nd grade students at Pink Elementary are on or above grade level as measured on the 2022 EOY GRA assessment. By May 2023, 64% of Kinder-2nd grade students will read on or above grade level. In order to achieve this goal, we will need an 10% increase in student performance at or above reading level as measured by the 2023 EOY GRA.

46% of our Bilingual Kinder-2nd grade students at Pink Elementary are on or above grade level as measured on the 2022 EOY EDL assessment. By May 2023, 56% of Kinder-2nd grade students will read on or above grade level. In order to achieve this goal, we will need an 10% increase in student performance at or above reading level as measured by the 2023 EOY EDL.

Performance Objective 2: Provide additional literacy intervention to students below the expected grade level.

Evaluation Data Sources: Summative- district/campus assessments
 lesson plans
 walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Instructional Coach and State Compensatory Education funded paraprofessional will serve to increase student achievement in reading by providing intervention to students below grade level in Kinder-2nd grades.</p> <p>Strategy's Expected Result/Impact: Improve reading proficiency as measured by the GRA Closing the Reading Gap</p> <p>Staff Responsible for Monitoring: Administrators K-2 Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A - \$77,920.08</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School-wide intensive, focused built-in intervention time in all Kinder-2nd grade classrooms will provide additional literacy support to students reading below the expected grade level. Instruction will be based on the students' instructional needs.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The K-2 Instructional/Academic Coach will provide PD on the implementation of guided reading practices and provide push in support for interventions during Power Hour for grades K-2.</p> <p>Strategy's Expected Result/Impact: Improve reading proficiency as measured by the GRA Closing the reading gap</p> <p>Staff Responsible for Monitoring: K-2 coach Administrators</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: Teachers will implement Jan Richardson's Guided Reading Strategies to increase the GRA on or above grade levels.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: 92.3% of our students at Pink Elementary attended school regularly during the 2021-2022 school year. In order to achieve eligibility for distinction designations on STAAR, we will need an increase of 4.7% on our campus attendance rate by May 2023.

Performance Objective 1: Increase parents' awareness of the importance of student attendance and the impact of attendance on student achievement.

High Priority

Evaluation Data Sources: K-12 Climate Survey
 ADA report
 Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will include an attendance section in the monthly parent newsletter.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I funds will continue to fund our social worker's position. The social worker conducts home visits and parent phone calls to encourage attendance at school. The social worker also provides additional programs and interventions to increase student motivation and support students' emotional and social development.</p> <p>Strategy's Expected Result/Impact: Increased student attendance Increased student motivation and academic achievement Decreased office referrals</p> <p>Staff Responsible for Monitoring: Administrators Social Worker</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A - \$79,036.58</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide resources to families through the use of social media, newsletters, home visits, and phone calls.</p> <p>Strategy's Expected Result/Impact: Increased student attendance Increased student motivation and academic achievement</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Administrators



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: 92.3% of our students at Pink Elementary attended school regularly during the 2021-2022 school year. In order to achieve eligibility for distinction designations on STAAR, we will need an increase of 4.7% on our campus attendance rate by May 2023.

Performance Objective 2: Increase student motivation to attend school regularly through extrinsic rewards

Evaluation Data Sources: ADA report
K-12 Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide resources to families through the use of social media, newsletters, home visits, and phone calls.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade levels with the highest overall percentage of attendance will be recognized weekly and at the end of every nine weeks.</p> <p>Strategy's Expected Result/Impact: Increased student attendance Increased student motivation and academic achievement Decreased office referrals</p> <p>Staff Responsible for Monitoring: Administrators Counselor Social Worker</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a positive and welcoming environment by providing incentives to students and positive affirmations through PBIS initiative</p> <p>Strategy's Expected Result/Impact: Increased student attendance Increased student motivation and academic achievement Decreased office referrals</p> <p>Staff Responsible for Monitoring: Teachers Administrators Front office staff</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will participate in Pride Rallies (every 9 weeks) and EOY ceremonies to recognize academic achievement, progress, attendance, and behavior.</p> <p>Strategy's Expected Result/Impact: Increased student attendance Increased student motivation and academic achievement Decreased office referrals</p> <p>Staff Responsible for Monitoring: Teachers Administrators Counselor Social Worker</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, the 5th grade Science STAAR scores will increase from 44% to 64% Approaches, 22% to 27% Meets, and 11% to 16% Masters.

Performance Objective 1: Teachers will improve lesson planning for enhanced Tier I instruction in the science classroom.

Evaluation Data Sources: Lesson Plans
 Observation Feedback
 Assessments
 NWEA MAP data
 District Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize the science lab at least twice per week.</p> <p>Strategy's Expected Result/Impact: Differentiated, hands-on, student centered activities will allow all subpopulations to have access to the rigor of the Science TEKS</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will include rigorous, short answer response items into written assessments using claim, evidence, reasoning.</p> <p>Strategy's Expected Result/Impact: Enhance students' ability to process skill/content Enhance student ability to explain and justify their thinking</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze data to create targeted Science intervention groups during Thrive Time.</p> <p>Strategy's Expected Result/Impact: Enhance students' ability to process skill/content Enhance student ability to explain and justify their thinking</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 5th Grade Science teachers will participate Plan, Do, Study, Act Cycle (PDSA) to better design questions related to the content in order improve/assess the application of learned skill on assessments</p> <p>Strategy's Expected Result/Impact: Students are better able to make connections between labs, written assignments and assessment questions</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: By May 2023, the 5th grade Science STAAR scores will increase from 44% to 64% Approaches, 22% to 27% Meets, and 11% to 16% Masters.

Performance Objective 2: Provide additional science intervention to students performing below the expected grade level.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will analyze data to create targeted Science intervention groups during Thrive Time. Strategy's Expected Result/Impact: Enhance students' ability to process skill/content Enhance student ability to explain and justify their thinking Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will attend Saturday Science labs directly tied to essential Science TEKS. Strategy's Expected Result/Impact: Improved student achievement on Science assessments Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$4,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will engage in off and on campus field trip experiences to increase engagement and improve their working knowledge of the Science TEKS Strategy's Expected Result/Impact: Improved student achievement on Science assessments</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Teachers
Instructional Coaches
Administrators

Title I:
2.4, 2.5, 2.6

Funding Sources: - 211 Title I, Part A - \$500



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 6: By May 2023, 90% of students, staff and parents will feel that Pink elementary prioritizes safety and has a positive school culture as indicated by responses on the climate survey.

Performance Objective 1: Increase positive interactions with students, staff, parents and community members to create a feeling of safety, communication, and collaboration.

Evaluation Data Sources: Climate Survey
 Discipline Data
 Campus Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement school-wide CHAMPS systems, PBIS Reward System, Daily Character Counts Lessons</p> <p>Strategy's Expected Result/Impact: Positive campus climate and culture Decrease in discipline referrals Increase in attendance Increase in student motivation</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in Pride Rallies (every 9 weeks) and EOY ceremonies to recognize academic achievement, progress, attendance, and behavior.</p> <p>Strategy's Expected Result/Impact: Decrease is office referrals Increase in student self-esteem Increase in attendance</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor Social Worker</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Weekly staff celebrations/shout outs and monthly department-sponsored events to celebrate colleagues</p> <p>Strategy's Expected Result/Impact: Positive campus climate and culture Improved staff attendance</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Communicate campus activities and expectations through monthly newsletters, communication in Thursday folders, teacher conferences, and campus events.</p> <p>Strategy's Expected Result/Impact: Positive campus climate and culture Improved communication with families and community</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide opportunities for students to express needs by engaging in socio-emotional lessons each Friday during Thrive Time. Students check in and engage in mindfulness activities during announcements.</p> <p>Strategy's Expected Result/Impact: Students can express feelings, check in with Counselor, Social Worker or teacher, and build positive relationships with peers and the teacher.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: All staff will be trained in the Safety Response Protocols (SRP) and engage in monthly drills to ensure all know how to respond in the case of an emergency. All staff will follow district expectations for building safety.</p> <p>Strategy's Expected Result/Impact: Increase feeling of safety at school</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: By May 2023, 90% of students, staff and parents will feel that Pink elementary prioritizes safety and has a positive school culture as indicated by responses on the climate survey.

Performance Objective 2: Increase parental and community awareness and involvement in decision-making at Pink Elementary

Evaluation Data Sources: K-12 Climate Survey
Title I Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The CIP will be available for parents in the front office. The School-Parent Compact, Parent and Family Engagement Policy, and Title I Brochure will be distributed to parents in English and Spanish in parent newsletters, in the front office, on Facebook, through Skylert, and on the school website.</p> <p>Strategy's Expected Result/Impact: Increased parental awareness Increased communication</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Routinely communicate campus events and expectations with parents through monthly newsletters, monthly calendars, parent-teacher conferences, Skylert messages, Facebook, and Thursday folders.</p> <p>Strategy's Expected Result/Impact: Improved home-school communication</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hold multiple family engagement activities on campus throughout the school year including Math/Science Night, Title I Parent Meetings (in-person and virtual), Fall Festival, Muffins for Moms, Donuts with Dad, Grandparents Day, STAAR Parent Meetings, etc.)</p> <p>Strategy's Expected Result/Impact: Improve parental and staff involvement</p>	Formative		
	Nov	Feb	June

Improve school culture

Staff Responsible for Monitoring: All Staff

Title I:

4.1, 4.2



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Pink Elementary

Total SCE Funds: \$29,847.45

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE Funds are used as Comp ed Aide personnel to provide academic support

Personnel for Pink Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Claudette Gamboa	Aide Comp Ed	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Pink Elementary conducted a comprehensive needs assessment (CNA) on 6/14/22. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

To remain current and relevant, the CIP will be revised for the 2022-2023 school year and/or evaluated during the following months (November, February, April and June). Tentative Campus Improvement Council/SBDMC meeting dates are as follows:

Revision Dates:

9/1/22

9/22/22

10/7/22

10/28/22

11/18/22

12/15/22

1/13/23

2/16/23

3/9/23

4/13/23

5/18/23

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

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

2.4: Opportunities for all children to meet State standards

Teachers will receive professional development related to specific instructional strategies that target all content areas and student populations. All students will have access to high quality Tier 1 instruction, daily intervention time, access to technology, and socioal and emotional learning.

2.5: Increased learning time and well-rounded education

Before, During, and After School Tutorials

Thrive Time

Lunch Bunch

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

Tier 2 and Tier 3 skill-based intervention with teachers/specialists

Access to academic tutors for at-risk students and students requiring HB4545 interventions

Differentiated instruction during small group

Opportunities to reteach and re-access

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The schoolwide CIP will be evaluated at least once per month throughout the 2022-2023 school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

Pink Elementary will offer a flexible number of meetings to held in both in the morning and afternoon. Travis will also host several academic nights to bring learning and fun together. These events include: Math/Science Night, Literacy Night, Dual Language Parent Engagement Night, and STAAR night. Meetings will consist of sharing Title 1 information, ways to support student learning and improve attendance.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Juan Sosa-Tirad	Social Worker	Title I	1.00
Rachel Castillo	K-2 Academic Facilitator	Title I	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Shawanda Anderson	Principal
Administrator	Katrina McLean	Assistant Principal
Non-classroom Professional	Krystle Henry	Title I Coordinator
Non-classroom Professional	Carmen Chavero	Instructional Coach
Non-classroom Professional	Nikki Walker	Instructional Coach
Non-classroom Professional	Rachell Castillo	Instructional Coach
Non-classroom Professional	Marylin Martinez	EB Specialist
Classroom Teacher	Silvia Rodriguez	Kindergarten Teacher/Team Leader
Classroom Teacher	Rolanda Mitchell	1st Grade Teacher/Team Leader
Classroom Teacher	Almira Bhojwani	2nd Grade teacher/Team Leader
Classroom Teacher	Saverio Hampton	3rd Grade Teacher/Team Leader
Classroom Teacher	Jesus Hernandez	4th Grade Teacher/Team Leader
Classroom Teacher	Angela Benitez	5th Grade Teacher/Team Leader
Classroom Teacher	Franchesca Bryant	SPED Teacher/Team Leader
Non-classroom Professional	Kimberly Raymaker	Librarian/Team Leader
Parent	Silvia Naranjo	Parent
Community Representative	Susan Jackson	Community Representative

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$1,643.34
1	4	4			\$2,000.00
3	2	1			\$77,920.08
4	1	2			\$79,036.58
4	2	2			\$1,000.00
5	2	2			\$4,000.00
5	2	3			\$500.00
6	1	1			\$500.00
Sub-Total					\$166,600.00
Budgeted Fund Source Amount					\$166,600.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$2,775.00
1	3	4			\$3,000.00
1	4	2	Tutor		\$6,930.00
3	1	4	Comp Ed Para		\$29,517.85
Sub-Total					\$42,222.85
Budgeted Fund Source Amount					\$42,222.85
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$3,500.00
1	1	5			\$884.00
1	4	1			\$2,500.00
Sub-Total					\$6,884.00
Budgeted Fund Source Amount					\$6,884.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total Budgeted	\$215,706.85
				Grand Total Spent	\$215,706.85
				+/- Difference	\$0.00