

Lamar Consolidated Independent School District

Tamarron Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Tamarron Mission Statement

Through an outstanding education, community, and leadership, Tamarron Elementary will empower children to find and use their voice.



Vision

Tamarron Vision Statement

Tamarron Elementary will develop leaders who know their voice and are equipped to accomplish their purpose in life.



Value Statement

We Believe

Every Child Can Learn

We are Change Agents

Teachers Empower Children to Lead their Own Learning

Everyone has Genius

Teachers Develop the Whole Person

Everyone is a Leader

In Family Culture



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Comprehensive Needs Assessment

Revised/Approved: August 19, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Tamarron Elementary is a campus of rapid growth. Tamarron plans to open the 22-23 school year with an enrollment between 1050 and 1100 students. Rapid growth brings challenges to staffing, classroom sizes, building utilization, and communication. Academically, Tamarron has strengths in STAAR Reading. Tamarron demonstrates academic needs in the area of Science and Lower Grade Reading (Grades K-2). Tamarron has challenges to continue to meet the social/emotional needs of all students in a large campus.

Demographics

Demographics Summary

Asian - 11%

African American - 23%

White - 16%

Hispanic - 44%

Mixed Race - 5 %

At-Risk - 40%

English Language Learners - 37%

Special Education - 11%

Economically Disadvantaged - 45%

Staff Demographics

Asian - 4%

African American - 24%

White - 36%

Hispanic - 36%

Demographics Strengths

Tamarron is a multi-racial, multi-lingual campus. We are very diverse as is evidenced by various cultures from all over the world. Families at Tamarron embrace the cultural diversity of the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EBs often enroll with a language barrier which may mask academic areas of concern. **Root Cause:** Tamarron spends a lot of time training and

supporting Sheltered Instruction. What has been put in place to specifically determine whether the root cause is language or academic gaps?

Problem Statement 2: Many non-English students are moving into the Tamarron attendance zone. This creates a communication gap between school and home. These parents have trouble communicating with teachers which hinders them being able to help their children at home. **Root Cause:** Tamarron is not consistently utilizing systems, such as CANVAS, to increase open lines of communication with our Second Language families.

Student Learning

Student Learning Summary

STAAR information based on 2021-2022 released scores.

- In 3rd - 5th Grade, 79% of students scored Approaches, 45% of students scored "Meets Grade Level or Above" in MATH STAAR
- In 3rd - 5th Grade, 83% of students scored Approaches, 63% of students scored "Meets Grade Level or Above" in READING STAAR
- In 5th Grade, 63% of students scored Approaches, 35% scored "Meets Grade Level or Above" in SCIENCE STAAR

GRA and TPRI Information based on 1st and 2nd Nine Weeks Data from 2021-2022 School Year.

- Kindergarten - 66% of students are on or above reading level.
- 1st Grade - 54% of students are on or above reading level.
- 2nd Grade - 63% of students are on or above reading level.

Student Learning Strengths

3rd - 5th Grade students increased from 68% to 79% Approaches in Math and from 22% to 40% Meets Grade Level or Above from February until May based on Benchmark data. This increase was largely due to more efficient use of intervention time (Pack Time) and coaching/modeling in 4th Grade classrooms.

3rd - 5th Grade students increased from 77% to 86% Approaches in Reading and from 37% to 54% Meets Grade Level or Above from February until May based on Benchmark data. This increase was largely due to efficient use of intervention time (Pack Time) and coaching/modeling in 4th and 5th Grade classrooms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students in grades K-2 Reading on or above grade level continues to be below 70%. (Kinder 66%, First Grade 54%, Second Grade 63%). **Root Cause:** Teachers need to improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack time.

Problem Statement 2: 5th Grade students achieved 89% in Reading and 87% in Math but scored only 63% in Science according to STAAR. **Root Cause:** Emphasis for tutorials and planning was Math and Reading. Systems need to be in place to better grow our students in Science in all grade levels.

School Processes & Programs

School Processes & Programs Summary

- Last year was Tamarron's second year. Maintaining a culture of kindness and respect was our first priority as we welcomed new staff members to the campus. In an effort to establish longevity and teacher retention, we continued to implement the Tamarron Green Book, which provides our definition of culture
- Tamarron established norms in PLCs to include expectations for planning, instruction, and monthly data teams.
- Tamarron has established a long-term Problem of Practice centered around Talk/Read/Talk/write strategies to improve Reading and Writing scores. Basic Instructional Rounds were started. Tamarron is poised to build upon what was established last year.
- Tamarron K-2 teachers received training on Next Steps to Guided Reading. PLCs were centered around helping teachers to have effective, consistent Guided Reading lessons daily.
- Tamarron utilizes Pack Time each morning from 7:15 - 8:00 to assist students with academic readiness (MTSS).

CULTURE

- Tamarron's staff and students are separated into "dens". Dens are designed to provide social supports and leadership opportunities for students, and to motivate students to want to participate in school.
- Tamarron celebrates students for "Random Acts of Kindness" and "Timberwolf of the Month" reinforcing lessons taught through Character Counts.
- Tamarron teachers utilize Capturing Kids Hearts strategies of greeting students at the door and establishing Social Contracts.
- Tamarron has monthly Color Out Days where students show pride in their dens and participate in Den competitions.
- Tamarron has a school wide Magic Day each year. In addition, each Grade level team plans a magic day once a year.

STAFF

- Teachers are supported instructionally through Instructional Coaches.
- Teachers are celebrated through monthly staff celebrations. Teachers of the Month and Para of the Month are celebrated as well as birthdays and other staff accomplishments.

School Processes & Programs Strengths

- Tamarron has established a culture of kindness, respect, and acceptance. Tamarron has published our Green Book and is teaching its contents to the students through morning announcements, Dens, and Character Counts.
- PLCs meet at least twice a month, laying the ground work for data driven decision making. PLCs also provide staff development to teachers in a small group environment, tailoring training to meet the specific needs of grade level teams.
- Staff has several opportunities to celebrate each other as well as to plan and collaborate. Tamarron is intentional about cultivating positive relationships within the school.
- Intervention time (Pack Time) provides targeted intervention to increase student performance at all levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Tamarron PLCs are not as effective in the area of data utilization and dissemination to inform instruction. **Root Cause:** Lack of consistent utilization of PLC procedures and teacher data preparedness.

Perceptions

Perceptions Summary

Culture and Climate is always important at Tamarron. Tamarron began student led "synergy" assemblies at the beginning, middle, and end of the year. Tamarron continued campus wide magic days (one in the fall and one in the Spring) as well as grade level magic days (Chosen by grade level teams, at least one during the school year). Tamarron took time to teach each of the seven "Belief Statements" in the Tamarron Green Book.

Tamarron operates out of a list of paradigms that each teacher is asked to embrace. We believe that every child can learn, that we are change agents, that teachers empower children to lead their own learning, that everyone has genius, that teachers develop the whole person, that everyone is a leader, and we believe in the culture of family.

Tamarron's mission statement says alot about our beliefs. We believe that through an outstanding education community, and leadership, Tamarron Elementary will empower children to find and use their voice. We will use 3 things, an outstanding education, our wonderful Tamarron Community, and teaching students to be leaders, to empower our students to find and use their voice. In other words, to discover their genius.

Tamarron communicates to the community through monthly Principal messages, through weekly newsletters, and through the website, facebook and instagram. Teachers communicate through class dojo, canvas, telephone and zoom conferences and email.

Perceptions Strengths

Through the use of Color Out days, Den competitions, Kindness Week, Magic days, themed dress out days, and teacher enthusiasm, we believe that students are motivated to come to school and enjoy every day that they attend Tamarron Elementary. We ensure that students are greeted with kindness, joy, and love. Students and parents have responded in kind.

We believe in celebrating success and using celebrations to encourage others toward good character. We continue to celebrate random acts of kindness (RAK), and Character Counts. Students are celebrated for kind deeds and following the pillars of Character Counts on the morning announcements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Tamarron was established during a COVID year. Due to prior relaxed standards of attendance, parents often do not see truancy as important.

Root Cause: Parents in our community do not realize the importance of getting their children to school on time.

Problem Statement 2: Teachers have relaxed PBIS standards during transition, on playgrounds, and during arrival and dismissal at various times of the year. **Root Cause:** Rapid increase of students requires consistent updates of procedures and consistent supervision throughout the campus to monitor adherence to expectations.

Priority Problem Statements

Problem Statement 1: EBs often enroll with a language barrier which may mask academic areas of concern.

Root Cause 1: Tamarron spends a lot of time training and supporting Sheltered Instruction. What has been put in place to specifically determine whether the root cause is language or academic gaps?

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students in grades K-2 Reading on or above grade level continues to be below 70%. (Kinder 66%, First Grade 54%, Second Grade 63%).

Root Cause 2: Teachers need to improve on targeted instruction and purposeful planning for intervention in Guided Reading and Pack time.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tamarron was established during a COVID year. Due to prior relaxed standards of attendance, parents often do not see truancy as important.

Root Cause 3: Parents in our community do not realize the importance of getting their children to school on time.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: 75% of Tamarron students in each grade level from Kindergarten, First, and Second Grade will end the year reading on Grade level or above based on the EOY GRA.





Performance Objective 1: K-2 teachers will utilize the resources from Next Steps to Guided Reading to target word work strategies for each student group.

High Priority

HB3 Goal

Evaluation Data Sources: GRA
MAP data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all teachers are trained in Next Steps to Guided Reading.</p> <p>Strategy's Expected Result/Impact: Teachers will be equipped to provide targeted word work instruction.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher will utilize PLCs to analyze GRA data and plan targeted word work interventions.</p> <p>Strategy's Expected Result/Impact: Increased student Reading Fluency</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize PreK classrooms to prepare students in early literacy skills such as letter/sound identification, beginning, middle and ending sounds, writing letters and spelling their name.</p> <p>Strategy's Expected Result/Impact: PreK students who are well prepared for Kindergarten will continue academic growth and exit Kindergarten at or above expected Reading Level. This will include Dual Language Students.</p> <p>Staff Responsible for Monitoring: Vilma Dominguez Chrissy Konyha Cynthia Hudgens</p> <p>Funding Sources: PreK Aide Salaries - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$159,649.50</p>	Formative		
	Nov	Feb	June
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Goal 1: 75% of Tamarron students in each grade level from Kindergarten, First, and Second Grade will end the year reading on Grade level or above based on the EOY GRA.

Performance Objective 2: K-2 teachers will implement Heggerty phonemic awareness instruction daily during Tier 1 instruction.

High Priority

HB3 Goal





Evaluation Data Sources: MAP data
Learning Walk data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all K-2 teachers are trained on Heggerty instruction to include the use of Heggerty materials.</p> <p>Strategy's Expected Result/Impact: Increase foundational reading skills to include phonemic awareness.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monthly learning walks in grades K-2 to supervise Heggerty implementation by the Literacy Coach and Asst. Principal to include scheduled feedback sessions.</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge and increase the effectiveness of the implementation.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The percentage of students scoring approaches or higher on the 5th Grade Science test will increase from 63% to 80% as measured by the 2023 STAAR test.

Performance Objective 1: Tamarron Elementary will provide quality Tier 1 instruction to include inquiry based, exploratory learning to support the Scientific Processes.





Evaluation Data Sources: MAP data
 Benchmark data
 Major Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will utilize interactive notebooks and student generated word walls to increase fluency of key Science vocabulary. Strategy's Expected Result/Impact: Increase use of key academic vocabulary Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: 4th and 5th Grade students will incorporate science labs into their Tier 1 instruction a minimum of one time each week to provide hands on learning opportunities for science learning objectives and to apply scientific process. Strategy's Expected Result/Impact: Hands on knowledge of critical science concepts Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Tamarron Science teachers will utilize Stemsscopes in their Science planning and instruction. Stemsscopes will be made available to teachers to assist in labs that target specific Science TEKS and as a guide for student homework. Strategy's Expected Result/Impact: Stemsscopes will help teachers align instruction to TEKS using the 5E model. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: The percentage of students scoring approaches or higher on the 5th Grade Science test will increase from 63% to 80% as measured by the 2023 STAAR test.

Performance Objective 2: 5th Grade Science teachers will utilize Pack Time to provide Tier 2 and Tier 3 interventions for students in Science.

Evaluation Data Sources: Map Data
 Benchmark Data
 Major Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: 5th Grade teachers will attend PLCs once each 9 weeks to disaggregate data and plan Tier 2 and Tier 3 interventions. Strategy's Expected Result/Impact: Provide differentiated instruction to meet the needs of all learners in Science. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Identified Tier 2 and Tier 3 students will receive targeted interventions in Science during Pack Time weekly. Strategy's Expected Result/Impact: Increase student learning Staff Responsible for Monitoring: Principal Funding Sources: Student Science Resources - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,089	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 3: Tamarron Elementary will increase its attendance rate from 94.79% to 95.5% by May 25, 2023.


Performance Objective 1: Tamarron Elementary will communicate the importance of daily attendance to students and parents.


Evaluation Data Sources: Parent Conferences
Newsletters
Emails

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the BOY and MOY parent conferences, teachers will explain the benefits of attending school daily and on time. Strategy's Expected Result/Impact: Increase in student attendance and parent awareness of truancy. Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and administrators will use parent newsletters and emails to remind parents about the academic benefits of consistent daily attendance. Strategy's Expected Result/Impact: Increase in student attendance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will take attendance daily. The clerk will run an attendance report to ensure that all teachers have complied. Students When students reach 3 or 6 absences, the clerk will send a warning letter to the parents. At nine unexcused absences, an ARC meeting will be scheduled with the ARC committee. Strategy's Expected Result/Impact: Increase in student attendance and parent awareness of truancy. Staff Responsible for Monitoring: Teachers Clerks Assistant Principal</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Clerks will log tardy students daily. Parents will be notified via written communication when their student has accumulated 5 tardies in any nine week period. Strategy's Expected Result/Impact: Increase in student time instructional minutes</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Clerk

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Tamarron Elementary will increase its attendance rate from 94.79% to 95.5% by May 25, 2023.

Performance Objective 2: Tamarron will provide incentives to increase and maintain daily attendance.

Evaluation Data Sources: Attendance Celebrations
 Synergy Assemblies
 Perfect Attendance Awards at the EOY Award Ceremonies

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through the use of attendance celebrations, Tamarron will celebrate classes that achieve 100% attendance using the word "RELIABLE" as a standard of measurement.</p> <p>Strategy's Expected Result/Impact: Increased student attendance and excitement as it relates to school attendance. Teach the students the meaning of the word reliable and how it applies to their everyday lives.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Funding Sources: Student Incentives for Attendance - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,088</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students that have perfect attendance during the nine week period (beginning 2nd nine weeks) will attend a perfect attendance party at the completion of the nine week period.</p> <p>Strategy's Expected Result/Impact: Provide tangible, external motivation to increase student daily attendance.</p> <p>Staff Responsible for Monitoring: Assistant Principal Office Clerk Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students with perfect attendance will be recognized once per 9 weeks at the Synergy Assembly.</p> <p>Strategy's Expected Result/Impact: Increase student attendance. Increase student confidence.</p> <p>Staff Responsible for Monitoring: Counselor Principal Assistant Principal</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Students with perfect attendance will be awarded at the EOY Awards Ceremony. Strategy's Expected Result/Impact: Provide tangible, external motivation to increase student daily attendance. Staff Responsible for Monitoring: Instructional Coaches Principal Assistant Principal	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 4: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Math will increase from 40% to 50% by June of 2024.

Performance Objective 1: Tamarron Elementary will provide quality Tier 1 instruction to target numerical fluency and problem-solving strategies to ensure adequate mathematical growth of all students, including all early childhood learners.

Evaluation Data Sources: STAAR Math
 MAP data
 Benchmark Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tamarron will utilize Math PLCs with interactive data walls to track progress of students and plan remediation strategies for all students including EBs, At-Risk, and SPED students.</p> <p>Strategy's Expected Result/Impact: Increased scores in: 2022 Math STAAR Major Grades Benchmark Assessments</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize a part-time Certified teacher to assist at-risk students including EBs and SPED students. Part-time teacher will assist in training teams in planning quality lessons, looking at data in PLCs, and assist Instructional Coaches in coaching and modeling tier II and tier III teachers.</p> <p>Strategy's Expected Result/Impact: Increase students working academic vocabulary to include application in real world solutions.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Science materials that align to key academic vocabulary to include experiments and artifacts - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,500</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tamarron will utilize an Instructional Coach to coach and model numerical fluency strategies. The Instructional Coach will also assist in tutoring at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase student reasoning, mental math, and determining reasonableness of solutions.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal</p> <p>Funding Sources: Student Math Learning Resources - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,058</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Tamarron will utilize an Instructional Coach to assist teachers in planning quality lessons which include numerical fluency and problem-solving strategies.</p> <p>Strategy's Expected Result/Impact: Team Planning Agendas PLC Agendas Lesson plans</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal</p> <p>Funding Sources: Student Math Resources - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,088</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Instructional Coach will assist K-2 teachers in planning and instruction of numerical fluency to include number talks to increase student preparedness for future learning.</p> <p>Strategy's Expected Result/Impact: Major Grades Increased Benchmark Assessments Monthly PLC Agendas</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize PreK teachers to enrich language skills of EBs and Dual Language students by utilizing sentence stems and student discourse to help prepare students to be academically prepared for Kindergarten Math.</p> <p>Strategy's Expected Result/Impact: Report Cards Kindergarten Checklist</p> <p>Staff Responsible for Monitoring: Principal Bilingual Coach Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Instructional Coaches will review lesson plans, assessments and provide feedback for all Math Teachers (Pk-5).</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared to teach quality lessons and provide assessments that align with the state mastery standards.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Instructional Coaches

Principal

Math Teachers



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Math will increase from 40% to 50% by June of 2024.

Performance Objective 2: Tamarron Elementary will provide quality and timely staff development on guided math and numerical fluency to ensure that all teachers are utilizing best instructional practices to ensure adequate growth in Mathematics.





Evaluation Data Sources: STAAR Math
 MAP data
 Benchmark Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be trained in number talks both through teacher planning, PLCs and after school staff development. Instructional Coaches will conduct learning walks to monitor progress of teachers throughout the year.</p> <p>Strategy's Expected Result/Impact: Report Cards STAAR Scores MAP</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coaches will train teachers in Guided Math to include meaningful work stations in order to provide differentiated support to facilitate student growth in mathematics.</p> <p>Strategy's Expected Result/Impact: STAAR Math Scores Benchmark MAP</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coaches</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Math will increase from 40% to 50% by June of 2024.

Performance Objective 3: Tamarron Elementary will provide interventions to HB4545 students in Math.

Evaluation Data Sources: 2022 STAAR Math Results
Progress Monitoring Assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tamarron Teachers will utilize "Pack Time" on Monday through Thursday from 7:30 - 8:00 for HB4545 Interventions in Math. Teachers will provide targetted instruction based on identified student deficits in order to prepare them for the 2023 Math STAAR.</p> <p>Strategy's Expected Result/Impact: Increase student proficiency on Math STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coach Principal Math Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tamarron Elementary will provide progress monitoring in order to continually provide HB4545 interventions that meet the academic needs of students.</p> <p>Strategy's Expected Result/Impact: Increase student proficiency in all areas of Math STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coach Principal Math Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Reading will increase from 62% to 76% by June 2024.

Performance Objective 1: Tamarron will utilize ELA PLCs with interactive data walls to track progress of students and plan remediation strategies for all students including EBs, At-risk, and Special Needs students.

Evaluation Data Sources: TPRI

GRA
Benchmark Test
STAAR Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tamarron Elementary will utilize PLCs to analyze data and develop interventions for all students after major assessments, Interim Assessments, and 9 weeks Assessments.</p> <p>Strategy's Expected Result/Impact: Ensure academic growth of every student.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tamarron Elementary will utilize Pack Time to provide interventions for all students based on data from Interim Assessments, 9 Weeks Assessments, and major assessments.</p> <p>Strategy's Expected Result/Impact: MTSS. Academic Growth of all students.</p> <p>Staff Responsible for Monitoring: Instructional Coach Asst. Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tamarron Elementary Reading Teachers will utilize HMH to instruct revising and editing to students during carpet time daily in Grades K-5.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase. Increase in fluency and word attack skills.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Reading will increase from 62% to 76% by June 2024.

Performance Objective 2: Tamarron Elementary will provide quality Tier 1 instruction to target fluency and comprehension to ensure adequate growth of all students in reading to include all Grades K-2.





Evaluation Data Sources: TPRI

GRA

MAP

Tejas Le





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tamarron Elementary Grade Level Teams will develop a uniform daily instructional schedule that includes components of Balanced Literacy.</p> <p>Strategy's Expected Result/Impact: Best Practices will increase student growth in Reading and result in more students reading on Grade Level or above.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p> <p>Funding Sources: Student Reading Resources - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,088</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tamarron Elementary will utilize Next Steps to Guided Reading rubrics and lesson plans to differentiate instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Increased fluency and comprehension</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tamarron Reading Teachers will utilize HMH to instruct revising and editing to students during carpet time daily in Grades K-5.</p> <p>Strategy's Expected Result/Impact: Give students Grammar and convention skills</p> <p>Staff Responsible for Monitoring: Asst. Principal Instructional Coaches</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Tamarron will utilize a Part Time Certified Teacher to support Instructional Coaches and teachers by training teachers in the coaching model, effective planning, and utilizing data in PLCs.</p> <p>Strategy's Expected Result/Impact: Create effective systems for planning, coaching and teaching that will grow student Reading Levels.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Teacher Resources to include Professional Books and Journals - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,500</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Instructional Coaches will review lesson plans, assessments and provide feedback for all Reading Teachers (Pk-5).</p> <p>Strategy's Expected Result/Impact: Teachers will be better prepared to teach quality lessons and provide assessments that align with the state mastery standards.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Principal Reading Teachers</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: The percent of Tamarron 3rd Grade students that score meets grade level or above on STAAR Reading will increase from 62% to 76% by June 2024.

Performance Objective 3: Tamarron Elementary will provide interventions to HB4545 students in Math.

Evaluation Data Sources: 2022 Math STAAR
Progress Monitoring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tamarron Teachers will utilize "Pack Time" on Monday through Thursday from 7:30 - 8:00 for HB4545 Interventions in Reading. Teachers will provide targeted instruction based on identified student deficits in order to prepare them for the 2023 Reading STAAR.</p> <p>Strategy's Expected Result/Impact: Increased proficiency on 2023 Reading STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Instructional Coach Principal Reading Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tamarron Elementary will provide progress monitoring in order to continually provide HB4545 interventions that meet the academic needs of students.</p> <p>Strategy's Expected Result/Impact: Increase student proficiency in all areas of 2023 Reading STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coach Principal Reading Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Tamarron Elementary

Total SCE Funds: \$15,411.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Tutorials for at-risk students, supplies and materials for at-risk students. Instructional Supplies for at-risk students.

Personnel for Tamarron Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Giliana Pernia Guevara	PK Aide	0.5
Laura Martinez Perez	PK Para	0.5
Marta Villalonga Leal	PreK Aide	0.5
Mayuli Azocar Maurera	PreK Aide	0.5
Vilma Dominguez	Bilingual/ESL Coach	1

Campus Advisory Team

Committee Role	Name	Position
Classroom Teacher	Chrissy Konyha	Instructional Coach
Classroom Teacher	Cynthia Hudgens	Instructional Coach
Classroom Teacher	Vilma Dominguez	Bilingual Coach
Administrator	Makia Walls	Asst. Principal
Administrator	Lekia Holden	Counselor
Non-classroom Professional	Paige Frye	Reading Interventionist

Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Mark Melendez	Principal
Classroom Teacher	Shannon Merritt	First Grade Teacher
Classroom Teacher	Elaine Doty	2nd Grade Teacher
Classroom Teacher	Caitlyn Horton	Kindergarten Teacher
Classroom Teacher	Nina Hunter	3rd Grade Teacher
Classroom Teacher	Jalyssa Merill	4th Grade Teacher
Classroom Teacher	Michelle Allen	Specials Teacher
Classroom Teacher	Dawn Ceaser	5th Grade Teacher
Parent	Tiffany Moyer	Parent

Emergency Operations Lockdown Committee

Committee Role	Name	Position
Administrator	Mark Melendez	Principal
Crisis Team Leader	Crystal Castaneda	Nurse
Administrator	Makia Walls	Asst. Principal
Secretary	Julie Little	Secretary
Administrator	Lekia Holden	Counselor

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	PreK Aide Salaries		\$159,649.50
2	2	2	Student Science Resources		\$2,089.00
3	2	1	Student Incentives for Attendance		\$2,088.00
4	1	2	Science materials that align to key academic vocabulary to include experiments and artifacts		\$2,500.00
4	1	3	Student Math Learning Resources		\$2,058.00
4	1	4	Student Math Resources		\$2,088.00
5	2	1	Student Reading Resources		\$2,088.00
5	2	4	Teacher Resources to include Professional Books and Journals		\$2,500.00
Sub-Total					\$175,060.50
Budgeted Fund Source Amount					\$175,060.50
+/- Difference					\$0.00
Grand Total Budgeted					\$175,060.50
Grand Total Spent					\$175,060.50
+/- Difference					\$0.00