

Lamar Consolidated Independent School District

Williams Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Mission Statement

The mission of Manford Williams Elementary School is to prepare students socially and academically to be lifelong learners and responsible, productive citizens in a competitive global society.

Vision

The vision of Manford Williams Elementary School is to provide a rigorous and stimulating environment that engages all students while preparing them to become global innovators, well-rounded citizens, diverse thinkers, and lifelong learners.

Value Statement

At Williams, we believe in teaching the whole child, student centered learning, and providing a safe and positive learning environment.

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Comprehensive Needs Assessment

Revised/Approved: September 5, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Our first meeting was held on June 14, 2022. At this time, the administrative team, instructional leadership team, and a teacher met to review the current data for Williams Elementary. At this time, we were unsure of the exact students that would be rezoning to Williams. We reviewed the PEIMS information, state and local assessments, discipline data, Campus Climate Surveys, and attendance records. We determined that the campus would benefit by focusing on ELAR, Math, and Sci as well as the parent and student satisfaction. We drafted five goals based on the current data in these areas.

During our second meeting, which was held on July 18, 2022 at 2:00pm in the conference room at Williams Elementary school, the site-based decision making committee, administrative team, and the Instructional Support team reviewed the Title 1 Process and the development of the Comprehensive Needs Assessment. Administration discussed the requirements to be a Title 1 campus as well as the purpose of the meeting to determine the campus needs. We provided the drafted goals from the previous meeting. The team agreed upon these goals and continued to make edits to the goals and strategies. We still did not have updated information to include the additional students coming to Williams from the rezoned campus.

The third meeting was held on August 22, 2022 at 4:30pm in the conference room at Williams Elementary school. The Site Based Decision Making Team had updated numbers and demographics for the 2022-2023 school year. We reviewed the current GRA levels for all students, STAAR scores from all students, and approximate overall attendance. We agreed that with the updated information, we would like to continue with the five goals that we previously chose. The administrative team will update the specific data and edit the CIP. We agreed to continue with the first three goals based on ELAR, Math and Science to increase by 5% of the new overall total.

Demographics

Demographics Summary

Demographics: Manford Williams Elementary School currently has 696 students enrolled for the 2022 - 2023 school year.

Our campus consists of 32% African American, 30% Hispanic, 15% White, 0% American Indian, 19% Asian, .001% Pacific Islander, and 4% Two or more Races.

Enrollment by student group is 52.2% economically disadvantaged, 13% special education, and 28% english learners.

There is a 13.3% mobility rate.

Our attendance rate is 95.38%.

Demographics Strengths

Student Achievement

STAAR Math for all students: 94% approaches, 74% meets, 38% masters.

STAAR ELAR for all students: 96% approaches, 83% meets, 59% masters.

STAAR Science: 86% approaches, 66% meets, 38% masters.

First grade - 72% of our students are on or above grade level on GRA.

Second grade - 75% of our students are on or above grade level on GRA.

Third grade STAAR Reading- 95% approaches, 82% meets, 54% masters; Math - 95% approaches, 80% meets, 31% masters.

Fourth grade STAAR Reading - 97% approaches, 86% meets, 57% masters; Math - 93% approaches, 70% meets, 35% masters.

Fifth grade STAAR Reading - 95% approaches, 82% meets, 67% masters; Math 96% approaches, 73% meets, 48% masters; Science - 86% approaches, 66% meets, 38% masters.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal 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 leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS 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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 6, 2022

Goal 1: By May 2023, the percentage of students that meet grade level expectations in reading on STAAR will increase by at least 3% in Approaches, 5% in Meets, and 5% in Masters in grades 3-5 and will increase by at least 5% of On Level and Above Level according to the grade level GRA for grades K-2.

2021-2022 Campus STAAR Performance (combined data)

Gr 3 Reading 88% Approaches, 68% Meets, 42% Masters
 Gr 4 Reading 92% Approaches, 80% Meets, 49% Masters
 Gr 5 Reading 95% Approaches, 80% Meets, 65% Masters

2021-2022 End of Year GRA (combined data)

Gr	Below Level	On Level	Above Level
K	45%	16%	39%
1	30%	13%	57%
2	28%	8%	65%

Performance Objective 1: Improve quality of Tier 1 instruction.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all ELAR teachers receive adequate trainings and instructional supports such as The Science of Teaching Reading Academies, Heggerty Phonics, The Next Steps Forward In Guided Reading, and Running Records during their planning time, faculty meetings, and on campus PD days.</p> <p>Strategy's Expected Result/Impact: high quality Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: supplemental reading resources - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$681, supplemental reading resources - 211 Title I, Part A - \$2,000</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will deliver instruction from Heggerty Phonics and Guided Reading group lessons daily as seen in their lesson plans with a focus on comprehension, vocabulary, fluency, oral reading, phonics, and grammar.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased MAP scores and GRA levels in all grades and increased TX-KEA levels in K-2.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement common, formative, and summative assessments and desegregate, analyze, and share results in PLCs to analyze patterns and performance to adjust Tier 1 instruction to ensure that all students meet state standards and to focus on growth of all subpops during small group instruction.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers, Special Education Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will incorporate cross-curricular short constructed response (SCR) writing activities and a variety of answer response types (multi-select, multi-part, ordering, hotspot/label, graphing, etc.) on all major assessments grades 3-5 utilizing Mastery Connect/ Eduphoria/Canvas (2nd grade will implement by the 3rd 9 weeks). Results will be analyzed during PLC's. Teachers will adjust instruction based on data analysis.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction and vertical alignment in ELAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, All Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The PK teachers and aide will provide a well-rounded instruction to PK students following the district curriculum and using the PK checklist to improve Kindergarten Readiness.</p> <p>Strategy's Expected Result/Impact: Early childhood intervention to support our youngest learners will aide in life long success.</p> <p>Staff Responsible for Monitoring: Principal, PK teachers, and PK aides</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: personnel - Pre-K aide - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$28,813.88</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will deliver instruction using a consistent and effective program of writing materials that will be incorporated into all classrooms for all students. The program will include components of Writer's Workshop, Patterns of Power Series, Meredith Alvaro, The Writing Strategies (Jennifer Serravallo).</p>	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: Students will compose cohesive writing samples . Some writing samples will be displayed on the grade level "Writing Board". All staff will participate in providing positive feedback on the grade level specific writing display bulletin boards.

Staff Responsible for Monitoring: All Teachers


TEA Priorities:


Build a foundation of reading and math


- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

- Additional Targeted Support Strategy

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: By May 2023, the percentage of students that meet grade level expectations in reading on STAAR will increase by at least 3% in Approaches, 5% in Meets, and 5% in Masters in grades 3-5 and will increase by at least 5% of On Level and Above Level according to the grade level GRA for grades K-2.

2021-2022 Campus STAAR Performance (combined data)

Gr 3 Reading 88% Approaches, 68% Meets, 42% Masters
 Gr 4 Reading 92% Approaches, 80% Meets, 49% Masters
 Gr 5 Reading 95% Approaches, 80% Meets, 65% Masters

2021-2022 End of Year GRA (combined data)





Gr	Below Level	On Level	Above Level
K	45%	16%	39%
1	30%	13%	57%
2	28%	8%	65%

Performance Objective 2: Targeted intervention to support student improvement.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide tutorials, individualized instruction support, and materials during accelerated instruction and small groups for at risk students in order to close gaps and academic deficits.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers, Special Ed Teachers, Librarian, Reading Interventionist, and Paraprofessionals.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: supplemental ESL and ELAR materials - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During Wrangler Watch (MTSS) meetings, teachers and CORE team will review all campus and district data and identify students needing intervention. Small groups will be formed for before and during the school day intervention. Hire instructional tutors for additional support.</p> <p>Strategy's Expected Result/Impact: Instructional Coach, Title 1 aide, ESL Coach, classroom teachers, paraprofessionals and tutors will have scheduled tutorial groups based on student data and need to provide additional intentional instruction to close the gaps of our Tier 2, Tier 3, and HB4545 students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, Teachers, and Tutors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: instructional tutors - 211 Title I, Part A - \$1,500, Instructional tutors - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$7,825.70</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each nine weeks SPED case managers, ESL Lead, and teachers will meet with campus administration to review individual student data and progress for Special Education students to tailor their accommodations as needed to scaffold for success.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, targeted intervention with results, 5% increase from approaches on STAAR reading assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and SPED case managers, SPED Compliance Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Instructional Coach and Title 1 Paraprofessional (and part time tutors) will provide supplemental instruction, support and timely interventions during accelerated instruction time to address the needs of at-risk students on our campus and Tier 3 student.</p> <p>Strategy's Expected Result/Impact: Close the gaps between Tier 3 students and general ed students.</p> <p>Staff Responsible for Monitoring: Principals and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By May 2023, the percentage of students that meet grade level expectations in reading on STAAR will increase by at least 3% in Approaches, 5% in Meets, and 5% in Masters in grades 3-5 and will increase by at least 5% of On Level and Above Level according to the grade level GRA for grades K-2.

2021-2022 Campus STAAR Performance (combined data)

Gr 3 Reading 88% Approaches, 68% Meets, 42% Masters
 Gr 4 Reading 92% Approaches, 80% Meets, 49% Masters
 Gr 5 Reading 95% Approaches, 80% Meets, 65% Masters

2021-2022 End of Year GRA (combined data)

Gr	Below Level	On Level	Above Level
K	45%	16%	39%
1	30%	13%	57%
2	28%	8%	65%





Performance Objective 3: A. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase by 5% as compared to the 2021-2022 STAAR reading scores.

B. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will maintain 70% or above by June 2024.

HB3 Goal

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement common, formative, and summative assessments and desegregate, analyze, and share results in PLCs to analyze patterns and performance to adjust Tier 1 instruction and focus foundational skills that are missing from K-2 Next Steps to Guided Reading such as phonics, phonemic awareness, and fluency during small group instruction.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, ELAR Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: GT Facilitator and Librarian will pull a targeted enrichment group during accelerated instruction with a focus on higher level thinking skills.</p> <p>Strategy's Expected Result/Impact: 3rd grade students will be exposed to higher level thinking and perform higher than expected on STAAR assessments (higher rates of meets and masters).</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, GT facilitator, and Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</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: By May 2023, the percentage of students that meet grade level expectations in reading on STAAR will increase by at least 3% in Approaches, 5% in Meets, and 5% in Masters in grades 3-5 and will increase by at least 5% of On Level and Above Level according to the grade level GRA for grades K-2.

2021-2022 Campus STAAR Performance (combined data)

Gr 3 Reading 88% Approaches, 68% Meets, 42% Masters
 Gr 4 Reading 92% Approaches, 80% Meets, 49% Masters
 Gr 5 Reading 95% Approaches, 80% Meets, 65% Masters





2021-2022 End of Year GRA (combined data)

Gr	Below Level	On Level	Above Level
K	45%	16%	39%
1	30%	13%	57%
2	28%	8%	65%

Performance Objective 4: All ELAR teachers will be provided with appropriate materials and resources to enhance instruction to all students including students identified as at risk.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inventory all ELAR materials and purchase necessary resources and professional development to ensure equity and equality in all classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers are equipped with research based, relevant materials - equitable personalized instruction and high yield instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ELAR Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: supplemental ELAR materials - 211 Title I, Part A - \$3,000, supplemental ESL materials - 211 Title I, Part A - \$2,000, supplemental ELAR materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,000</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host meetings and events (such as Academic Night, STAAR Night, Bootastic) for staff to explain to parents the available reading resources, materials, and strategies to support partnerships connected to parent, family, and community engagement plan.</p> <p>Strategy's Expected Result/Impact: Increased relevance of home-school connection.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ELAR Coach, ELAR Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: refreshments for parent meetings - 211 Title I, Part A - \$400</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: By May 2023, the percentage of students that meet grade level expectations in math STAAR will increase by at least 2% in Approaches, 5% in Meets, and 5% in Masters in all grade levels.

2021-2022 Campus STAAR Performance (combined data)

Gr 3 Math 84% Approaches, 64% Meets, 30% Masters





Gr 4 Math 86% Approaches, 61% Meets, 30% Masters

Gr 5 Math 97% Approaches, 75% Meets, 48% Masters

Performance Objective 1: Improve quality of Tier 1 instruction.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all Math teachers receive adequate trainings and instructional supports such as Number Talks, Deep Practice, Guided Math, Spiral Review during planning, campus PD days, and faculty meetings.</p> <p>Strategy's Expected Result/Impact: high quality Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Math Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: supplemental math resources - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,500, supplemental math resources - 211 Title I, Part A - \$3,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement common, formative, and summative assessments and desegregate, analyze, and share results in PLCs to analyze patterns and performance to adjust Tier 1 instruction and focus on growth of all subpops during small group instruction.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Math Teachers, SPED Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will incorporate cross-curricular short constructed response (SCR) writing activities and a variety of answer response types (multi-select, multi-part, ordering, hotspot/label, graphing, etc.) on all major assessments grades 3-5 in Eduphoria/Canvas (2nd grade will implement Eduphoria/Canvas by the 3rd 9 weeks). Results will be analyzed during PLC's. Teachers will adjust instruction based on data analysis.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction and vertical alignment in Math</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, MathTeachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: supplemental math materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will deliver instruction using a consistent and effective program of academic vocabulary during instruction, Number Talks, guided math, spiral review, and deep practice.</p> <p>Strategy's Expected Result/Impact: Student will engage in discussions using academic vocabulary.</p> <p>Staff Responsible for Monitoring: Instructional Coach/Math teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2023, the percentage of students that meet grade level expectations in math STAAR will increase by at least 2% in Approaches, 5% in Meets, and 5% in Masters in all grade levels.

2021-2022 Campus STAAR Performance (combined data)

Gr 3 Math 84% Approaches, 64% Meets, 30% Masters
 Gr 4 Math 86% Approaches, 61% Meets, 30% Masters
 Gr 5 Math 97% Approaches, 75% Meets, 48% Masters

Performance Objective 2: Targeted intervention to support student improvement.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide tutorials, individualized instruction support, and materials during accelerated learning and small group instruction for at risk students in order to close gaps and other academic deficits.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Coach, Math Teachers, Special Ed Teachers, paraprofessionals and tutors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: instructional tutors - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During Data Analysis (MTSS) meetings, teachers and CORE team will review all summative, daily, and district assessment data and identify students needing intervention. Small groups will be formed for before and during the school day. Hire instructional tutors for additional support.</p> <p>Strategy's Expected Result/Impact: Instructional Coach, ESL Coach, and classroom teachers will have scheduled tutorial groups based on student need and data to accelerate learning or progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, and Teachers and paraprofessionals</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each nine weeks SPED case managers, ESL Lead, and teachers will meet with campus administration to review individual student data and progress for Special Education students to tailor their accommodations as needed to scaffold for success.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, targeted intervention with results of 5% increase on STAAR Math.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and SPED case managers, SPED Compliance Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Title 1 Paraprofessional, and tutors will provide supplemental instruction, support, and timely interventions during accelerated instruction time to address the needs of TIER 3 students.</p> <p>Strategy's Expected Result/Impact: Close the gaps between TIER 3 and General Ed students.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Instructional Coach

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Funding Sources: Instructional paraprofessional - 211 Title I, Part A - \$30,020.26, Tutors - 211 Title I, Part A - \$5,179.74



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: By May 2023, the percentage of students that meet grade level expectations in math STAAR will increase by at least 2% in Approaches, 5% in Meets, and 5% in Masters in all grade levels.

2021-2022 Campus STAAR Performance (combined data)

Gr 3 Math 84% Approaches, 64% Meets, 30% Masters
 Gr 4 Math 86% Approaches, 61% Meets, 30% Masters
 Gr 5 Math 97% Approaches, 75% Meets, 48% Masters

Performance Objective 3: A. The percent of 3rd grade students that score meeting grade level or above on STAAR Math will increase by 5% as compared to the 2021-2022 STAAR reading and math scores.

B. The percent of 3rd grade students that score meets grade level or above on STAAR Math will maintain at least 83% by June 2024.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement common, formative, and summative assessments and desegregate, analyze, and share results in PLCs to analyze patterns and performance to adjust Tier 1 instruction and focus on fundamental skills missing from K-2.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach, ESL Coach, Math Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A staff member will pull a targeted enrichment group during accelerated instruction with a focus on higher level thinking skills.</p> <p>Strategy's Expected Result/Impact: 3rd grade students will be exposed to higher level thinking and perform higher than expected on STAAR assessments (5% meets and 5% masters).</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Principal, Classroom Teachers, Instructional Coach, and Paraprofessionals.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Curriculum



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 2: By May 2023, the percentage of students that meet grade level expectations in math STAAR will increase by at least 2% in Approaches, 5% in Meets, and 5% in Masters in all grade levels.

2021-2022 Campus STAAR Performance (combined data)

Gr 3 Math 84% Approaches, 64% Meets, 30% Masters
 Gr 4 Math 86% Approaches, 61% Meets, 30% Masters
 Gr 5 Math 97% Approaches, 75% Meets, 48% Masters

Performance Objective 4: All Math teachers will be provided with appropriate materials, resources, and professional development to enhance instruction to all students including students identified as at risk.

Evaluation Data Sources: district assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inventory all Math materials and purchase necessary resources and professional development to ensure equity and equality in all classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers are equipped with research based, relevant materials - equitable personalized instruction and high yield instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach, Math Teachers</p> <p>Funding Sources: supplemental Math materials - 211 Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host meetings and events (such as Academic night, STAAR night, Bootastic) for staff to explain to parents the available math resources, materials, and strategies to support partnerships connected to parent, family, and community engagement plan.</p> <p>Strategy's Expected Result/Impact: Increased relevance of home-school connection.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Coach, Math Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: refreshments for parent meetings - 211 Title I, Part A - \$200</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May 2023, the percentage of students that meet grade level expectations in science MAP and STAAR will increase by at least 5% in Approaches, Meets, and Masters in 3rd-5th grade.

2021-2022 Campus STAAR Performance (combined data)

Gr 5 Science 87% Approaches, 68% Meets, 40% Masters

2021-2022 End of Year MAP (combined data)





Gr 3 91% Approaches 70% Meets 30% Masters

GR 4 94% Approaches 68% Meets 11% Masters

Performance Objective 1: Improve quality of Tier 1 instruction.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Science teachers will receive adequate trainings and resources such as Stemscoopes, etc. and instructional supports during their planning time, faculty meetings, and on campus PD days.</p> <p>Strategy's Expected Result/Impact: high quality Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Science Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: supplemental science resources - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will implement common, formative, and summative assessments and desegregate, analyze, and share results in PLCs to analyze patterns and performance to adjust Tier 1 instruction and focus on growth of all subpops during small group instruction.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Science Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will incorporate cross-curricular short constructed response (SCR) writing activities and a variety of answer response types (multi-select, multi-part, ordering, hotspot/label, graphing, etc.) on all major assessments grades 3-5 using Mastery Connect, CANVAS/Eduphoria. Results will be analyzed during PLC's. Teachers will adjust instruction based on data analysis.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction and vertical alignment in Science</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, Science Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: supplemental science materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will deliver instruction using a consistent and effective program of academic vocabulary during instruction and active science lab usage.</p> <p>Strategy's Expected Result/Impact: Increase in student academic discourse.</p> <p>Staff Responsible for Monitoring: Science Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</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 3: By May 2023, the percentage of students that meet grade level expectations in science MAP and STAAR will increase by at least 5% in Approaches, Meets, and Masters in 3rd-5th grade.

2021-2022 Campus STAAR Performance (combined data)

Gr 5 Science 87% Approaches, 68% Meets, 40% Masters

2021-2022 End of Year MAP (combined data)





Gr 3 91% Approaches 70% Meets 30% Masters

GR 4 94% Approaches 68% Meets 11% Masters

Performance Objective 2: Targeted intervention to support student improvement.

Evaluation Data Sources: District assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide tutorials, individualized instruction support, and materials for at risk students in order to close gaps and other academic deficits.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, ESL Coach, MathTeachers, Special Ed Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: supplemental ESL materials - 211 Title I, Part A - \$200, supplemental Science materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During Data Analysis (MTSS) meetings, teachers and CORE team will review all summative, daily, and district assessment data and identify students needing intervention. Small groups will be formed for before and during the school day. Hire instructional tutors for additional support.</p> <p>Strategy's Expected Result/Impact: Coach, ESL Coach, and classroom teachers will have scheduled tutorial groups based on student need and data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each nine weeks SPED case managers, ESL Lead, and teachers will meet with campus administration to review individual student data and progress for Special Education students and EL's to tailor their accommodations as needed to scaffold for success.</p> <p>Strategy's Expected Result/Impact: High quality Tier 1 instruction, targeted intervention with results of 5% increase on assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and SPED case managers, SPED Compliance Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May 2023, the percentage of students that meet grade level expectations in science MAP and STAAR will increase by at least 5% in Approaches, Meets, and Masters in 3rd-5th grade.

2021-2022 Campus STAAR Performance (combined data)

Gr 5 Science 87% Approaches, 68% Meets, 40% Masters

2021-2022 End of Year MAP (combined data)





Gr 3 91% Approaches 70% Meets 30% Masters

GR 4 94% Approaches 68% Meets 11% Masters

Performance Objective 3: All Science teachers will be provided with appropriate materials, resources, and professional development to enhance instruction to all students including students identified as at risk.

Evaluation Data Sources: district assessments and STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Inventory all Science materials and purchase necessary resources and professional development to ensure equity and equality in all classrooms.</p> <p>Strategy's Expected Result/Impact: Teachers are equipped with research based, relevant materials - equitable personalized instruction and high yield instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Science Teachers</p> <p>Title I: 2.6</p> <p>Funding Sources: supplemental science materials - 211 Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Host meetings and events (such as Academic night, STAAR night, and Bootastic) for staff to explain to parents the available science resources (Stemscopes, etc.), materials (Science notebooks, etc.), and strategies (think aloud and application to real world, etc.) to support partnerships connected to parent, family, and community engagement plan.</p> <p>Strategy's Expected Result/Impact: Increased relevance of home-school connection.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coach, Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</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 4: By May 2023, we will increase the number of parents that are satisfied with the opportunities to be involved in their child's school from 90% to 95% according to the 2021-2022 LCISD Parent Campus Climate Survey.

Performance Objective 1: Increase PTO membership from 10% parent membership to 15% parent membership.

Evaluation Data Sources: PTO membership forms completed.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PTO will have a "membership drive" at the beginning and middle of the year that will have student and teacher incentives. This will be communicated to parents through the campus Facebook page, Skylert, campus weekly communication, and flyers home in Tuesday folders.</p> <p>Strategy's Expected Result/Impact: Increased PTO membership and involvement.</p> <p>Staff Responsible for Monitoring: Principal, AP, teachers, PTO Board</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: By the end of the 1st 9 weeks, 100% of staff will join PTO and will continue to invite parents to join at every opportunity such as Curriculum Night, Open House and more.</p> <p>Strategy's Expected Result/Impact: Increased PTO membership and involvement.</p> <p>Staff Responsible for Monitoring: Principal, AP, teachers</p> <p>Title I: 4.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2023, we will increase the number of parents that are satisfied with the opportunities to be involved in their child's school from 90% to 95% according to the 2021-2022 LCISD Parent Campus Climate Survey.

Performance Objective 2: Increase parent and community involvement.

Evaluation Data Sources: parent sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Invite parents and community members using Social Media, flyers, newsletter/marquee, and community outreach to participate in family education events such as Boo-tastic Reading Night, Curriculum Nights, STEAM Night, International Night and more based on feedback from Title I parent survey, PTO meetings, and SBDM.</p> <p>Strategy's Expected Result/Impact: Based on previous year and current year event sign-in sheets, increase parent attendance.</p> <p>Staff Responsible for Monitoring: Principals, Title One Coordinator</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate monthly Social/Emotional programs with parents and acknowledge students meeting expectations through Social Media posts and awards that are sent home to parents about students.</p> <p>Strategy's Expected Result/Impact: Increase in parent attendance at events, positive feedback via surveys/emails, and parent/student participation in events, specific dress days, fundraisers, and behaviors.</p> <p>Staff Responsible for Monitoring: Counselor and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partner with parents to provide social emotional and trauma support/resources for families by providing information and workshops as needed. Information for Project L.E.A.R.N events will also be shared in parent communication.</p> <p>Strategy's Expected Result/Impact: Connecting parents with campus and community resources to meet basic and social emotional</p>	Formative		
	Nov	Feb	June

needs.

Staff Responsible for Monitoring: Teachers, Counselor, Family Support Specialist

ESF Levers:

Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: By May 2023, we will increase students' perception of positive feedback ("I am praised for doing good work at this school?") from 85% to 90% according to the 2021-2022 LCISD Student Campus Climate Survey.

Performance Objective 1: Students and staff will participate in monthly social emotional programs such as Character Counts and PBIS campus-wide behavior system, focusing on positive praise.

Evaluation Data Sources: Staff will highlight students who demonstrate pillars of Character Counts.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Bi-monthly guidance lesson will be provided by the counselor during Specials.</p> <p>Strategy's Expected Result/Impact: Lessons will aid students in developing decision-making, communication, and life skills. Students also begin to explore their own character, create positive peer relationships, and learn about teamwork and independent study.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monthly celebration days and House System aligned with the Character Counts Pillars.</p> <p>Strategy's Expected Result/Impact: Initiate monthly conversations and community awareness of Character Counts Pillars to positively impact school climate and culture.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Daily campus announcements of Character Counts strategies.</p> <p>Strategy's Expected Result/Impact: Lessons will aid students in developing decision-making, communication, and life skills. Students also begin to explore their own character, create positive peer relationships, and learn about teamwork and independent study.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Throughout the school year, the counselor will create and facilitate social groups of identified students in the areas of friendship, anxiety, and overall whole child well being.</p> <p>Strategy's Expected Result/Impact: Improved socio-emotional skills and academic performance.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Staff will create and implement an on-going school-wide behavior system (PBIS).</p> <p>Strategy's Expected Result/Impact: The PBIS system will provide incentives to create a positive school climate and culture for both students and staff as measured by the end of the year climate surveys and resulting in a reduction in discipline referrals.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: By May 2023, we will increase students' perception of positive feedback ("I am praised for doing good work at this school?") from 85% to 90% according to the 2021-2022 LCISD Student Campus Climate Survey.

Performance Objective 2: Students will participate in academic competitions throughout the year to have the opportunity to develop confidence in their abilities and improve campus culture.

Evaluation Data Sources: Students will have opportunities to participate in UIL, Science Olympiad, and other various academic competitions.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A vertical committee will create academic competitions and incentives based on grade level needs throughout the year and determine the criteria needed to earn awards at the nine week Success Assemblies.</p> <p>Strategy's Expected Result/Impact: Boost confidence in students and provide positive feedback and incentives including an increase in students earning awards each nine weeks during their Success Assembly time.</p> <p>Staff Responsible for Monitoring: Vertical Committee</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide incentives to increase staff participation and support of campus and district competitions.</p> <p>Strategy's Expected Result/Impact: Staff will coach, support, and/or attend campus and district level competitions.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Williams Elementary

Total SCE Funds: \$61,875.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Salaries and wages for a paraprofessional, tutors, resources and materials and technology.

Personnel for Williams Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Claudia Granados	PK Aide	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Manford Williams Elementary School conducted a comprehensive needs assessment (CNA) on the following dates: June 14, 2022, July 25, 2022, and August 22, 2022. The CNA serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data in collaboration with teacher leaders and others. Root causes were identified, written as needs and reported to the site-based decision-making committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

Our first meeting was held on June 14, 2022. At this time, the administrative team, instructional leadership team, and a teacher met to review the current data for Williams Elementary. At this time, we were unsure of the exact students that would be rezoning to Williams. We reviewed the PEIMS information, state and local assessments, discipline data, Campus Climate Surveys, and attendance records. We determined that the campus would benefit by focusing on ELAR, Math, and Sci as well as the parent and student satisfaction. We drafted five goals based on the current data in these areas.

During our second meeting, which was held on July 18, 2022 at 2:00pm in the conference room at Williams Elementary school, the site-based decision making committee, administrative team, and the Instructional Support team reviewed the Title 1 Process and the development of the Comprehensive Needs Assessment. Administration discussed the requirements to be a Title 1 campus as well as the purpose of the meeting to determine the campus needs. We provided the drafted goals from the previous meeting. The team agreed upon these goals and continued to make edits to the goals and strategies. We still did not have updated information to include the additional students coming to Williams from the rezoned campus.

The third meeting was held on August 22, 2022 at 4:30pm in the conference room at Williams Elementary school. The Site Based Decision Making Team had updated numbers and demographics for the 2022-2023 school year. We reviewed the current GRA levels for all students, STAAR scores from all students, and approximate overall attendance. We agreed that with the updated information, we would like to continue with the five goals that we previously chose. The administrative team will update the specific data and edit the CIP. We agreed to continue with the first three goals based on ELAR, Math and Science to increase by 5% of the new overall total.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Laci Crowson, Principal

Hailey Wied, Assistant Principal

Analleli Martinez, Admin Assistant

Franciska McCullough, Instructional Coach

Annette Nava, ESL Coach

Holly Treece, Librarian

Yvonne Pena, Counselor

Nancy Castillo, Pre-K Teacher

Kristin Santana, Kindergarten Teacher

Megan Cunningham, First Grade Teacher

LeeAnn Lucky, Second Grade Teacher

Sarah Mire, Third Grade Teacher

Brittany Williams, Fourth Grade Teacher

Christie Burch, Fifth Grade Teacher

Debra Ullmann, PE Teacher

Amanda Maughan, Special Education Resource/Inclusion Teacher

Heather Statser, PTO President/Parent

Tamara Dangerfield, Parent

Anne King, Community Partner

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

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

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sophi Ajanee	Instructional Paraprofessional		1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Laci Crowson	Principal
Administrator	Hailey Wied	Assistant Principal
Paraprofessional	Analleli Martinez	Administrative Assistant
Math/Science Coach	Franciska McCullough	Instructional Coach
ESL Coach	Annette Nava	ESL Coach
Non-classroom Professional	Holly Treece	Librarian
Non-classroom Professional	Yvonne Carrasco Pena	Counselor
Classroom Teacher	Kristen Santana	Kindergarten Teacher
Classroom Teacher	Megan Cunningham	First Grade Teacher
Classroom Teacher	Lee Ann Lucky	Second Grade Teacher
Classroom Teacher	Sarah Mire	Third Grade Teacher
Classroom Teacher	Brittany Williams	Fourth Grade Teacher
Classroom Teacher	Christie Burch	Fifth Grade Teacher
Classroom Teacher	Debra Ullmann	PE Teacher
Classroom Teacher	Amanda Maughan	Special Education Resource/Inclusion Teacher
Classroom Teacher	Nancy Castillo	PK Teacher
Parent	Heather Statser	Parent
Parent	Tamara Dangerfield	Parent
District-level Professional	Kimberly Lybarger	District ESL
Community Representative	Gene Tomas	Community Member
Business Representative	Marielle Castillo	Elevating Construction Business Representative

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplemental reading resources		\$2,000.00
1	2	1	supplemental ESL and ELAR materials		\$5,000.00
1	2	2	instructional tutors		\$1,500.00
1	4	1	supplemental ELAR materials		\$3,000.00
1	4	1	supplemental ESL materials		\$2,000.00
1	4	2	refreshments for parent meetings		\$400.00
2	1	1	supplemental math resources		\$3,000.00
2	2	1	instructional tutors		\$5,000.00
2	2	4	Tutors		\$5,179.74
2	2	4	Instructional paraprofessional		\$30,020.26
2	4	1	supplemental Math materials		\$500.00
2	4	2	refreshments for parent meetings		\$200.00
3	2	1	supplemental ESL materials		\$200.00
3	3	1	supplemental science materials		\$500.00
Sub-Total					\$58,500.00
Budgeted Fund Source Amount					\$58,500.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplemental reading resources		\$681.00
1	1	5	personnel - Pre-K aide		\$28,813.88
1	2	2	Instructional tutors		\$7,825.70
1	4	1	supplemental ELAR materials		\$1,000.00
2	1	1	supplemental math resources		\$1,500.00
2	1	3	supplemental math materials		\$500.00
3	1	1	supplemental science resources		\$500.00
3	1	3	supplemental science materials		\$500.00

199 PIX 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	supplemental Science materials		\$500.00
Sub-Total					\$41,820.58
Budgeted Fund Source Amount					\$41,820.58
+/- Difference					\$0.00
Grand Total Budgeted					\$100,320.58
Grand Total Spent					\$100,320.58
+/- Difference					\$0.00