

Lamar Consolidated Independent School District

Phelan Elementary School

2023-2024 Campus Improvement Plan



Mission Statement

Maxine Phelan Elementary will elevate social and academic standards through impactful, passionate, interactive learning that enlightens the whole child.

Vision

Maxine Phelan Elementary will inspire excellence in academics, cultivate curiosity and community, and motivate life-long learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During our first meeting which was held on March 6, 2023 from 3:30 p.m.- 5:00 p.m. in the Phelan Elementary conference room, the site based committee discussed the purpose for the meeting including the process of identifying our campus needs and the methods for analyzing data. We identified 31 measures of data aligned to demographics, perceptions, student learning, and student processes (See full list on pages 13 & 14). At the conclusion of the meeting, we assigned individuals to collect data to report at the next SST meeting.

During the second SST meeting which was held on May 1, at 3:30 p.m.- 6:00 pm in the Phelan Elementary LGI room, the site based committee evaluated pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data and the team worked together to identify strengths and problems on the campus. After identifying the strengths and problems, root causes were identified, written as needs and reported to the site-based decision making committee. The Site Based Decision Making Team that oversees the Comprehensive Needs Assessment and Campus Improvement Planning process identified and agreed upon 3 areas of focus next year. The agreed upon areas of focus are: Reading Achievement, Math Achievement, and Discipline referrals (PBIS system). Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

CNA Committee Members

Kevin Croft (Principal)

Mylanda Broussard - Assistant Principal (School Leader)

Jordan Qualls- Counselor (School Leader)

Marva O'Neal- District Administrator (LEA Staff)

Cheryl Brimhall (LEA Staff)

Nicole Herrera (Specialized Instructional Support Personnel)

Desiree Anzaldua (Campus Teacher)

John Roberts (Campus Teacher)

Georgia Smith (Campus Teacher)

Ronesha Dabbs (Campus Teacher)

Myriam Sierra (Campus Teacher)

Jim Pitiranggon (Campus Teacher)

Brittany Moats (Campus Teacher)

Whitney Garner (Campus Leader)

Maite Serna (Paraprofessional)

Michelle Cardwell (Paraprofessional)

Robert Sammons (Parent)

Cristina Tang (Parent)

Cheryl Leavitt (Community Member)

Charli Lennon (Community Member)

Demographics

Demographics Summary

Maxine Phelan Elementary is the 30th LCISD elementary school opening in Richmond, Tx. The neighborhood school is located in the eastern section of the LCISD school district. Phelan students were rezoned in 2021 and pulled students primarily from 2 LCISD schools; Arredondo elementary and Hutchison elementary. Maxine Phelan elementary opened August 22, 2022.

Phelan Elem Demographics

Total Students	647
Hispanic	166 25.66%
Asian	108 16.69%
Black	250 38.64%
Pacific-Is	0 0%
White	97 14.99%
Two/ More	25 3.86%

Demographics Strengths

The rich cultural diversity of our school is a direct reflection of the cultural diversity found in Fort Bend County. The teachers and staff that are joining Phelan Elementary are trained in supporting students who receive English Language support services with sheltered instructional strategies. Our special education teachers are current on the instructional strategies needed to promote growth in all students. All teachers have training in supporting the varying needs of all students through solid Tier I instructional best practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Phelan campus is 56% economically disadvantaged creating an academic and social inequality among our student population. **Root Cause:** Students demonstrate limited access to learning resources, economic disparities, and parental educational support.

Student Learning

Student Learning Summary

	May 2022 STAAR Reading, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
3rd grade Reading								
Phelan Elementary	77	23	1459	66.82%	74.03%	46.75%	28.57%	05/01/22
Economic Disadvantage	46	21	1420	61.48%	69.57%	30.43%	15.22%	05/01/22
Asian	11	27	1552	79%	90.91%	72.73%	45.45%	05/01/22
Black/African American	25	20	1420	60.24%	60%	28%	24%	05/01/22
Hispanic	22	21	1419	61.91%	68.18%	36.36%	18.18%	05/01/22
Two or More Races	2	25	1478	73.50%	100%	50%	50%	05/01/22
White	17	25	1508	74.18%	88.24%	70.59%	35.29%	05/01/22
Currently Emergent Bilingual	24	24	1479	69.96%	79.17%	54.17%	33.33%	05/01/22
Special Ed Indicator	17	17	1333	48.82%	47.06%	5.88%	5.88%	05/01/22
4th Grade Reading								
Phelan Elementary	75	25	1534	69.27%	73.33%	56%	29.33%	05/01/22
Economic Disadvantage	58	25	1528	68.28%	72.41%	56.90%	27.59%	05/01/22
Asian	13	28	1579	77.23%	84.62%	61.54%	30.77%	05/01/22
Black/African American	33	24	1513	66.36%	72.73%	48.48%	27.27%	05/01/22
Hispanic	17	25	1527	68.53%	70.59%	58.82%	23.53%	05/01/22
Two or More Races	4	24	1559	67.25%	50%	50%	50%	05/01/22
White	8	26	1547	70.88%	75%	75%	37.50%	05/01/22

	May 2022 STAAR Reading, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Currently Emergent Bilingual	18	27	1566	74.33%	77.78%	61.11%	27.78%	05/01/22
Special Ed Indicator	17	18	1410	49.76%	47.06%	23.53%	11.76%	05/01/22
3rd Grade Math								
Phelan Elementary	77	19	1426	59.06%	61.04%	36.36%	15.58%	05/01/22
Economic Disadvantage	46	16	1368	51.30%	47.83%	23.91%	6.52%	05/01/22
Asian	11	23	1518	73.27%	90.91%	63.64%	27.27%	05/01/22
Black/African American	25	16	1373	51.40%	40%	24%	12%	05/01/22
Hispanic	22	17	1394	54.50%	54.55%	31.82%	13.64%	05/01/22
Two or More Races	2	16	1356	50%	50%	0%	0%	05/01/22
White	17	22	1495	68.12%	82.35%	47.06%	17.65%	05/01/22
Currently Emergent Bilingual	24	21	1458	65.46%	79.17%	37.50%	16.67%	05/01/22
Special Ed Indicator	17	12	1283	37.53%	23.53%	0%	0%	05/01/22
4th Grade Math								
Phelan Elementary	77	23	1459	66.82%	74.03%	46.75%	28.57%	05/01/22
Economic Disadvantage	46	21	1420	61.48%	69.57%	30.43%	15.22%	05/01/22
Asian	11	27	1552	79%	90.91%	72.73%	45.45%	05/01/22
Black/African American	25	20	1420	60.24%	60%	28%	24%	05/01/22
Hispanic	22	21	1419	61.91%	68.18%	36.36%	18.18%	05/01/22
Two or More Races	2	25	1478	73.50%	100%	50%	50%	05/01/22
White	17	25	1508	74.18%	88.24%	70.59%	35.29%	05/01/22

	May 2022 STAAR Reading, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Currently Emergent Bilingual	24	24	1479	69.96%	79.17%	54.17%	33.33%	05/01/22
Special Ed Indicator	17	17	1333	48.82%	47.06%	5.88%	5.88%	05/01/22

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are demonstrating gaps with reading comprehension and achievement. **Root Cause:** Opportunities for real-world connections, access to literature, and hands-on experiences were limited during the Covid pandemic.

Problem Statement 2 (Prioritized): Students are demonstrating gaps with basic math skills, computations, and fact fluency. **Root Cause:** Opportunities for real-world connections, manipulatives, and hands-on experiences were limited during the Covid pandemic.

Problem Statement 3: Students are demonstrating an apathy and lack of motivation toward education and their academic learning. **Root Cause:** Lack of real world application and academic engagement.

School Processes & Programs

School Processes & Programs Summary

As we are building Phelan Elementary we will be using the following processes and programs:

- PBIS
- PLC
- MTSS
- Character Counts
- Instructional Modeling
- Professional Development
- Campus Coaching
- Solution Focused Model
- Quality Tier 1 Instruction

School Processes & Programs Strengths

As we are cultivating Phelan Elementary a benefit is that the student population is small and we will be able to consistently use the following processes and programs starting the inaugural year:

- PBIS - will serve to promote positive reinforcement of student behavior.
- Solution Focused Model - common framework to approach and resolve challenges.
- MTSS Model - staff will ensure that all students' needs are met.
- PLC - school wide collaborative process for grade levels to share instruction practices, analyze student performance, and generate and learn strategies for instruction.
- Character Counts - district wide education to build students with strong character.
- Quality Tier I instruction - decreases the number who need Tiered intervention support.
- Professional Development - continuous learning to support high standard instruction for student achievement.
- Instructional Modeling - effective implementation of the instructional coaching cycle.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students losing instructional minutes due to discipline infractions (attendance, negative behavior) **Root Cause:** Classroom management, teacher training, relationship training, parental involvement.

Perceptions

Perceptions Summary

The team reviewed the Campus Climate Survey which is based on Hutchison and Arredondo Elementary 2020-2021 data. We discovered more trends during the 2022-2023 school year in culture, climate, values and as the school year progressed. The information will be updated periodically throughout the year.

As we develop Phelan Elementary, we will focus on:

- building and maintaining positive relationships with all stakeholders
- create a positive atmosphere that celebrates success and reflects on continuous learning
- provide clear and consistent communication
- set high expectations and demonstrate for all how to meet or exceed those expectations

Perceptions Strengths

After reviewing the Arredondo and Hutchinson's 2021-2022 parent campus climate survey results the following strengths were observed:

- 83% of parents rated the quality of their child's school above average (A or B rating).
- 84% or higher of parents felt that their child receives a high quality education.
- 93% of parents feel that their child is safe at school.
- 82% or higher of the staff felt that students receives a high quality education.
- 95% or higher of the staff either agreed or strongly agreed that students have academic and social emotional support.
- 94% of staff feel safe at school.
- 89% of students rated the quality of their school above average (A or B rating).
- 80% or higher are proud to attend their school and feel encouraged by their teachers to do the best they can with their education.
- 96% of students are aware of school safety procedures (evacuate, hold drill, shelter in place, lock out/down).

After reviewing the Phelan Elementary 2022-2023 student campus climate survey results the following strengths were observed:

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Maintaining the campus culture, climate, values and belief that were established in year one. **Root Cause:** Following the first year, Phelan students have been moved to numerous campuses creating inconsistency.

Priority Problem Statements

Problem Statement 1: Phelan campus is 56% economically disadvantaged creating an academic and social inequality among our student population.

Root Cause 1: Students demonstrate limited access to learning resources, economic disparities, and parental educational support.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are demonstrating gaps with reading comprehension and achievement.

Root Cause 2: Opportunities for real-world connections, access to literature, and hands-on experiences were limited during the Covid pandemic.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are demonstrating gaps with basic math skills, computations, and fact fluency.

Root Cause 3: Opportunities for real-world connections, manipulatives, and hands-on experiences were limited during the Covid pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students losing instructional minutes due to discipline infractions (attendance, negative behavior)

Root Cause 4: Classroom management, teacher training, relationship training, parental involvement.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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)
- State and federal planning requirements

Student Data: Assessments

- STAAR released test questions
- 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
- Local benchmark or common assessments data
- Running Records results
- Texas approved 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Goal 1: Each grade level, Pre-Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2023-2024 school year as measured by STAAR ELAR (3rd-5th) , GRA (K-2nd), or CLI -MCircle (PK).

Performance Objective 1: The percent of 3rd, 4th, and 5th grade students that score "meets" grade level or above on STAAR Reading will increase by 7% before June 2024.



HB3 Goal







High Priority







HB3 Goal

Evaluation Data Sources: Map Testing, CFA, STAAR data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-Kindergarten-2nd grade Teachers will implement explicit and systematic instruction for ALL STUDENTS through an implemented campus-wide, daily, "Power Hour" targeting differentiated Reading instruction; Dreambox Reading Park/Plus, phonics, phonemic awareness, vocabulary, and comprehension.</p> <p>Strategy's Expected Result/Impact: Students will show reading growth and comprehension skills as evidenced through the MAP Test and STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Reading Interventionist.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Pre-K Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$175,778.46, Dreambox ELAR - 211 Title I, Part A - \$9,650</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The principal will hire supplemental personnel to reinforce student learning through reading tutorials before, during, and after school. Personnel will pull AT-RISK groups during built in intervention time.</p> <p>Strategy's Expected Result/Impact: STAAR test will demonstrate passing rates of each objective at 80%. GRA on or above grade levels will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 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 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$3,962.74</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Principals and teachers will identify 1st - 5th grade students who regressed from the previous school year on STAAR, GRA, or MAP and implement daily interventions to close learning gaps. (HB4545)</p> <p>Strategy's Expected Result/Impact: Student mastery of objectives at a higher level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 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>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Item analysis will be conducted following each district nine weeks utilizing the collected data for grade level PLCs and to determine areas requiring instructional shifts and students who will require additional support.</p> <p>Strategy's Expected Result/Impact: Strategic academic planning for improved mastery of skills as represented in MAP, Benchmark, and STAAR scores.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Principals</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide extension opportunities for ALL STUDENTS through targeted technical, project-based, and accelerated learning instructional strategies to promote continuous and advanced learning i.e. instructional software and technology.</p> <p>Strategy's Expected Result/Impact: Students who are at "Meets Standard" will move to "Masters" at a rate of 20%.</p> <p>Staff Responsible for Monitoring: Teachers, GT Specialist, Interventionists, Principals</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology - 211 Title I, Part A - \$25,229.50</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>			


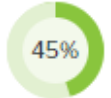
Goal 1: Goal 1: Each grade level, Pre-Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2023-2024 school year as measured by STAAR ELAR (3rd-5th) , GRA (K-2nd), or CLI -MCircle (PK).









Performance Objective 2: Quality Tier I instruction will be enhanced in the classrooms to meet the needs of ALL STUDENTS by utilizing the components of phonological awareness, phonics, and comprehension strategies.

HB3 Goal

Evaluation Data Sources: Met Objective

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The ELAR Instructional Coach and Reading Interventionist will provide monthly staff development sessions to facilitate the improvement of ALL STUDENTS tier I instruction including, but not limited to, Economically Disadvantaged, At-Risk, Limited English Proficient, and Special Education students. Topics include, but not limited to, Guided Reading Assessment, TX-KEA, differentiated instruction, small group, effective guided reading instruction, running records, instructional centers, and balanced literacy. Appropriate instructional resources will be provided to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Formative - Teachers will bring work samples of students utilizing the instructional strategies to share at the Vertical Team Meeting. Sign-in sheets and training materials will provide evidence of and receipt of training. Summative- GRA/TPRI End of Year Reports will demonstrate students meeting grade level expectations.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease SpEd and EB student failure rate through intentional instruction, monitoring IEPs, and accommodation implementation and focusing on individual student deficits during resource and inclusion pull-outs.</p> <p>Strategy's Expected Result/Impact: IEP Progress Reports will demonstrate students making adequate progress towards mastery, report cards will demonstrate student proficiency, and STAAR will demonstrate student growth towards meeting standard.</p> <p>Staff Responsible for Monitoring: SpEd Teachers, EB Coach, Principals, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a campus-wide literacy framework and vertical alignment instructional strategy plan including higher order questioning and student discourse.</p> <p>Strategy's Expected Result/Impact: Student's language and literacy skills (Listening, Speaking, Reading, and Writing) will grow due to small group instruction, student interventions, TEK based stations, and Science of Reading based instructional strategies. Assessment data and lesson plans will provide evidence that strategies are being used in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional coaches, Teachers, Principals</p> <p>Title I: 2.4, 2.5, 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>Funding Sources: Scholastic Reading - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,406.26</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 1: Goal 1: Each grade level, Pre-Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2023-2024 school year as measured by STAAR ELAR (3rd-5th) , GRA (K-2nd), or CLI -MCircle (PK).

Performance Objective 3: Provide intervention before school, during school, and after school for students who demonstrate deficiencies or disengagement due to COVID-19 virtual learning, who are identified At-Risk or underperforming throughout the year to increase student achievement.

High Priority

Evaluation Data Sources: ELAR STAAR (3-5), GRA (K-2), CLI-M Circle (PK), MAP Testing (K-5)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring will be provided to students who did not demonstrate "Met" Standard and/or are identified AT-RISK. Strategy's Expected Result/Impact: Formative - Student performance data on campus and district assessments will show growth. Summative- STAAR will show evidence of growth for At-Risk student Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach, and Academic Facilitator</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Tutors - 211 Title I, Part A - \$15,000</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: Each grade level, 1st- 5th grade, will increase Meets Grade Level Expectations Standards by 7% on their math end of year assessment in the 2023-2024 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).







Performance Objective 1: Enhance Tier 1 instructional math strategies for ALL STUDENTS to improve mastery in fact fluency, math computation, and word problem solving.

High Priority

Evaluation Data Sources: STAAR, NWEA MAP testing growth measures, CFA

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Instructional Coach will provide teachers with monthly staff development and lesson modeling, as needed, to improve the incorporation of effective instructional strategies and overall classroom implementation including but not limited to instructional alignment, guided math, numeracy strategies, number talks, math stations, effective questioning, and problem solving during vertical teams and collaborative planning sessions.</p> <p>Appropriate instructional resources including subscriptions will be provided to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Formative- Lesson plans and formative assessments will evidence the implementation of strategies/activities. Summative- Students' scores on State and campus end of year assessments will provide evidence of curriculum mastery .</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Countdown to Math - 211 Title I, Part A - \$4,755, Reflex Math - 211 Title I, Part A - \$2,965.50</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The principal will hire supplemental personnel to reinforce student learning through math and reading tutorials before, during, and after school. Personnel with pull groups during built in intervention time.</p> <p>Strategy's Expected Result/Impact: District and State assessments tests will demonstrate passing rates of 85% for each objective.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Funding Sources: Tutors - 211 Title I, Part A - \$15,000</p>	Formative		
	Nov	Feb	June
			
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Goal 2: Each grade level, 1st- 5th grade, will increase Meets Grade Level Expectations Standards by 7% on their math end of year assessment in the 2023-2024 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

Performance Objective 2: Provide targeted intervention for students who demonstrate deficiencies or disengagement due to academic gaps in their foundational skills and who are identified At-Risk or underperforming throughout the year.

High Priority

Evaluation Data Sources: NWEA MAP, STAAR, Benchmarks, CFA

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will use data to create their academic goals and to track their individual growth throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase awareness of individual strengths, weaknesses and necessary steps to improve upon math skills and scores. Improved math scores on the MAP and STAAR exams by 5%.</p> <p>Staff Responsible for Monitoring: Teachers, Math Instructional Coach, Principals</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutoring will be provided to students who did not demonstrate mastery of the standards and are identified At-Risk.</p> <p>Strategy's Expected Result/Impact: Formative - Student performance data on campus and district assessments will show growth and a decrease in performance gaps. Summative- STAAR and EOY data will be used to measure overall growth.</p> <p>Staff Responsible for Monitoring: Principals, Academic Facilitators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors - 211 Title I, Part A - \$12,000</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue



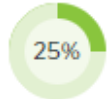

Goal 3: Phelan elementary will fully implement and maintain campus engagement through our PBIS Kingdom system that provides targeted community, competitive, and academic engagement; reducing discipline referrals and out of class time by 35%.









Performance Objective 1: The Phelan staff will be trained on social emotional and positive behavior strategies in order to cultivate and maintain positive relationships for ALL students and stakeholders.

HB3 Goal

Evaluation Data Sources: K-12 District Climate Survey, Campus surveys, and staff feedback.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive training on relationship building, strategies for working with sped students in the Social Emotional Structured Classroom, and classroom management.</p> <p>Strategy's Expected Result/Impact: Students understand and utilize character counts as a basis for decision making. K-12 surveys will demonstrate "Strongly Agree" on the K12 survey at 90% or higher.</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will receive Multi Tiered System of Support training to create, monitor, and deliver positive tiered behavioral interventions.</p> <p>Strategy's Expected Result/Impact: Positive relationships as indicated on the K12 survey</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will implement a PBIS system for all students that reinforces expected behaviors through campus wide incentive programs.</p> <p>Strategy's Expected Result/Impact: Positive student and community engagement as indicated on the K12 survey at a rate of 90% or higher.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies; poster board, awards, construction paper, Field trips - 211 Title I, Part A - \$22,000</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Phelan will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Character counts (Monthly)/ Quality Time (daily)/ Kingdom character building days (3 times per 9 weeks), Girls on the Run (bi-weekly), Knights of the Round Table (Weekly), Kingdom awards (1 every 3 weeks), Dreambox awards (1 every 3 weeks).</p> <p>Strategy's Expected Result/Impact: Positive student and community engagement as indicated on the K12 survey at a rate of 90% or higher</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Phelan elementary will fully implement and maintain campus engagement through our PBIS Kingdom system that provides targeted community, competitive, and academic engagement; reducing discipline referrals and out of class time by 35%.

Performance Objective 2: Phelan elementary will host no less than 3 Parent Engagement Activity events in the 23-24 school year.

Evaluation Data Sources: K-12 Campus Climate Survey
Activity sign in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will host community/family engagement nights and parent celebration activities to target ALL students including academic nights and a minimum of one cultural awareness event.</p> <p>Strategy's Expected Result/Impact: Increase of parent and community involvement by 2% by the end of the semester.</p> <p>Staff Responsible for Monitoring: Administrators Title I Campus Contact</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Engagement night supplies - 211 Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Phelan Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Phelan Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Beshears	Pre K Aide	1
Ociris Mendoza-Hernandez	Pre K Aide	1
Taylor Cyrus	Pre K Aide	1
Yesenia Lopez	Pre K Aide	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dreambox ELAR		\$9,650.00
1	1	5	Technology		\$25,229.50
1	3	1	Tutors		\$15,000.00
2	1	1	Reflex Math		\$2,965.50
2	1	1	Countdown to Math		\$4,755.00
2	1	2	Tutors		\$15,000.00
2	2	2	Tutors		\$12,000.00
3	1	3	Supplies; poster board, awards, construction paper, Field trips		\$22,000.00
3	2	1	Engagement night supplies		\$5,000.00
Sub-Total					\$111,600.00
Budgeted Fund Source Amount					\$111,600.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-K Personnel		\$175,778.46
1	1	2	Tutors		\$3,962.74
1	2	3	Scholastic Reading		\$2,406.26
Sub-Total					\$182,147.46
Budgeted Fund Source Amount					\$182,147.46
+/- Difference					\$0.00
Grand Total Budgeted					\$293,747.46
Grand Total Spent					\$293,747.46
+/- Difference					\$0.00