

Lamar Consolidated Independent School District

Pink Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Mission Statement

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

Core Beliefs

Learner's Creed

As a proud Pink Palomino . . .

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

I will be **O**ptimistic.

I will make **W**ise choices.

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

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

I've got Pink Palomino POWER!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our Site Based Decision Committee includes teachers, parents, community members, and administrative personnel. In addition, we are sure to include members of the staff that are paraprofessionals and/or part of the Special Education and Emergent Bilingual departments.

The site-based decision-making committee, the Grade Level Representative, and the Instructional Team evaluated the current years' CIP and data. The committee evaluated programs, survey results, and the following data: MAP, Benchmarks, GRA, STAAR, Attendance (Student/Staff), and campus climate surveys (Parent/Student/Staff).

During our first meeting which was held on September 19, 2023, at 8:30 a.m. in the conference room (G9) at T. L. Pink Elementary, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate Survey, 22-23 STAAR data, and the 22-23 Texas Academic Performance Report, PBIS data and NWEA Map data. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second meeting which was held on October 3, 2023, at 8:30 a.m. in the conference room at T. L. Pink Elementary, the team evaluated several 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 of the campus. After identifying the strengths and problems, the team was given time to reflect on the data and to ask clarifying questions. The team decided on three areas of focus for the school year. Documentation of the process includes meeting minutes, sign-in sheets, and copies of data reviewed.

The 2023-24 Campus Improvement Plan will be reviewed and revised on the following projected dates:

September 19, 2023

October 3, 2023

October 30, 2023

November 6, 2023

January 31, 2024

March 28, 2024

May 16, 2024

Comprehensive Needs Assessment Committee Members

Carla Thomas (Principal)

Jimitra Granger (Assistant Principal)

Marle Garza (School Leader)

Ashley Callis (School Leader)

Carmen Chavero (School Leader)

Channing Braun (Teacher)

Silvia Rodriguez (Teacher)

Shantreal Forbes (Teacher)

Sania Haiderali (Teacher)

Tarla Crumb (Teacher)

Angela Benitez (Teacher)

Natalie Rodriguez (Teacher)

Regina Garza (Community Representative)

Yvette Barlow (Community Representative)

Dwanette Jackson (Parent)

Nora Orozco (Parent)

Demographics

Demographics Summary

School Profile

Pink Elementary is one of **48** Campuses in the Lamar Consolidated Independent School District. Pink Elementary opened its doors in 1987. Pink serves **460** students in Kindergarten through 5th Grade. The campus is a combination of self-contained teaching in Kindergarten through 1st Grade and departmentalized teaching in 2nd through 5th Grade. We believe that all students on our campus are unique and successful. Pink Elementary commits to guiding all students towards academic excellence. To reach this goal, our school-community partnership will provide a child-centered instructional program within a safe, creative environment. Together, we will maintain accountability for measurable results and continued growth.

The Student population is **80.86%** Hispanic/Latino, **15.43%** Black/African American, **2.67%** White, **50.07%** (338) Female, and **49.93%** (337) Male with **93.42%** of the student population designated as economically disadvantaged status as of December 2022. The staff population is **16%** White, **40%** Black/African American, **36%** Hispanic/Latino, **4%**. **100%** of teachers are certified and **100%** of paraprofessionals are highly qualified.

The overall mobility rate is approximately **14.8%** with a drop-out rate of **0%**. The average daily attendance rate for students is **93.8%** with the average daily attendance rate for staff being **%** There are **87** total discipline referrals for the 2019-20 school year.

Pink Elementary serves **44.24%** Emergent Bilingual students, **12.76%** students served through Special Education, **6.79%** students in the Gifted and Talented Program, **3.09%** identified for 504 services, **3.07%** identified Dyslexia.

Special Programs

Our State Compensatory Program (SCE) consists of a Math and Reading Tutor (provides tutorials during the day for students who are identified At-Risk in grades 3-5 who may not meet grade level on STAAR). The program also includes GROW Time (before school tutorials) and Palomino Power Hour (after-school tutorials) for K-2 students performing below grade level and 3-5 students who are in jeopardy of failing reading/writing/math/science STAAR. The SCE program includes the purchase of supplemental materials that increase content area literacy, math, and tutorial materials that prepare students for academic achievement and success on the state assessments.

Our Title III(Bilingual/ESL) consists of a Summer Language Academy for Bilingual/ESL students to front-load content area academic vocabulary for students in an effort to increase English Language Proficiency, Literacy Cohort Training for Emergent Bilingual teachers provided by a consultant, supplemental materials aimed at increasing content area literacy and language proficiency, computer-based programs for students, before and after school tutorials for ESL students aimed at increasing language proficiency and outcomes on TELPAS and STAAR.

Comprehensive Needs Assessment Process

The site-based decision-making committee, the Grade Level Representative, and the Instructional Leadership Team evaluated the current years' CIP and data. The committees evaluated programs, survey results, and the following data: Benchmarks, GRA, MAP, Nine Weeks District Assessments, STAAR, Attendance (Student/Staff), and the campus climate survey (Parent/Student/Staff). Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Strengths:

The implementation of the House System and PBIS have brought about a sense of community and has had a positive impact on campus moral, student discipline and achievement. 89% of the staff has their ESL certification. Overall 3rd -5th Grade reading Benchmark scores averaged to be 80%. Most of the subpopulation student groups are not showing signs of an achievement gap. Culver also formed a partnership with Terry High School PALS. This group is serving as mentors and reading buddies to our students.

Problems:

Students who are served in special education show significant achievement gaps in all assessed areas as compared to other student groups. 4th grade students performed lower than other student groups on the benchmark assessments for writing. Students identified as SpEd have a 39% achievement gap on the writing benchmark in comparison to their general education peers. The committees indicated a desire to implement a consistent PLC model which allows teams an opportunity to collaborate, analyze data, monitor student progress, and create a plan of action for closing achievement gaps in all identified areas. The Solution Tree model of PLCs will be implemented to provide consistent collaboration both vertically across our campus and within each grade level team. The committees also wanted to investigate the possibility of implementing after school tutorials in the fall. This would allow increased intervention time for students in jeopardy of failing reading/writing/math/science STAAR. It was also indicated that parents would like to develop a campus support organization affiliated with Lamar CISD (PTO/PTA).

Our Mission:

Every adult. Every child. Every day.

Our Vision:

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

Core Values:

P-Problem solver

O-Optimistic

W-Wise choices

E-Exercise excellence without excuses

R-Respectful and responsible

Our Strengths:

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

Strengths:

The implementation of the House System and PBIS will bring about a sense of community and has had a positive impact on campus moral, student discipline and achievement. 89% of the staff has their ESL certification. Pink Elementary also formed a partnership with Lamar Consolidated High School PALS. This group is serving as mentors and reading buddies to our students. Pink Elementary also formed a partnership with Lamar Consolidated High Education and Training Student Teacher Program. This program is designed specifically for students who are interested in and would like to become teachers when the graduate from college. In the endorsement, they are taught the beginner level skills needed to become a teacher.

Our Goal:

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

Demographics Strengths

Pink's demographics offer an opportunity for growth and enrichment in the academic program. Pink has 2 campus administrators, 38 professional educators, 2 Instructional Coaches, 1 Emergent Bilingual Specialist, 1 Dyslexia Specialist, 1 CTC/504 Coordinator, and 6 paraprofessionals. The campus serves Kindergarten-5th grade students. We have a number of systems and supports designed to address the various learning styles of our students.

Pink currently has 460 students enrolled. Our attendance goal is 98%.

Student Learning

Student Learning Summary

| Summarized Results as of 6/20/2023 | | | | | | | | | |
|------------------------------------|--------------------|---------------|-----------------|--------------------|---------------|-----------------|----------------------|-----------------|-------------------|
| | Approaches 2023 | Meets 2023 | Masters 2023 | Approaches 2022 | Meets 2022 | Masters 2022 | Approaches Change | Meets Change | Masters Change |
| 3rd ELAR | 57% | 6% | 2% | 69% | 40% | 23% | -12% | -34% | -21% |
| 4th ELAR | 59% | 9% | 1% | 74% | 43% | 12% | -15% | -34% | -11% |
| 5th ELAR | 73% | 13% | 3% | 68% | 36% | 22% | +5% | -23% | -19% |
| 3rd Math | 34% | 6% | 0% | 77% | 50% | 24% | -43% | -44% | -24% |
| 4th Math | 55% | 13% | 3% | 66% | 25% | 11% | -11% | -12% | -8% |
| 5th Math | 59% | 17% | 3% | 59% | 33% | 16% | 0% | -16% | -13% |
| 5th Science | 63% | 8% | 0% | 44% | 21% | 11% | +19% | -13% | -11% |

School Processes & Programs

School Processes & Programs Summary

School Culture, Climate, and Leadership Effectiveness

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

Teacher Quality and Retention

| Identified Problems | Proposed Strategies |
|---|--|
| Professional learning opportunities to continue improvement of High Quality Tier 1 instruction | Campus coaches, district coaches, and consultants will provide additional training through coaching and staff development |
| Focus on collaboration and relationship building | Opportunities for collaboration will be embedded within the workday. Weekly planning and learning opportunities will be facilitated by the Instructional Leadership Team |
| <ul style="list-style-type: none"> • Strives to recruit and retain the most qualified educator for all positions. | They are recruited and retained through consistent administrative support, a positive school culture, coaching, and high-quality professional development. |

School Processes & Programs Strengths

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

- Building teacher capacity through professional development and learning walks led by district coaches.
- Consistently monitoring guided reading with a laser focus on the effectiveness of its implementation.
- focusing on explicit, targeted phonics instruction daily
- providing additional resources to deliver effective literacy instruction

By May 2024, as a result of the intentional work focused on guided reading, students will demonstrate strong foundational literacy skills and growth in reading (GRA/EDL) levels in grades K-5.

PLCs serve as a collaborative opportunity for teachers, Instructional Coaches, and administrators to analyze student data including student work, engage in professional development,

etc. Instructional Coaches, administrators, and district specialist attend weekly planning meetings to plan lessons aligned to the rigor of the TEKS and share successful instructional strategies. Planning meetings are guided by the district's curriculum and supported with resources from Lead4Ward and the District Instructional Playbook.

Student progress in Reading, Math, and Science is routinely monitored through nine weeks district assessments, MAP, GRA, and Benchmarks.

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

Instructional staff and administrators will continuously monitor student progress through MTSS meetings held every 4 1/2 weeks to identify areas of immediate concerns for students performing below grade-level expectations as evidenced by campus and district assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was a decrease in overall student achievement and growth in all subjects as evidenced by 2022-2023 STAAR data. **Root Cause:** More instructional focus needed on high quality tier I instruction, prescriptive interventions, use of research based strategies when working independently, sheltered instructional strategies, and additional exposure to the online testing platform.

Problem Statement 2 (Prioritized): There is an overall decrease in student achievement (Meets and Masters). **Root Cause:** High quality tier I instruction, quality, higher order questioning, engaging student-centered instructional experiences.

Problem Statement 3 (Prioritized): The culture and climate of Pink Elementary is a priority. **Root Cause:** Lack of consistent implementation of a campus-wide behavior system, and effectively supporting teachers and staff which cultivates an atmosphere where everyone feels valued and encouraged. This, in turn, enhances collaboration, communication, overall student success, and promotes teacher retention.

Perceptions

Perceptions Summary

Pink staff will continue to work towards improving school climate and culture for all stakeholders. Campus climate surveys are utilized to gauge school culture and climate and need for improvement. The counselor and family support specialist will conduct social emotional lessons to identified students. Time will be spent on social-emotional learning and relationship-building to improve classroom culture. Our family support specialist will continue to work closely with parents to provide community resources when needed. In the 2023-2024 school year, we will continue our partnership with The Bridge Church, Friends of North Richmond, Friends of Vince, You Can Academy, and Boys and Girls Club. These partnerships provide support to our students and staff by tutoring, mentoring, resources, incentives, and social-emotional support. Their work positively impacts our school by reinforcing our core values, culture, and provides learning opportunities for all students. It allows for each organization to share strengths and expertise.

Perceptions Strengths

Our school-wide Positive Behavior Interventions and Support (PBIS) establishes a system to focus on and reward positive behaviors and celebrate good character. This system promotes self-awareness, student reflection on behavior, and an overall positive learning environment. The counselor and family support specialist work together to develop social and emotional lesson plans for teachers to implement with their students. The counselor schedules character lessons with each class throughout the year to teach citizenship, mindfulness, and problem solving strategies. Administrators will intentionally show teachers appreciation through scheduled Herd celebrations, Stampede Days, and random acts of kindness.

Priority Problem Statements

Problem Statement 1: There was a decrease in overall student achievement and growth in all subjects as evidenced by 2022-2023 STAAR data.

Root Cause 1: More instructional focus needed on high quality tier I instruction, prescriptive interventions, use of research based strategies when working independently, sheltered instructional strategies, and additional exposure to the online testing platform.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is an overall decrease in student achievement (Meets and Masters).

Root Cause 2: High quality tier I instruction, quality, higher order questioning, engaging student-centered instructional experiences.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The culture and climate of Pink Elementary is a priority.

Root Cause 3: Lack of consistent implementation of a campus-wide behavior system, and effectively supporting teachers and staff which cultivates an atmosphere where everyone feels valued and encouraged. This, in turn, enhances collaboration, communication, overall student success, and promotes teacher retention.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Pink Elementary will attract, recruit, and engage parents, guardians, and community organizations to capitalize their strengths, resources, and talents to meet student needs and align to desired learner outcomes of a well- rounded education.

Performance Objective 1: Pink ES will actively recruit, support, develop, and retain highly qualified employees by building a positive work environment.


High Priority


Evaluation Data Sources: Climate Survey
ADA

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Incorporate opportunities to build relationships on campus with team and other staff members by assigning new teacher mentors, quarterly check-ins, and organizing staff celebrations.</p> <p>Strategy's Expected Result/Impact: Positive climate and culture Increase teacher retention & attendance Increase teacher motivation Improve mental health</p> <p>Staff Responsible for Monitoring: Administration All staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 2: Administration and Instructional Leadership Team will empower teachers by building their capacity and providing positive and constructive feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will be empowered which will increase motivation to improve.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</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 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide opportunities to improve the campus culture based on results from surveys and staff feedback .</p> <p>Strategy's Expected Result/Impact: Positive climate and culture</p> <p>Staff Responsible for Monitoring: Administration All staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Provide opportunities for teachers to share their knowledge of content/pedagogy during PLCs, collaborative planning, professional development, and staff meetings.</p> <p>Strategy's Expected Result/Impact: Cultivate teacher self-esteem, self-confidence, and self-worth Improve culture of teacher collaboration Increase high quality Tier 1 instruction</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.6</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 |
| | | | |

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: Pink Elementary will attract, recruit, and engage parents, guardians, and community organizations to capitalize their strengths, resources, and talents to meet student needs and align to desired learner outcomes of a well- rounded education.

Performance Objective 2: Pink Elementary will increase staff and student attendance.

Evaluation Data Sources: ADA Report

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 1: Display and maintain a visual attendance board to highlight perfect attendance and randomly select assigned student numbers during morning arrival.</p> <p>Strategy's Expected Result/Impact: Increase attendance (staff/students) Increase student learning and performance Motivation</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5</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 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide incentives and celebrate student and staff attendance during Stampede Days, morning announcements, and on social media.</p> <p>Strategy's Expected Result/Impact: Increase student and staff attendance</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Classroom incentives - 211 Title I, Part A - \$2,000</p> | Formative | | |
| | Nov | Feb | June |
| | | | |





| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 3: Provide staff incentives and celebrate perfect attendance weekly.</p> <p>Strategy's Expected Result/Impact: Increase staff attendance</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</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: Pink Elementary will attract, recruit, and engage parents, guardians, and community organizations to capitalize their strengths, resources, and talents to meet student needs and align to desired learner outcomes of a well- rounded education.

Performance Objective 3: Pink Elementary will create a culture that fosters excellence, while providing a safe environment that's conducive for learning.

Evaluation Data Sources: Discipline Data (Skyward)

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Implement campus-wide PBIS (Positive Behavior Interventions and Supports), House System, Essential 55, and Character Counts, both in classrooms and common areas. Providing incentives to reinforce behavior and social expectations. Ron Clark's Essential 55 and House System will assist with creating a unified campus culture that fosters excellence through the consistent application of agreed upon campus norms and expectations, while building positive relationships and community amongst, staff, students, and parents.</p> <p>Strategy's Expected Result/Impact: High Expectations Positive campus climate & culture Decrease in discipline referrals Increase in attendance & student motivation</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PBIS Supplies/Materials - 211 Title I, Part A - \$10,000</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 2: Attend Ron Clark Academy and implement the Essential 55. Attendees are charged with cascading information and training campus staff, students, and parents.</p> <p>Strategy's Expected Result/Impact: Positive campus climate & culture Decrease in discipline referrals Increase in attendance & student motivation Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Travel Cost for RCA - 211 Title I, Part A - \$12,000</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide opportunities for students to express their individual needs and learn coping skills by engaging in socio-emotional lessons, engaging with community partners, campus counselor, family support specialist, and HGI therapists.</p> <p>Strategy's Expected Result/Impact: Positive campus climate & culture Decrease in discipline referrals Increase in attendance & student motivation Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Family Support Specialist/Social Worker - 211 Title I, Part A - \$85,590.70</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: By May 2024 80% of all K-2 students will obtain a level of On or Above in Reading as measured by their performance on the EOY GRA.





Performance Objective 1: Campus Instructional Coaches and District Instructional Specialist will help build teacher capacity in ELAR instruction.

High Priority

Evaluation Data Sources: Observations
 Walk-throughs
 District and campus assessments
 Learning Walks
 Instructional Rounds

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Provide high quality professional development such as but not limited to, effective questioning, guided reading, sound walls, phonics, writing (SCR/ESCR), revising and editing, sheltered instruction, student discourse, Dual Language, and classroom management.</p> <p>Strategy's Expected Result/Impact: The expected result is to help the adults exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coaches District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$10,000</p> | Formative | | |
| | Nov | Feb | June |
| | | | |





| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 2: Instructional Coaches, Emergent Bilingual Specialist, and District Instructional Specialist will use the Coaching Cycle with identified Tier 2 and Tier 3 teachers and utilize implementation coaching to support teachers that need differentiated learning opportunities.</p> <p>Strategy's Expected Result/Impact: The expected result is to help the adults exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coaches District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide half-day planning time once a month so teachers can strategically map out skills and collaborate on ways to pace, overlap skills, and deliver content.</p> <p>Strategy's Expected Result/Impact: Teachers will develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes. Ultimately, this will improve student outcomes.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coaches District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|------------|-------------|
| <p>Strategy 4: Provide teams with the opportunity to participate in quarterly vertical team meetings. This will allow for teachers to identify the essential skills for the content they are teaching, see how learning is scaffolded and extended, align instructional strategies, and address skills that are troublesome campus-wide.</p> <p>Strategy's Expected Result/Impact: The expected result is to increase communication across grade levels so adults, collaboratively, can identify expectations at each grade level and support one another in meeting them. This will create a systematic approach to addressing campus needs.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coaches District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Instructional Coaches, Emergent Bilingual Specialist, District Instructional Specialist, and Tier 1 teachers will model multiple content delivery strategies during lesson planning.</p> <p>Strategy's Expected Result/Impact: The expected result is to help the adults exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons. The teachers will be equipped with multiple strategies to deliver the same concept to a diverse group of learners.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coaches District Instructional Specialist Tier 1 Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: By May 2024 80% of all K-2 students will obtain a level of On or Above in Reading as measured by their performance on the EOY GRA.

Performance Objective 2: High-yield research-based instructional strategies will be utilized to improve high quality tier 1 instruction.





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Teachers will utilize high-yield researched based strategies to deliver content. These strategies include but not limited to: print rich representations, cooperative learning opportunities, timely feedback, graphic organizers, sheltered instruction, and aligned math, reading, and science strategies.</p> <p>Strategy's Expected Result/Impact: Learning will be differentiated to meet the diverse needs of our students. In turn, this will increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration Campus Instructional Coaches District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will use sheltered instructional strategies to make grade-level content comprehensible and promote the development of English language proficiency through instructional techniques such as cooperative learning activities, hands-on activities, use of visuals, QSSSA, Think Aloud, Think-Pair-Share, Talk-Read Talk-Write.</p> <p>Strategy's Expected Result/Impact: The expected outcome is to increase specially designed student interactions with peers, the content, and improve overall student achievement.</p> <p>Staff Responsible for Monitoring: Administration All Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 3: Teachers will implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all students develop a solid foundation in reading and writing.</p> <p>Strategy's Expected Result/Impact: All students will acquire strong foundational skills in reading and writing.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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 2024 80% of all K-2 students will obtain a level of On or Above in Reading as measured by their performance on the EOY GRA.

Performance Objective 3: High levels of interventions will be available for students at risk of not meeting expected growth on GRA and STAAR.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: The tutors will provide targeted interventions before, during, and after school.</p> <p>Strategy's Expected Result/Impact: Provide individualized support to improve student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Part time Tutors Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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 - \$12,606, Tutors - 211 Title I, Part A - \$9,309.30</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Support staff will provide targeted interventions during Grow Time based on identified areas of need.</p> <p>Strategy's Expected Result/Impact: This will provide more individualized support for students during literacy instruction and ultimately improve student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 3: Students that are at risk of failing reading will be identified through the MTSS process.</p> <p>Strategy's Expected Result/Impact: Improve overall student performance.</p> <p>Staff Responsible for Monitoring: Administration Counselor Instructional Leadership Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Instructional Coaches, Emergent Bilingual Specialist, and District Instructional Specialist will support teachers on highly effective instructional practices, share aligned materials and resources, and provide intervention support for students.</p> <p>Strategy's Expected Result/Impact: This will provide more individualized support for students during literacy instruction and ultimately improve student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 2: By May 2024 80% of all K-2 students will obtain a level of On or Above in Reading as measured by their performance on the EOY GRA.

Performance Objective 4: Student growth trackers and incentives will be used to encourage students to strive for progression towards personal goals.

High Priority





Evaluation Data Sources: Campus, District, and State Assessments

NWEA MAP

GRA

HMH

Numerical Fluency Indicator(NFI)

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Students will receive incentives to encourage attainment of their academic goals.</p> <p>Strategy's Expected Result/Impact: This will encourage students to take ownership of their learning and improve overall achievement.</p> <p>Staff Responsible for Monitoring: Administration All Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Incentives - 211 Title I, Part A - \$10,000</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 3: By May 2024, student achievement for all students in 3rd - 5th grade will increase by at least 10% in approaches, meets, and masters level as measured by their performance on the Spring 2024 Math, Reading, and Science STAAR.

Performance Objective 1: Campus Instructional Coaches and District Instructional Specialist will help build teacher capacity in ELAR, Math, and Science instruction.

High Priority

Evaluation Data Sources: Lesson Plans

Observations

Walk-throughs





District and campus assessments

Learning Walks

Instructional Rounds

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Provide high quality professional development to all adults that serve students such as data analysis, demonstration of learning, effective questioning, guided reading, sound walls, phonics, writing (SCR/ESCR), revising and editing, sheltered instruction, student discourse, Dual Language, and classroom management.</p> <p>Strategy's Expected Result/Impact: The expected result is to help the adults exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team District Instructional Specialist Teachers</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, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 Title I, Part A - \$10,000</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 2: Campus Instructional Coaches, Emergent Bilingual Specialist, and District Instructional Specialist will use the Coaching Cycle with identified Tier 2 and Tier 3 teachers and utilize implementation coaching to support teachers that need differentiated learning opportunities.</p> <p>Strategy's Expected Result/Impact: The expected result is to help the adults exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide half-day planning once a month so teachers can strategically map out skills and collaborate on ways to pace, overlap skills, and deliver content.</p> <p>Strategy's Expected Result/Impact: Teacher will develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes. Ultimately, this will improve student outcomes.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 4 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 4: Provide teams with the opportunity to participate in quarterly vertical team meetings. This will allow for teachers to identify the essential skills for the content they are teaching, see how learning is scaffolded or extended, learn other ways to deliver the content, and address skills that are troublesome campus-wide.</p> <p>Strategy's Expected Result/Impact: The expected result is to increase communication across grade levels so adults, collaboratively, can identify expectations at each grade level and support one another in meeting them. This will create a systematic approach to addressing campus needs.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Teachers Paras</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Campus Instructional Coaches, Emergent Bilingual Specialist, District Instructional Specialist, and Tier 1 teachers will model multiple content delivery strategies during lesson planning.</p> <p>Strategy's Expected Result/Impact: The expected result is to help the adults exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons. The teachers will be equipped with multiple strategies to deliver the same concept to a diverse group of learners.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team District Instructional Specialist Tier 1 Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: By May 2024, student achievement for all students in 3rd - 5th grade will increase by at least 10% in approaches, meets, and masters level as measured by their performance on the Spring 2024 Math, Reading, and Science STAAR.

Performance Objective 2: High-yield research-based instructional strategies will be utilized to improve high quality tier 1 instruction.

High Priority

Evaluation Data Sources: Lesson Plans

Observations





Walk-throughs

District and campus assessments

Learning Walks

Instructional Rounds

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Teachers will utilize high-yield researched based strategies to deliver content. These strategies include but not limited to: print rich representations, cooperative learning opportunities, timely feedback, graphic organizers, sheltered instruction, and aligned math, reading, and science strategies.</p> <p>Strategy's Expected Result/Impact: Learning will be differentiated to meet the diverse needs of our students. In turn, this will increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 2: Teachers will use sheltered instructional strategies to make grade-level content comprehensible and promote the development of English language proficiency through instructional techniques such as cooperative learning activities, hands-on activities, use of visuals, QSSSA, Think Aloud, Think-Pair-Share, Talk-Read Talk-Write.</p> <p>Strategy's Expected Result/Impact: The expected outcome is to increase specially designed student interactions with peers, the content, and improve overall student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team District Instructional Specialist Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will implement evidence-based literacy instruction, assess student progress, and use data to inform instruction so that all students develop a solid foundation in reading and writing.</p> <p>Strategy's Expected Result/Impact: All students will acquire strong foundational skills in reading and writing.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |





Goal 3: By May 2024, student achievement for all students in 3rd - 5th grade will increase by at least 10% in approaches, meets, and masters level as measured by their performance on the Spring 2024 Math, Reading, and Science STAAR.

Performance Objective 3: High levels of intervention and student support will be implemented to increase student achievement.

High Priority

Evaluation Data Sources: Campus, District, and State Assessments
 MTSS
 Grow Time
 Before, during, and after school tutorials

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|------|
| <p>Strategy 1: Reading tutors will provide targeted interventions during literacy instruction.</p> <p>Strategy's Expected Result/Impact: This will provide more individualized support for developing students during literacy instruction and ultimately improve student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Part Time Reading Tutor Teachers</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, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors - 211 Title I, Part A - \$5,000</p> | Formative | | |
| | Nov | Feb | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|-------------|
| <p>Strategy 2: Support staff will provide targeted interventions during Grow Time based on identified areas of need.</p> <p>Strategy's Expected Result/Impact: This will provide more individualized support for students during literacy instruction and ultimately improve student achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Students that are at risk of failing reading, math, and science will be identified through the MTSS process.</p> <p>Strategy's Expected Result/Impact: Improve overall student performance.</p> <p>Staff Responsible for Monitoring: Administration Instructional Leadership Team Counselor Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: By May 2024, student achievement for all students in 3rd - 5th grade will increase by at least 10% in approaches, meets, and masters level as measured by their performance on the Spring 2024 Math, Reading, and Science STAAR.

Performance Objective 4: Student growth trackers and incentives will be used to encourage students to strive for progression towards personal goals.

High Priority





Evaluation Data Sources: Campus, District, and State Assessments

NWEA MAP

GRA

HMH

Numerical Fluency Indicator(NFI)

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Students will receive incentives to encourage attainment of their academic goals.</p> <p>Strategy's Expected Result/Impact: This will encourage students to take ownership of their learning and improve overall achievement.</p> <p>Staff Responsible for Monitoring: Administration All Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Incentives - 211 Title I, Part A - \$5,000</p> | Formative | | |
| | Nov | Feb | June |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: By May 2024, student achievement for all students in 3rd - 5th grade will increase by at least 10% in approaches, meets, and masters level as measured by their performance on the Spring 2024 Math, Reading, and Science STAAR.

Performance Objective 5: Teachers will receive training on desegregating assessment data, to consistently identify trends and plan actionable steps to address curriculum gaps vertically.

High Priority





Evaluation Data Sources: Campus, District, and State Assessments

NWEA MAP

GRA

HMH

Numerical Fluency Indicator(NFI)

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|------|
| <p>Strategy 1: Assessment data indicates the need for students to acquire academic vocabulary and grow in English language proficiency levels necessary to meet the demands of STAAR and TELPAS.</p> <p>Strategy's Expected Result/Impact: Students will attain at least one years growth on all TELPAS domains and math, reading, and science STAAR.</p> <p>Staff Responsible for Monitoring: Administration All Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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> | | | |

State Compensatory

Budget for Pink Elementary

Total SCE Funds: \$12,606.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Reading and Math tutors provides tutorials during the day for students who are identified At-Risk in grades K-5 who may not meet grade level on STAAR or meet expected EOY GRA level.

Personnel for Pink Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------|-----------------|------------|
| | Aide Comp Ed | 1 |

Title I

1.1: Comprehensive Needs Assessment

Pink Elementary conducted a comprehensive needs assessment (CNA) on 6/20/23. 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 decisionmaking committee. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Site Based Decision Committee includes teachers, parents, community members, and administrative personnel. In addition, we are sure to include members of the staff that are paraprofessionals and/or part of the Special Education and Emergent Bilingual departments.

Site Based Decision Making Committee Members

Carla Thomas (Principal)

Jimitra Granger (Assistant Principal)

Marle Garza (School Leader)

Ashley Callis (School Leader)

Carmen Chavero (School Leader)

Channing Braun (Teacher)

Silvia Rodriguez (Teacher)

Shantreal Forbes (Teacher)

Sania Haiderali (Teacher)

Tarla Crumb (Teacher)

Angela Benitez (Teacher)

Natalie Rodriguez (Teacher)

Regina Garza (Community Representative)

Yvette Barlow (Community Representative)

Dwanette Jackson (Parent)

Nora Orozco (Parent)

2.2: Regular monitoring and revision

The site-based decision-making committee, the Grade Level Representative, and the Instructional Team evaluated the current years' CIP and data. The committee evaluated programs, survey results, and the following data: MAP, Benchmarks, GRA, STAAR, Attendance (Student/Staff), and campus climate surveys (Parent/Student/Staff).

The 2023-24 Campus Improvement Plan will be reviewed and revised on the following projected dates:

September 19, 2023

October 3, 2023

October 30, 2023

November 6, 2023

January 31, 2024

March 28, 2024

May 16, 2024

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

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

2.4: Opportunities for all children to meet State standards

As a campus we are utilizing every part of the instructional day to increase student achievement by planning instruction that utilizes highly effective strategies and through extending the school day to include GROW Time and Palomino Power Hour.

2.5: Increased learning time and well-rounded education

As a campus we are utilizing every part of the instructional day to increase student achievement by planning instruction that utilizes highly effective strategies and through extending the school day to include Cheetah Time and Cheetah Power Hour.

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

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

Access to academic tutors for at-risk students and students requiring HB1416 interventions

Individualized targeted instruction during small group opportunities.

3.1: Annually evaluate the schoolwide plan

The schoolwide Campus Improvement Plan is a working document and will be evaluated throughout the 2023-2024 school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SBDMC. This policy will be adopted by Pink Elementary by November 1, 2023 and will be in effect for the period of 2023-2024. The school will distribute this policy to all parents of participating Title I, Part A children during 1st 9 weeks parent teacher conferences.

4.2: Offer flexible number of parent involvement meetings

Pink Elementary will offer a flexible number of meetings to be held in both the morning and afternoon. Pink will also host several academic nights to bring learning and fun together. These events include: Open House/Parent Forum, STEAM Night, Literacy Night, Dual Language Parent Engagement Night, and STAAR Night, but not limited. Meetings will consist of sharing Title 1 information, in addition to ways to support student learning and improve attendance.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|---|----------------|------------|
| Juan Sosa-Tirado | Family Support Specialist/Social Worker | Title I | 1 |

Campus Funding Summary

| 211 Title I, Part A | | | | | |
|--|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | Classroom incentives | | \$2,000.00 |
| 1 | 3 | 1 | PBIS Supplies/Materials | | \$10,000.00 |
| 1 | 3 | 2 | Travel Cost for RCA | | \$12,000.00 |
| 1 | 3 | 3 | Family Support Specialist/Social Worker | | \$85,590.70 |
| 2 | 1 | 1 | Professional Development | | \$10,000.00 |
| 2 | 3 | 1 | Tutors | | \$9,309.30 |
| 2 | 4 | 1 | Incentives | | \$10,000.00 |
| 3 | 1 | 1 | Professional Development | | \$10,000.00 |
| 3 | 3 | 1 | Tutors | | \$5,000.00 |
| 3 | 4 | 1 | Incentives | | \$5,000.00 |
| Sub-Total | | | | | \$158,900.00 |
| Budgeted Fund Source Amount | | | | | \$158,900.00 |
| +/- Difference | | | | | \$0.00 |
| 199 PIC 30 State SCE Title I-A, Schoolwide Activit | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 3 | 1 | Tutors | | \$12,606.00 |
| Sub-Total | | | | | \$12,606.00 |
| Budgeted Fund Source Amount | | | | | \$12,606.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$171,506.00 |
| Grand Total Spent | | | | | \$171,506.00 |
| +/- Difference | | | | | \$0.00 |