Spring Independent School District

Booker Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 7, 2021
Public Presentation Date: September 2, 2021
Mission Statement

Our goal is to build a learning community that promotes academic and social development which will empower students to achieve excellence.

Vision

Spring Independent School District will be a district of choice known for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

We base our decisions on what is best for our students.
We strive for excellence in all we do.
We build trust through integrity and lead by example.
We communicate openly.
We value diversity and treat everyone with dignity and respect.
We win as a team.
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Demographics Summary

Carolee Booker Elementary is a 14 year old, PreK-5th grade, Title I campus in Spring ISD located in Spring, TX. This improvement plan focuses on the 2020-2021 school year with the demographic information coming from the data provided in May 2021. Student enrollment at Booker Elementary continued to decrease during 2020-2021, a pattern we have seen for the last five years. Enrollment decreased from the previous year by four percent. May enrollment data shows that 700 students are enrolled and our Hispanic student group is growing the fastest: 532 student enrollment: (76%) are Hispanics, 170 (24%) are African American, 8 (1%) are Asian, 10 (1.4%) are white, 34 (5%) are American Indian or Alaska Native, and 9 (1.3%) are Two-or-More Races.

The 18.6% student mobility rate for Booker Elementary is below the District average of 29.5%. ADA for the 20-21 year was 95.84%. Attendance rates have steadily increased over the last seven years. At 95.84%, the attendance rate is above the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. The campus serves six neighborhoods. There are 9 bus routes serving the school. Booker Elementary's student groups include 424 (61%) English Language Learners (ELLs), 60 (8.5%) Gifted and Talented, and 98 (14%) Special Education. Additionally, 662 (92%) are economically disadvantaged; 33 (4.7) Immigrants; 15 (2.1%) Military; and 609 (87%) are identified as at-risk.

Staffing

The ethnicity breakdown for the teaching staff was 2% Asian, 17.3% White, 41.1% Hispanic, 37.6% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2% multi-racial. Females made up 87.7% of the educators and males represented 18.3%.

Overall, our educators had a varying level of professional experience: 11.7% (6) were new to teaching with 0 years of experience, 33.2% (17) had 1-5 years, 12% (2) had 6-10 years, 34.5% (18.1) had 11-20 years, and 7.6% (3.9) had more than 20 years.

Advanced degrees were held by 18.5% of our teachers: 9.5 with master’s degrees and 0 with doctorates. Our campus principal had 27 years of career experience in a professional position (not necessarily as a principal) and 13 years in Booker. Our assistant principal had 14 years of professional experience and 5 years in the Booker.

COVID Disruptions

During the effects of the COVID-19 disruptions, Booker Elementary served approximately 277 (39.7%) remote learning students and 421 (60.3%) in person students at the beginning of the school year.

During the Spring Semester of 2020, we learned that there was a high need for chromebooks and "hot spots" for all student in our community. Based on our survey data, we provided 591 (84.4%) chromebooks and 108 (15.4%) "hot spots" to Booker students. It was evident in the data that generally the same families participated in the curbe-side nutrition support.

By the end of the school year Booker was serving 201 (28.7%) remote learning students and 499 (71.3%) in person students. Demographically, Booker served approximately
Remote Learning students: 164 (31%) Hispanic; 7 (21%) American Indian; 3 (34%) Asians; 45 (26%) African Americans; 3 (30%) White; 1 (1%) Two or more races; 192 (29%) ED; 122 (29%) LEP; 24 (24%) Special Education; 6 (18%) Immigrants; 7 (47%) Military; 173 (28%) At Risk; and 35 (58%) GT students.

The number of students assessed in 2020-2021 cohort is similar to the number in 2019-2020 cohort; as a percent of the prior cohort, the current year’s numbers are approximately 95.6%, which implies an attrition rate of 4.4%. Assuming the enrollment for both years was identical. That said the difference could reflect changes in enrollment, attendance issues (COVID) at the time of the assessment, and changes in assessment practices. Based on the data the following students were not tested for STAAR during this school year: Over all- 10 (1.8%) Hispanic; 6 (1.4%) LEP; 6 (1%) At-Risk; 11 (6.4%) African American; 1 (0.1%) ED; 6 (1.2%) in person and 13 (6.5%) remote learning.

Students at Booker Elementary are now getting exposure to virtual learning and an idea of how online classes operate for the first time in their lives. Before this COVID-19 transition, here at Booker we were holding students and parents accountable for their attendance and assignments. Now it is not the same for the students/parents who preferred empowered learning at-home instruction because they need more additional parent and family support. We have noticed that our community needs help navigating technology.

Demographics Strengths

Carolee Booker Elementary has many strengths. Some of the most notable demographics strengths include:

- No students withdrew during 2020-2021 because they were unhappy with our campus. Booker Elementary is very accepting of new students regardless of race or ethnicity.
- Booker Elementary attendance rate is above the school district.
- Ethnic breakdowns are consistent with the previous 2020-2021 year.
- Student tutorial attendance is high
- Student-Teacher Ratio
- Less students testing in Spanish, more students testing in English
- Bilingual funds are utilized to target all LEP students’ academic needs in Language Proficiency
- Title 1 funds utilized to target low performing students' needs
- Eight students that went through the RtI process were referred for Special Education testing and five qualified.
- By the end of the school year Booker was serving 201 (28.7%) remote learning students and 499 (71.3%) in person students

Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There has been a steady decline in enrollment over the last five years. **Root Cause:** Not available Full-Day Pre-K program that meet the needs of more students by offering a tuition-free option for 4-year-olds who don't meet state eligibility requirements.

**Problem Statement 2 (Prioritized):** Attendance rate needs to be monitored and improved to 97.34%. **Root Cause:** High mobility rate is one of the main causes of our low attendance.

**Problem Statement 3 (Prioritized):** There is a wide variation in the learning experiences and support that have been available to students. **Root Cause:** The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.
Student Learning

Student Learning Summary

The Accountability Rating: Not Rated: Declared State of Disaster. For the 2020-2021 school year, Booker Elementary has the following data:

- Domain 1-Student Achievement: Rating ___ Scaled Score ___ (Component Score: 24.21%)

On the 2021 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:

- All Subjects - **43.86%** (2019- 64%)
- Reading - **45.60%** (2019- 61%)
- Math - **47.24%** (2019- 68%)
- Writing - **26.17%** (2019- 56%)
- Science - **46.15%** (2019- 65%)

A deep analysis of the above scores by grade level and by each student group reveals that 1 group have shown positive growth when comparing the 2021 STAAR data. Among nine different STAAR exams given at three grade levels, 40 different student groups were analyzed. All 15 groups showed a decrease in scores between 2019 and 2021. All 11 groups have been analyzed by individual student scores and academic standards. Acelerated Individual Plans (AIP) will be implemented to accelerate learning and close this gap. Booker Elementary missed the following system safeguards (Domain 3: Closing the Gaps):

- Academic Achievement Status: All students (Reading 23% & Math 24%); African American (Reading 14% & Math 12%); Hispanic (Reading 24% & Math 26%); ED (Reading 22% & Math 25%); American Indian (Reading 36%); Asian (Reading 67% & Math 33%); White (Reading 33% & Math 33%); LEP ( Reading 24% & Math 30%); and SPED (Reading 16% & math 16%).
- Growth Status: N/A
- Student Sucess Status:N/A

We know there is much more work to be done. On the 2021 STAAR, the low performing areas are:

- 4th Grade Reading 33.33% Approches Grade Level (STAAR 2019 54%)
- 4th Grade Math 33.33% Approches Grade Level (STAAR 2019 55%)
- 4th Grade Writing 27.17% Approches Grade Level (StAAR 2019 56%)

While the campus is not showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2021 STAAR scores listed below:

- 3rd Grade Reading: 56% African American - 27% Special Education
- 3rd Grade Math: 60% LEP - 16% Special Education
- 4th Grade Reading: 35% Hispanic - 11% Special Education
- 4th Grade Math: 43% LEP - 0% Special Education
- 4th Grade Writing: 27% ED - 17% Special Education
- 5th Grade Reading: 50% ED- 13% Special Education
- 5th Grade Math: 64% Hispanic - 7% Special Education
- 5th Grade Science: 53% Hispanic- 7% Special Education

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual
student and by each standard. As stated earlier, individual students will be targeted for Accelerater Intervention Plan (AIP). Teachers also study the goal of the campus is to close the gaps between LEP and Special Education student groups with a special emphasis on the African American Special Education student group.

On the 2020-2021 Wave 3 Circle, the following scores for score ON Track are:

- **Language & Literacy**: English Wave 3 On Track Rapid Vocabulary Naming (English 61%/Spanish 73%); Rapid Letter Naming (English 71%/Spanish 90%); Letter Sound Correspondance (English 68%/Spanish 83%); Phonological Awareness (English 68%/Spanish 81%)- Syllabication (English 64%/88%)- Onset-Rime (English 61%)- Alliteration (English 29%/Spanish 63%)- Rhyming (English 35%/Spanish 75%); Early Writing Skills (English 75%/Spanish 97%)
- **Mathematics**: Overall ON Track (English 82%/Spanish 94%)
- **Social Emotional**: Overall On Track (English 82%/Spanish 41%)

When looking at this variance, it is important to remember that the student groups vary in size. According to the Wave 3 Circle there is a need on Social Emotional for Bilingual students for next school year in Kindergarten only 41% of the bilingual students are On Track.

On the 2020-2021 EOY DRAs, the following scores for all grades show the percentage at Grade Level or Above:

- Kindergarten overall on grade level - 58% (2020 - 71%)
- 1st Grade overall on grade level- 55% (2020- 75%)
- 2nd Grade overall on grade level- 52% (2020- 59%)
- 3rd Grade overall on grade level- 14% (2020 - 34%)
- 4th Grade overall on grade level- 0% (2020- 38%)
- 5th Grade overall on grade level- 0% (2020- 41%)

2020- 2021 End of the Year Reading/Math MAP reports revels the following:

- Kindergarten Reading overall on grade level- N/A (2019- 80%)  
- 1st Grade Reading overall on grade level- N/A (2019- 76%)  
- 2nd Grade Reading overall on grade level- N/A (2019- 49%)  
- 3rd Grade Reading overall on grade level- 57% (2020- 58%)  
- 4th Grade Reading overall on grade level- 43% (2020- 54%)  
- 5th Grade Reading overall on grade level- 51% (2020- 65%)  

Overall this 2021 school year 50% (2020- 59%) of students score on or above grade level on Reading and 64% (2020- 65%) on Math.

End of the Year TPRI & Tejas Lee reports revels the following:

- Kindergarten Early Literacy overall on grade level - 86%  
- 1st Grade Early Literacy overall on grade level- 78%  
- 2nd Grade Early Literacy overall on grade level- 89%

Overall this 2021 school year 84% (Kinder-2nd Grade) of students score on or above grade level on Early Literacy.

Booker Elementary TELPAS Participants

Due to the COVID-19 pandemic, not all Booker students were able to complete the TELPAS assessment in 2020 or in 2021. A total of 332 students completed at least one domain (Speaking, Listening, Writing, and Reading) of the TELPAS assessment. This was a 66.11 percent increase over 2020, when 94 students completed at least one domain of the TELPAS assessment. The following are the number of students tested for each domain:
On the 2021 TELPAS, the following key findings:

- Due to the COVID-19 pandemic, not all students completed all sections of TELPAS, particularly those students whose mode of instruction was virtual. Overall, 325 students were given a Composite rating. The highest percentage of students (37%) achieved the Intermediate proficiency rating.
- Compared to 2020, a lower percentage of students in 2021 achieved the Advanced and Advanced High proficiency ratings in Speaking (40% in 2021 compared to 48% in 2020).
- In the Listening domain, in 2021 24% of students achieved Advanced High proficiency, compared to 31% of students in 2020. In contrast, the percentage of students who scored Advanced proficiency in Listening increased, from 25% in 2020 to 32% in 2021.
- Given that only 95 students completed the Writing domain of the TELPAS in 2020. In the writing domain, in 2021 14% of students achieved Advanced High proficiency and 17% achieved Advanced proficiency ratings in Writing.
- Overall, students performed better on the Reading section of TELPAS in 2020 compared to 2021. The percent of Advanced students increased from 1% in 2020 to 15% in 2021, and the percentage of Advanced High students increased from 5% to 20%.
- Only 85 students were eligible for the yearly progress indicator in 2021. Of those, 45 (53%) gained at least one proficiency level, compared to 61% in 2020.

When looking at this variance, it is important to remember that the student groups vary in size. Overall this 2021 school year 53% of our students in all grade levels progress at least 1 proficiency Level.

All schools in Texas must meet standards set in three state accountability areas. For the 2018-2019 school year, Booker Elementary met all three targets:

- Domain 1-Student Achievement: **Rating D** Scaled Score 69 (Component Score: 40%)  Index 1- Student Achievement: 64%
- Domain 2-Part B: Relative Performance: **Rating C** Scaled Score 73  Academic Growth: Scaled Score 62% (Component Score: 65%)  Relative Performance: Scaled Score 73% (Component Score 40%)
- Domain 3-Closing the Gaps: **Rating C** Scaled Score 71 (Component Score: 50%)

These scores result in Booker Elementary receiving a **2019 Texas Accountability Met Standard Rating: Campus Overall Rating C (Overall Score 72)**

On the 2019 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:

- All Subjects - **64%** (State % and District %)
- Reading - **61%** (State % and District %)
- Math - **68%** (State % and District %)
- Writing - **56%** (State % and District %)
- Science - **65%** (State % and District %)

A deep analysis of the above scores by grade level and by each student group reveals that 5 groups have shown positive growth when comparing the 2019 STAAR data.
nine different STAAR exams given at three grade levels, 40 different student groups were analyzed. Only 15 groups showed a decrease in scores between 2018 and 2019. All 11 groups have been analyzed by individual student scores and academic standards. Accelerated Individual Plans (AIP) will be implemented to accelerate learning and close this gap. Booker Elementary missed the following system safeguards (Domain 3: Closing the Gaps):

- Academic Achievement Status: All students (Reading 35% & Math 35%); African American (Reading 27% & Math 27%); Hispanic (Math 39%); ED (Math 35%); and Continuously Enrolled (Reading 36% & Math 37%) & Non-Continuously Enrolled (Reading 33% & Math 31%)
- Growth Status: All students (Math 61%); African American (Math 64%); Hispanic (Math 62%); ED (Math 61%); and Continuously Enrolled (Math 70%) & Non-Continuously Enrolled (Reading 64% & Math 64%)
- Student Success Status: All students (39%); African America (30%); American Indian (45%); SPED (21%); and Continuously Enrolled (41%) & Non-Continuously Enrolled (36%)

We know there is much more work to be done. On the 2019 STAAR, the low performing areas are:

- 4th Grade Reading 54% Approaches Grade Level (STAAR 2018 56%)
- 4th Grade Math 55% Approaches Grade Level (STAAR 2018 55%)
- 4th Grade Writing 56% Approaches Grade Level (STAAR 2018 38%)

While the campus is not showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2019 STAAR scores listed below:

- 3rd Grade Reading: 77% LEP - 27% Special Education
- 3rd Grade Math: 88% American Indian - 47% Special Education
- 4th Grade Reading: 59% LEP - 42% African American
- 4th Grade Math: 64% LEP - 42% African American
- 4th Grade Writing: 73% LEP - 19% African American
- 5th Grade Reading: 75% Hispanic - 43% Special Education
- 5th Grade Math: 87% Hispanic - 57% Special Education
- 5th Grade Science: 70% ED - 36% Special Education

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for Accelerator Intervention Plan (AIP). Teachers also study the goal of the campus is to close the gaps between LEP and Special Education student groups with a special emphasis on the African American Special Education student group.

On the 2018-2019 EOY DRAs, the following scores for all grades show the percentage at Grade Level or Above:

- Kindergarten overall on grade level - 86%
- 1st Grade overall on grade level- 68%
- 2nd Grade overall on grade level- 50%
- 3rd Grade overall on grade level- 47%
- 4th Grade overall on grade level- 63%
- 5th Grade overall on grade level- 48%

On Demand EOY narrative writing reveals the following:

- Kindergarten mastery- 28%
- 1st Grade mastery- 26%
- 2nd grade mastery - 61%
- 3rd Grade mastery - 42%
- 4th grade mastery - 25%
- 5th Grade mastery -

End of the Year Assessment reveals the following:

- 1st Grade Reading - 55%
- 1st Grade Math - 63%
- 2nd grade Reading - 44%
- 2nd grade Math - 34%

End of the Year iStation reports reveals the following:

- PreK Tier 1 - 19%  Bilingual - 46%
- Kindergarten Tier 1 - 68%  Bilingual - 86%
- 1st grade Tier 1 - 48%  Bilingual - 76%
- 2nd Grade Tier 1 - 37%  Bilingual - 55%

End of the Year Reading/Math MAP reports reveals the following:

- Kindergarten Reading overall on grade level - 80%  Kindergarten Math overall on grade level - 81%
- 1st Grade Reading overall on grade level - 76%  1st Grade Math overall on grade level - 70%
- 2nd Grade Reading overall on grade level - 49%  2nd Grade Math overall on grade level - 49%
- 3rd Grade Reading overall on grade level - 49%  3rd Grade Math overall on grade level - 63%
- 4th Grade Reading overall on grade level - 47%  4th Grade Math overall on grade level - 37%
- 5th Grade Reading overall on grade level - 64%  5th Grade Math overall on grade level - 63%

Overall this 2019 school year 61% of students score on or above grade level on Reading and 60% on Math.

End of the Year Spanish Reading Renaissance reports reveals the following:

- Kindergarten Early Literacy overall on grade level - 91%
- 1st Grade Early Literacy overall on grade level - 93%
- 2nd Grade Reading overall on grade level - 95%
- 3rd Grade Reading overall on grade level - 98%
- 4th Grade Reading overall on grade level - 84%
- 5th Grade Reading overall on grade level - 77%

On the 2019 TELPAS, the following yearly progress composite rating for all grades show the percentage at least 1 proficiency Level:

- 52% of our students in grade 1st progress at least 1 proficiency Level.
- 49% of our students in grade 2nd progress at least 1 proficiency Level.
- 46% of our students in grade 3rd progress at least 1 proficiency Level.
• 24% of our students in grade 4th progress at least 1 proficiency Level.
• 46% of our students in grade 5th progress at least 1 proficiency Level.

When looking at this variance, it is important to remember that the student groups vary in size. Overall this 2019 school year 42% of our students in all grade levels progress at least 1 proficiency Level.

As indicated by our data, our students are performing below last year average on all assessments, including STAAR, DRA, CBAs, TELPAS, MAP, TPRI and Tejas LEE. For example, 5th grade STAAR math scores in 2019 demonstrated remarkable growth and almost all student populations showed growth. In 2019, we received Met Standar Rating. To accomplish this, we utilize flexible grouping, inclusion and team planning between the grade level and Special Education team, targeted interventions for struggling students, and TEKS based planning to continuously close academic gaps. We often use multiple layers of these interventions to best maximize student learning, such as a targeted intervention group plus small group instruction. Booker teachers also benefit from the additional support of and collaborative planning with content area coaches to increase their content capacity. We our data showing all subjects at STAAR 43.86% at Approchel level; Wave 3 Circle there is a need on Social Emotional for Bilingual students for next school year in Kindergarten only 41% of the bilingual students are On Track, only 30% of students reading on grade level; MAP overall 50% of students score on or above grade level on Reading and 64% on Math; TPRI/Tejas Lee overall 84% (Kinder-2nd Grade) of students score on or above grade level on Early Literacy; and TELPAS overall 53% of our students in all grade levels progress at least 1 proficiency Level shows that we need to provide Accelerated instruction for all subjects for the 2021-2022 school year.

Student Learning Strengths

Booker Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

On the 2020-2021 Wave 3 Circle, the following scores for score ON Track are:

• **Language & Literacy:** English Wave 3 On Track Rapid Cacubulary Naming (Spanish 73%); Rapid Letter Naming (Spanish 90%); Letter Sound Correspondance (Spanish 83%); Phonological Awareness (Spanish 81%)- Syllabication (88%)- Alliteration (Spanish 63%)- Rhyming (Spanish 75%); Early Writing Skills (Spanish 97%)
• **Mathematics:** Overall ON Track (English 82%/Spanish 94%)
• **Social Emotional:** Overall On Track (English 82%)

Data reveals that LEP and Hispanic student groups have shown positive growth when comparing the 2018 STAAR to the 2019 STAAR data:

• Improved overall African American in Science by 4 points.
• improved overall in Writing by 18 points.
• Improve ELL overall by 3 points.
• 4th Grade Writing: 73% LEP
• 5th Grade Math: 87% Hispanic
• 5th Grade Science: 66% LEP

The 2019 Accountability Report indicates we did not hit state Reading target for African American population, SPED population, Continuously Enrolled & Non-Continuously Enrolled population; and Math target for all subgroups, except ELLs. We increased in our overall writing by 18 points. While LEP population is showing the greatest growth in each grade level.

According to the EOY DRA the following grade levels have shown positive growth comparing to 2018 year DRA Data to 2019 DRA Data:

• Kindergarten overall on grade level - 86%
• 1st Grade overall on grade level- 68%
• 3rd Grade overall on grade level- 47%

The campus will continue to focus on increasing the number of students reading at or above grade level as measured by the DRA. We struggled this year to meet the campus goal of increasing on level DRA scores by 10% for all grade levels.

An in-depth study of data from various sources revels the following:

2020-2021 End of the Year Reading/Math MAP:

• Kindergarten Math overall on grade level- 61%
• 1st Grade Math overall on grade level- 69% (2020- 52%)
• 5th Grade Math overall on grade level- 57% (2020- 54%)

2020-2021 End of the Year TPRI & Tejas Lee reports revels the following:

• Kindergarten Early Literacy overall on grade level - 86%
• 1st Grade Early Literacy overall on grade level- 78%
• 2nd Grade Early Literacy overall on grade level- 89%

Overall this 2021 school year 84% (Kinder-2nd Grade) of students score on or above grade level on Early Literacy.

According to TELPAS yearly progress composite rating for all grades when comparing the 2020 TELPAS to the 2021 TELPAS data:

• In the Listening domain, in 2021 24% of students achieved Advanced High proficiency, compared to 31% of students in 2020. In contrast, the percentage of students who scored Advanced proficiency in Listening increased, from 25% in 2020 to 32% in 2021.
• Given that only 95 students completed the Writing domain of the TELPAS in 2020. In the writing domain, in 2021 14% of students achieved Advanced High proficiency and 17% achieved Advanced proficiency ratings in Writing.
• Overall, students performed better on the Reading section of TELPAS in 2020 compared to 2021. The percent of Advanced students increased from 1% in 2020 to 15% in 2021, and the percentage of Advanced High students increased from 5% to 20%.
• Only 85 students were eligible for the yearly progress indicator in 2021. Of those 85, 45 (53%) gained at least one proficiency level, compared to 61% in 2020.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a gap between EL and SPED students across all grade levels in Reading of 12 points; 14 points in Math; & Science 35 points as measured by STAAR. Root Cause: The campus did not implemented 100% Lesson Delivery Practice and Feedback (At Bat) to ensure that general education and special education teachers collaborated to delivery quality Tier 1 instruction.

Problem Statement 2 (Prioritized): All students across all level have a 47.24% pass rate on STAAR math and scores have decreased over the last 2 years. Root Cause: Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.

Problem Statement 3 (Prioritized): There is a gap between Wave 3 Circle Rhyming in English and Spanish (English 35%/Spanish 75%) by 40 points. Root Cause: The campus did not implemented DDAP collaboration between the teacher and the leadership team to strengthen the implementation of aligned district curriculum by understanding the teacher's strengths and weaknesses to best support student learning.

Problem Statement 4 (Prioritized): Overall this 2020-2021 school year 50% (2020- 59%) of students score on or above grade level on Reading MAP and 64% (2020- 65%) on
Math MAP. **Root Cause:** 201 (28.7%) remote learning students took the MAP assessment at home.

**Problem Statement 5 (Prioritized):** Only 85 students were eligible for the yearly progress TELPAS indicator in 2021. Of those 85, 45 (53%) gained at least one proficiency level, compared to 61% in 2020. **Root Cause:** Leadership team did not develop a system to oversee the PLDs in daily instruction.

**Problem Statement 6 (Prioritized):** All students across all level have a 45.60% pass rate on STAAR reading and scores have decreased over the last 2 years. **Root Cause:** Leadership team did not develop a system to oversee the PLDs in daily instruction.

**Problem Statement 7 (Prioritized):** Students continue to struggle with reading and comprehending on grade level. **Root Cause:** Leadership team did not develop a system to oversee the PLDs in daily instruction.

**Problem Statement 8:** Staff has little experience & training in differentiating for students with various needs. **Root Cause:** There are 23 teachers with 0-5 years of teaching experience.

**Problem Statement 9 (Prioritized):** There is a wide variation in the learning experiences and support that have been available to students. **Root Cause:** There are 23 teachers with 0-5 years of teaching experience.

The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.
School Processes & Programs

School Processes & Programs Summary

A focus on instructional best practices, gap areas and identification of root causes forms the basis for improvement in the scope and sequence curriculum document. Data driven decisions for improvement in scope and sequenced curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data. Embedded professional development, increased use of scope and sequence curriculum, and analysis of data will continue to provide the basis for monitoring accountability progress at Booker Elementary. Each 9 weeks, all grade level teams map out the specific skills and standards that will be taught for the upcoming quarter.

Assessment plays a major role in decision making and take on many different forms at Booker Elementary. Authentic assessments drives us to improve, innovate, and develop action plans based on strategic goals. The campus is committed to offer much room for new learning and changes in the written, taught, and assessed curriculum areas. Student engagement, rigorous coursework, innovative educational strategies, and increased use of accessible technologies are the four goal areas. The driver for all four goals has been identified as alignment of instructional processes and educational resources to meet rigorous standards and will be the focus area in 2021-2022. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations.

Kindergarten through second grade focus upon DRA, TPRI/Tejas Lee, MAP Assessments, Success Maker, Education Galaxy as well as campus and district assessment. Third through fifth grade focus on STAAR, MAP Assessments, Edmentum, Education Galaxy and campus/district assessments. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. In addition, we have a full time librarian to support strong literacy foundation for all students.

Weekly grade level PLCs are held with the principal, campus curriculum specialist, Literacy Coach and Math Coach. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. The sharings of each other's talents and thinking and a focus on the right work, keeps PLC members doing whatever it takes to improve student performance.

Student progress is monitored either as prescribed by the intervention at 4-6-week intervals depending on individual students' needs. The RtI committee meetings are held once each month during professional learning time. The data from campus and district assessments are used to identify students that are performing below grade level. Questions are asked about what is being done to address these student's needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held by the Student Support Specialist and the principal. Student Decision Point Meetings are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student goes through the RtI process. Data has shown that after school tutoring has made little progress, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place. For the last seven years, the campus implemented "WOW Time" for all staff and students. This daily, 45-minute time period is designated for prescriptive interventions based on individual student needs. According to the 2021 STAAR scores we are not making progress and we are in need of implementing ESSER Personnel for the next school year 2021-2022 that will include: one K-2 Reading Interventionist; one 3rd-5th Reading Interventionist; one K-2 Math interventionist; 3rd-5th Math Interventionist; and a ESSER Interventionist to meet all students needs.

Booker Elementary School continues to place a high priority in employing a high-quality, talented staff. Six new teachers joined the Booker Elementary family this year. Each will attend a year-long "SpringWay Systems and routines" training provided by the district and are also being supported by our campus mentoring team. Establishing effective classroom routines early in the school year helps keep your classroom running smoothly and ensures that no time is wasted while students wonder what they should be doing during times of transition. Classroom routines can be established for many activities, including entering the classroom in the morning, transitioning between activities and preparing to leave the classroom. The basic procedures for establishing solid routines remains the same regardless of the routine procedure that you are teaching your students. These techniques will yield the most powerful results when used with a backwards-planned lesson design.

- Threshold
- Habits of Discussion (Spring Start)
- Do Now
- What To Do
- Strong Voice
All teachers, including our six new teachers, will attend at least one professional development session on campus each month. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Booker Elementary to provide ongoing, very targeted, job-embedded professional learning. In addition to professional development, the weekly PLC meetings mentioned above reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

The campus critically analyzed the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet on a daily basis to discuss matters related to providing positive school culture and climate. The Parental Liaison representative bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child’s education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect school culture and climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and SPRINGISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

Intentional efforts and processes will be piloted to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance. All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

**School Processes & Programs Strengths**

Booker Elementary has identified the following strengths:

Administration and teachers meet on a weekly basis to analyze data and provide support. Safe Learning Environment for students, administrators and teachers have a professional working relationship in which positive dialogue is exchanged.

- Include at-risk interventions in campus based training plan.
- Use of Response to Intervention (RTI) process to document and address student academic and behavioral issues.
- Providing Professional Learning Community (PLC) each week.
- The Booker Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires. 100% of the certified staff have participated in multiple professional development opportunities during this past school year

Parents and Staff are proud of Booker's Culture and Climate strengths according to the K-12 Survey Reasults (2019), including:

Parents:
• Family Involvement: Staff members and families treat each other with respect. 95% Strongly Agree or Agree
• Family Involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 98% Strongly Agree or Agree
• Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 97% Strongly Agree or Agree
• This school encourages families to volunteer. 96% Strongly Agree or Agree
• School Leadership: School-based administrators (principals and assistant principals) are courteous when I have a concern. 93% Strongly Agree or Agree

The latest TAPR confirms that the number of Booker Elementary teachers with 6-10 years experience (27%) is higher than both the state (22%) and the district (24%).

Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence. **Root Cause:** Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback (At-Bat).

**Problem Statement 2 (Prioritized):** There is a wide variation in the learning experiences and support that have been available to students. **Root Cause:** The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.
Perceptions

Perceptions Summary

One of the core beliefs at Booker Elementary to build a learning community that promotes academic and social development which will empower students to achieve excellence. With this in mind, the entire campus operates under No excuses University. We believe that all students should have the opportunity to be prepared for college. We believe that every child deserves the opportunity to be educated in a way that prepares them for college if they so choose to attend. Booker exhibit a culture of universal achievement by believing in students and staff, they collaborate around that belief. During collaboration, they align their standards as a team. As teams align standards, they need to assess the standards and manage the data. Then, and only then, can they pursue meaningful interventions with their students. This culture of respect also exists between staff and parents.

Before school started this year, teachers and other staff received CHAMPS training on how to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. The training also included instructional approaches: teacher-directed instruction, class discussion, small group activity, independent work time, sustained silent reading, cooperative groups, and testing or quizzing. Teachers know that in top performing classrooms, time is allotted to learn the expected routines and procedures. Additionally, in an effort to create a climate where students feel respected, teachers review each other's classroom procedures to strengthen clarity and appropriateness. The School Quality Survey (K-12 Survey 2019) given to parents and staff provides evidence that Booker Elementary's efforts are working:

Parents:

- Family Involvement: Staff members and families treat each other with respect. 97% Strongly Agree or Agree
- Family Involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 95% Strongly Agree or Agree
- Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 95% Strongly Agree or Agree
- This school encourages families to volunteer. 93% Strongly Agree or Agree
- School Leadership: School-based administrators (principals and assistant principals) are courteous when I have a concern. 93% Strongly Agree or Agree

Staff:

- Student Support: There is a teacher, counselor or other staff member to whom a student can go for help with a school problem. 98% Strongly Agree or Agree
- Family involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 96% Strongly Agree or Agree
- Safety and Behavior: All school staff members are aware of the safety and security procedures. 96% Strongly Agree or Agree
- Safety and Behavior: This school is safe. 96% Strongly Agree or Agree
- Safety and Behavior: All students are aware of the safety and security procedures. 96% Strongly Agree or Agree

Booker Elementary analyzes the school context and organization by reviewing discipline records, including student conflicts, all forms of violence, bullying, and DAEP placements. For the last two school years, Booker Elementary School has decrease discipline problems. In fact, there have been significant decreases when compared with prior year. Actual data to support this action includes 26 discipline referrals in 2020-2021, as compared with, 42 in 2010-2020. Data will be reevaluated every year. It is important to have systems in place so that there is not much interference or distractions from classroom instruction. According to the School Quality Survey we contiues to struggle with student academic support, bullying, discipline and respect:

Parents:

- Academic Support: Teachers give timely and helpful feedback about student work. 12% Strongly Disagree or Agree
- Academic Support: Students are challenged by their schoolwork. 11% Strongly Disagree or Agree
- Student Support: This school offers students a variety of activities and courses. 9% Strongly Disagree or Agree
- Academic Support: This school’s learning standards and expectations are clearly explained to students. 8% Strongly Disagree or Agree
- Safety and Behavior: Staff members are responsive when students report bullying. 7% Strongly Disagree or Agree
Staff:

- Safety and Behavior: Discipline is enforced fairly. 13% Strongly Disagree or Disagree
- Student Support: This school offers students a variety of activities and courses. 9% Strongly Disagree or Disagree
- Student Support: Students receive the support they need for academic and career planning. 9% Strongly Disagree or Disagree
- Student Support: Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities. 7% Strongly Disagree or Disagree
- Safety and Behavior: Staff members and students treat each other with respect. 7% Strongly Disagree or Disagree

Therefore, CHAMPS training and bullying training will continue at our campus. In addition, it is a campus expectation that continuous on-site staff development is offered throughout the year including: Blanced Literacy sessions, New Teacher Mentor Meetings and Math Vertical Meetings. Professional Learning Communities (PLC) are held weekly to discuss students success, intervention, lesson plans and professional development support.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. We continue to provide 135 minutes of physical activity per week thru PE class and recess. This activities include Health and Physical Education courses offered to students, including student participation and results in FitnessGram for grades 3rd – 5th, including opportunities for students to participate in at least two (2) health/wellness programs such as: First Tee, Gatorade Training Camp, health fair, anti-bullying program, and Jump Rope/Hoops for Heart. In addition, we analyze the compliance with state Immunization requirements: at least 90% or greater compliance for all students for each vaccine; supported by school nurse or designee to monitor vaccine compliance and data entry as well as collaboration with community agencies. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Booker Elementary is committed to involving parents and community members to be involved in students’ education. Parental involvement is critical to the success of their child’s education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the district, and teachers. This allows the CIP committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, the parent liaison compiles data on parental participation attendance and meeting agendas for the CIP committee. With that information, the CIP determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year. Because of the diversity of our campus and high mobility, Booker Elementary has a parent liaison to help strengthen connections between home and school. We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in all languages spoken in school. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Wednesday folders every week. We take pride in the fact that parents report our office staff as very parentfriendly. This support the School Quality Survey (2019):

Parents:

- Family Involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 95% Strongly Agree or Agree
- Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 95% Strongly Agree or Agree

Staff:

- Family involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 96% Strongly Agree or Agree
Perceptions Strengths

Booker Elementary celebrates these strengths:

- Discipline data confirm that the campus's CHAMPS training are working well and will be continued. Actual data to support this action includes 26 discipline referrals in 2020-2021, as compared with, 42 in 2010-2020.

- Parents(2019):
  - Family Involvement: Staff members and families treat each other with respect. 97% Strongly Agree or Agree
  - Family Involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 95% Strongly Agree or Agree
  - Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 95% Strongly Agree or Agree
  - This school encourages families to volunteer. 93% Strongly Agree or Agree

- Family Involvement:
  - Staff(2019):
    - Student Support: There is a teacher, counselor or other staff member to whom a student can go for help with a school problem. 98% Strongly Agree or Agree
    - Family involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 96% Strongly Agree or Agree
    - Safety and Behavior: All school staff members are aware of the safety and security procedures. 96% Strongly Agree or Agree
    - Safety and Behavior: This school is safe. 96% Strongly Agree or Agree

- A Parent Liaison that coordinates the volunteer program, maintains the parent meetings, strengthens communication between home and school, etc

- Variety of opportunities for student extra-curricular activities: Boys and Girls Basketball, Soccer, Music Club, Art Club, District Honor Choir, District Orff Ensemble, Cheerleading, and Chess club.

Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The parent survey reveals 7% of parents "that strongly disagree or disagree" Staff members are responsive when students report bullying. **Root Cause:** Lack of communication between parent, student and teacher. Also, the lack of true identification of "bullying" as define by TEA.

**Problem Statement 2 (Prioritized):** Staff member survey reveals 7% of staff "strongly disagree or disagree" staff members and students treat each other with respect. **Root Cause:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our population.

**Problem Statement 3 (Prioritized):** The parent survey reveals 5% of parents "that strongly disagree or disagree" Families are encouraged to attend school-sponsored activities. **Root Cause:** Our parent preferred mode of communication has changed over the last year so sometimes there is a breakdown in school/parent communication.

**Problem Statement 4 (Prioritized):** The parent survey reveals 7% of parents "that strongly disagree or disagree" this school encourages families to volunteer. **Root Cause:** Parents see little value in attending events in which their students do not actively participate or events that do not showcase their work or talent.
**Problem Statement 5 (Prioritized):** Data from the April 2019 teacher survey reveals a need for professional development on culture, customs and traditions for the increasingly diverse ethnic backgrounds of our African American and SPED learners. **Root Cause:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African Americans and SPED population.

**Problem Statement 6 (Prioritized):** There is a wide variation in the learning experiences and support that have been available to students. **Root Cause:** The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.
Priority Problem Statements

**Problem Statement 1**: There has been a steady decline in enrollment over the last five years.

**Root Cause 1**: Not available Full-Day Pre-K program that meet the needs of more students by offering a tuition-free option for 4-year-olds who don't meet state eligibility requirements.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: There is a gap between EL and SPED students across all grade levels in Reading of 12 points; 14 points in Math; & Science 35 points as measured by STAAR.

**Root Cause 2**: The campus did not implemented 100% Lesson Delivery Practice and Feedback (At Bat) to ensure that general education and special education teachers collaborated to delivery quality Tier 1 instruction.

**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: All students across all level have a 47.24% pass rate on STAAR math and scores have decreased over the last 2 years.

**Root Cause 3**: Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: There is a gap between Wave 3 Circle Rhyming in English and Spanish (English 35%/Spanish 75%) by 40 points.

**Root Cause 4**: The campus did not implemented DDAP collaboration between the teacher and the leadership team to strengthen the implementation of aligned district curriculum by understanding the teacher's strengths and weaknesses to best support student learning.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: Overall this 2020-2021 school year 50% (2020- 59%) of students score on or above grade level on Reading MAP and 64% (2020- 65%) on Math MAP.

**Root Cause 5**: 201 (28.7%) remote learning students took the MAP assessment at home.

**Problem Statement 5 Areas**: Student Learning

**Problem Statement 6**: Only 85 students were eligible for the yearly progress TELPAS indicator in 2021. Of those 85, 45 (53%) gained at least one proficiency level, compared to 61% in 2020.

**Root Cause 6**: Leadership team did not develop a system to oversee the PLDs in daily instruction.

**Problem Statement 6 Areas**: Student Learning

**Problem Statement 7**: PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence.

**Root Cause 7**: Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and
**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** The parent survey reveals 7% of parents "that strongly disagree or disagree" Staff members are responsive when students report bullying.

**Root Cause 8:** Lack of communication between parent, student and teacher. Also, the lack of true identification of "bullying" as define by TEA.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Staff member survey reveals 7% of staff "strongly disagree or disagree" staff members and students treat each other with respect.

**Root Cause 9:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our population.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** All students across all level have a 45.60% pass rate on STAAR reading and scores have decreased over the last 2 years.

**Root Cause 10:** Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Students continue to struggle with reading and comprehending on grade level.

**Root Cause 11:** Students have not received consistent balanced literacy instruction with a focus on phonics and word study.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Attendance rate needs to be monitored and improved to 97.34%.

**Root Cause 12:** High mobility rate is one of the main causes of our low attendance.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** The parent survey reveals 5% of parents "that strongly disagree or disagree" Families are encouraged to attend school-sponsored activities.

**Root Cause 13:** Our parent preferred mode of communication has changed over the last year so sometimes there is a breakdown in school/parent communication.

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** The parent survey reveals 7% of parents "that strongly disagree or disagree" this school encourages families to volunteer.

**Root Cause 14:** Parents see little value in attending events in which their students do not actively participate or events that do not showcase their work or talent.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 15:** Data from the April 2019 teacher survey reveals a need for professional development on culture, customs and traditions for the increasingly diverse ethnic backgrounds of our African American and SPED learners.
Root Cause 15: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African Americans and SPED population.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: There is a wide variation in the learning experiences and support that have been available to students.

Root Cause 16: The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.

Problem Statement 16 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions
Comprehensive Needs Assessment Data Documentation

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

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

**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 Data

**Student Data: Assessments**
- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- Equity data
- TTESS 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
- Other additional data
Goals

**Goal 1:** STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2022 STAAR Reading scores; MAP Assessment; and District and Campus Formative Assessments (BCA)

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<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> 100% implementation of the new Amplify ELAR/SLAR curriculum and its components with fidelity in order to raise reading performance for each individual student.</td>
<td>Formative</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers' instructional capacity will improve. Demonstrated by mastery of each standard on the Reading BCAs and Reading STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Literacy Coach, Student Support Specialist, GT Coordinator</td>
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<td><strong>Title I Schoolwide Elements:</strong> 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 - <strong>ESF Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 1 - School Processes &amp; Programs 1</td>
<td></td>
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<tr>
<td><strong>Funding Sources:</strong> Copy Paper - 211 Title I, Part A - 6399.00 - $1,000, Student Notebooks - 211 Title I, Part A - 6399.00 - $1,600, Pencils - 211 Title I, Part A - 6399.00 - $745, Instructional Specialist - 211 Title I, Part A - 6100 - $65,000</td>
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### Strategy 2 Details

**Strategy 2:** Data Driven Action Planning PLC (DDAP) will be used weekly by collaborative Leadership Teams 100% of the time by utilizing the Weekly Data Meeting Rubric.

**Strategy's Expected Result/Impact:** Increase alignment between cross-functional teams and campus leaders across the campus.

Impact - Increase academic performance from Booker scholars on the Reading BCAs and Reading STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level.

**Staff Responsible for Monitoring:** Instructional Team, Literacy Coach, Math Coach, Campus Academic Specialist, Student Support Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF

**Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

**Funding Sources:** Copy Paper - 211 Title I, Part A - 6399.00 - $255

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### Strategy 3 Details

**Strategy 3:** Teacher and scholar efficacy- build teacher efficacy by providing coaching and feedback to determine and evaluate impact, using the See It, Name It, Do It Coaching Model utilizing the Observation & Feedback Rubric.

**Strategy's Expected Result/Impact:** Teachers' instructional capacity will improve.

Demonstrated by mastery of each standard on the Reading BCAs and Reading STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level.

**Staff Responsible for Monitoring:** Campus Academic Specialist, Science Coach, Student Support Specialist, GT Coordinator

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy

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### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** There is a gap between EL and SPED students across all grade levels in Reading of 12 points; 14 points in Math; & Science 35 points as measured by STAAR. 

**Root Cause:** The campus did not implemented 100% Lesson Delivery Practice and Feedback (At Bat) to ensure that general education and special education teachers collaborated to delivery quality Tier 1 instruction.

#### School Processes & Programs

**Problem Statement 1:** PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence. 

**Root Cause:** Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback (At-Bat).
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Math scores; MAP Assessments; and District and Campus Formative Assessments (BCA)

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: 100% implementation of the new Eureka curriculum and its components with fidelity in order to raise math performance for each individual student.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Teachers' instructional capacity will improve. Demonstrated by mastery of each standard on the Math BCAs and Math STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Campus Academic Specialist, Math Coach, Student Support Specialist, GT Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</td>
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</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Learning 1 - School Processes &amp; Programs 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources</strong>: Big Graph Paper Roll - 211 Title I, Part A - 6399.00 - $195.12</td>
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</table>

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<thead>
<tr>
<th>Strategy 2 Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 2</strong>: All teachers will implement daily the eight components of Springway Systems and routines: Board Configuration; Do Now; Empowered Learning (Gradual Release); Exit Ticket; Threshold; What to Do; Strong Voice; and Strong Start.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Teachers' instructional capacity will improve. Demonstrated by mastery of each standard on the Math BCAs and Math STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level.</td>
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</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: School Processes &amp; Programs 1</td>
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</tbody>
</table>
### Strategy 3 Details

**Strategy 3:** Build teacher efficacy by providing coaching and feedback to determine and evaluate impact, using the See It, Name It, Do It Coaching Model utilizing the Observation & Feedback Rubric.

**Strategy’s Expected Result/Impact:** Teachers’ instructional capacity will improve. Demonstrated by mastery of each standard on the Math BCAs and Math STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level.

**Staff Responsible for Monitoring:** Campus Academic Specialist, Science Coach, Student Support Specialist, GT Coordinator

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy

**Problem Statements:** School Processes & Programs 1

<table>
<thead>
<tr>
<th>Performance Objective 2 Problem Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> There is a gap between EL and SPED students across all grade levels in Reading of 12 points; 14 points in Math; &amp; Science 35 points as measured by STAAR. <strong>Root Cause:</strong> The campus did not implemented 100% Lesson Delivery Practice and Feedback (At Bat) to ensure that general education and special education teachers collaborated to delivery quality Tier 1 instruction.</td>
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<tr>
<td><strong>School Processes &amp; Programs</strong></td>
</tr>
<tr>
<td><strong>Problem Statement 1:</strong> PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence. <strong>Root Cause:</strong> Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback (At-Bat).</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th grade) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Science scores. District and Campus Formative Assessments (BCA)

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers' instructional capacity will improve. Demonstrated by mastery of each standard on the Science BCAs and Science STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level.</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 1 - School Processes &amp; Programs 1</td>
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<tr>
<th>Formative</th>
<th>Summative</th>
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<tr>
<td>Oct</td>
<td>Dec</td>
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<table>
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<tr>
<th>Strategy 2 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> 100% implementation of the Literacy Applied strategy Habits of Discussion during the Lesson Cycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers' instructional capacity will improve. Demonstrated by mastery of each standard on the Science BCAs and Science STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Science Coach, Student Support Specialist, GT Coordinator</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 5 - School Processes &amp; Programs 1</td>
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<th>Formative</th>
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<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
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</table>

Performance Objective 3 Problem Statements:
**Student Learning**

**Problem Statement 1:** There is a gap between EL and SPED students across all grade levels in Reading of 12 points; 14 points in Math; & Science 35 points as measured by STAAR. **Root Cause:** The campus did not implemented 100% Lesson Delivery Practice and Feedback (At Bat) to ensure that general education and special education teachers collaborated to delivery quality Tier 1 instruction.

**Problem Statement 5:** Only 85 students were eligible for the yearly progress TELPAS indicator in 2021. Of those 85, 45 (53%) gained at least one proficiency level, compared to 61% in 2020. **Root Cause:** Leadership team did not develop a system to oversee the PLDs in daily instruction.

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**School Processes & Programs**

**Problem Statement 1:** PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence. **Root Cause:** Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback (At-Bat).
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Wave 1 & 2 Screeners

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Early Literacy Foundation Focus- Teachers will implement 100% Frog Street with fidelity to enhance Literacy development.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Measured by lesson plans, classroom observation, walk-through, T-TESS, PLC minutes and sign-in sheets. Wave 1 70% on target; Wave 2 80% on target; and Wave 3 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.</td>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Prek Team Leader, Campus Academic Specialist, Literacy Coach, Student Support Specialist, EL Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 1</td>
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</tbody>
</table>

Performance Objective 4 Problem Statements:

Demographics

**Problem Statement 1:** There has been a steady decline in enrollment over the last five years. **Root Cause:** Not available Full-Day Pre-K program that meet the needs of more students by offering a tuition-free option for 4-year-olds who don't meet state eligibility requirements.

Student Learning

**Problem Statement 3:** There is a gap between Wave 3 Circle Rhyming in English and Spanish (English 35%/Spanish 75%) by 40 points. **Root Cause:** The campus did not implemented DDAP collaboration between the teacher and the leadership team to strengthen the implementation of aligned district curriculum by understanding the teacher's strengths and weaknesses to best support student learning.

School Processes & Programs

**Problem Statement 1:** PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence. **Root Cause:** Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback (At-Bat).
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 5:** By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Wave 1 & 2 Screeners

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> 100% implementation of Frog Street Math curriculum and its components with fidelity in order to raise math performance for each individual student utilizing the Observation &amp; Feedback Rubric Protocol.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Measured by lesson plans, classroom observation, walk-through, T-TESS, PLC minutes and sign-in sheets. Wave 1 70% on target; Wave 2 80% on target; and Wave 3 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Overall Math.</td>
<td>Oct</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Prek Team Leader, Campus Academic Specialist, Math Coach, Student Support Specialist, EL Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Title 1 Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 2 - School Processes &amp; Programs 1</td>
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</table>

| % | No Progress | 100% Accomplished | Continue/Modify | – Discontinue |

**Performance Objective 5 Problem Statements:**

<table>
<thead>
<tr>
<th>Student Learning</th>
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<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> All students across all level have a 47.24% pass rate on STAAR math and scores have decreased over the last 2 years. <strong>Root Cause:</strong> Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.</td>
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</table>

<table>
<thead>
<tr>
<th>School Processes &amp; Programs</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence. <strong>Root Cause:</strong> Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback (At-Bat).</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES—Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2022 (EOY), 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BOY MAP; MOY MAP; and District and Campus Formative Assessments (BCA)

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Small group interventions- Teachers will provide daily interventions for all students who have failed a state assessment or who is reading below grade level.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Measured by walk-through, weekly and monthly Education Galaxy reports. Evidence of student growth on curriculum based assessments and STAAR; weekly and monthly Education Galaxy/Amplify Reading growth report.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Literacy Coach, Student Support Specialist, EL Coordinator</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 4 - School Processes &amp; Programs 1</td>
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<td><strong>Funding Sources:</strong> Tutor Pay - 211 Title I, Part A - 6112.00 - $15,750</td>
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<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> 3rd-5th Grade Tier 2 Reading Interventionist- Literacy time will be increased to provide remediation and intervention for scholars that do not demonstrate TEKS mastery.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact:</strong> Scholars will read on or above grade level. Scholars are promoted on time and prepared for the next grade level.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Literacy Coach, Campus Academic Specialist, 3rd-5th Interventionist</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 4, 6</td>
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</table>
Strategy 3 Details

**Strategy 3:** Small group intervention - Ensure all targeted students are given the opportunity to participate in targeted reading interventions and enrichment opportunities during after school tutorials and before school tutorials.

**Strategy's Expected Result/Impact:** Measured by walk-through, weekly and monthly 3rd-5th Educational Galaxy Reading reports.
Evidence of student growth on curriculum based assessments and STAAR.

**Staff Responsible for Monitoring:** Campus Academic Specialist, Reading Coach, Student Support Specialist, EL Coordinator

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 4, 6, 7

**Funding Sources:** mClass 3rd-5th Kit - 199 State SCE - State Compensatory Education (PIC - 6321.00 - $1,500)

Performance Objective 6 Problem Statements:

**Student Learning**

**Problem Statement 4:** Overall this 2020-2021 school year 50% (2020- 59%) of students score on or above grade level on Reading MAP and 64% (2020- 65%) on Math MAP.

**Root Cause:** 201 (28.7%) remote learning students took the MAP assessment at home.

**Problem Statement 6:** All students across all level have a 45.60% pass rate on STAAR reading and scores have decreased over the last 2 years. **Root Cause:** Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.

**Problem Statement 7:** Students continue to struggle with reading and comprehending on grade level. **Root Cause:** Students have not received consistent balanced literacy instruction with a focus on phonics and word study.

**School Processes & Programs**

**Problem Statement 1:** PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence. **Root Cause:** Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback (At-Bat).
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY MAP/mClass; MOY MAP/mClass; and District and Campus Formative Assessments (BCA)

<table>
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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td>Strategy 1: Small group intervention - Ensure all targeted students are given the opportunity to participate in targeted math interventions and enrichment opportunities during after school tutorials and before school tutorials.</td>
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</tr>
<tr>
<td>Strategy's Expected Result/Impact: Measured by walk-through, weekly and monthly kinder- 2nd Education Galaxy/Amplify Reading reports. Evidence of student growth on curriculum based assessments and STAAR.</td>
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</tr>
<tr>
<td>Staff Responsible for Monitoring: Campus Academic Specialist, Math Coach, Student Support Specialist, EL Coordinator</td>
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<tr>
<td>Problem Statements: Student Learning 2, 4</td>
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</tr>
<tr>
<td>Funding Sources: Supplemental Pay- Tutorials - 199 State SCE - State Compensatory Education (PIC - 6118.TU - $2,750, Copy Paper - 199 State SCE - State Compensatory Education (PIC - 6399.00 - $300, Notebooks - 199 State SCE - State Compensatory Education (PIC - 6399.00 - $483, Monaco Deluxe HangUp Bag - 199 State SCE - State Compensatory Education (PIC - 6399.00 - $1,016.97, Pencils - 199 State SCE - State Compensatory Education (PIC - 6399.00 - $200, After School Transportation- Buses - 199 State SCE - State Compensatory Education (PIC - 6494.UB - $1,000</td>
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</tr>
</tbody>
</table>
**Strategy 2**: Kinder-2nd & 3rd-5th Grade Tier 2 Math Interventionists- Math time will be increased to provide remediation and intervention for scholars that do not demonstrate TEKS mastery.

**Strategy's Expected Result/Impact**: Measured by walk-through, weekly and monthly Kinder-2nd Education Galaxy reports.
Evidence of student growth on curriculum based assessments and MAP screener: BOY 45%; MOY 55%; and EOY 65% on grade level.

**Staff Responsible for Monitoring**: Campus Academic Specialist, Math Coach, Student Support Specialist, EL Coordinator.

**Title I Schoolwide Elements**: 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: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy**

**Problem Statements**: Student Learning 2, 4

**Funding Sources**: Headphones - 211 Title I, Part A - 6399.00 - $1,318.80

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<td><strong>Problem Statement 2</strong>: All students across all level have a 47.24% pass rate on STAAR math and scores have decreased over the last 2 years. <strong>Root Cause</strong>: Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.</td>
</tr>
<tr>
<td><strong>Problem Statement 4</strong>: Overall this 2020-2021 school year 50% (2020- 59%) of students score on or above grade level on Reading MAP and 64% (2020- 65%) on Math MAP. <strong>Root Cause</strong>: 201 (28.7%) remote learning students took the MAP assessment at home.</td>
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**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

**Evaluation Data Sources:** BOY mClass; MOY MClass; and District and Campus Formative Assessments (BCA)

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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<tbody>
<tr>
<td>Strategy 1: Implement a sustainable culture of literacy using the Culture of Literacy rubric by implementing a Campus Culture of Reading; Writing; Listening &amp; Speaking; and Thinking.</td>
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</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Measured by walk-through, weekly and monthly Amplify reports. Training on new literacy framework and its components for all teachers. Evidence of student growth on curriculum based assessments and monthly Amplify Reading report. mClass BOY 45%; mClass MOY 55%; and mClass EOY 65% on grade level.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Literacy Coach, Student Support Specialist, EL Coordinator</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Measured by walk-through, weekly and monthly Amplify reports. Training on new literacy framework and its components for all teachers. Evidence of student growth on curriculum based assessments and monthly Amplify Reading report. mClass BOY 45%; mClass MOY 55%; and mClass EOY 65% on grade level.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Literacy Coach, Campus Academic Specialist, Kinder-2nd Interventionist, Student Support Specialist</td>
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<tr>
<td><strong>Title 1 Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 7</td>
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</table>
Strategy 3 Details

Strategy 3: Small group intervention - Ensure all targeted students are given the opportunity to participate in targeted reading interventions and enrichment opportunities during after school tutorials and before school tutorials.

Strategy's Expected Result/Impact: Measured by walk-through, weekly and monthly kinder- 2nd Amplify Reading reports. Evidence of student growth on curriculum based assessments and STAAR.

Staff Responsible for Monitoring: Campus Academic Specialist, Math Coach, Student Support Specialist, EL Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy

Problem Statements: Student Learning 4, 6

Funding Sources: mClass Intervention Kit - 199 State SCE - State Compensatory Education (PIC - 6121.00 - $1,500, Extra Duty Pay- After School Tutorials - 199 State SCE - State Compensatory Education (PIC - 6118.TU - $2,750

<table>
<thead>
<tr>
<th>Performance Objective 8 Problem Statements:</th>
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**Student Learning**

**Problem Statement 4:** Overall this 2020-2021 school year 50% (2020- 59%) of students score on or above grade level on Reading MAP and 64% (2020- 65%) on Math MAP. **Root Cause:** 201 (28.7%) remote learning students took the MAP assessment at home.

**Problem Statement 6:** All students across all level have a 45.60% pass rate on STAAR reading and scores have decreased over the last 2 years. **Root Cause:** Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.

**Problem Statement 7:** Students continue to struggle with reading and comprehending on grade level. **Root Cause:** Students have not received consistent balanced literacy instruction with a focus on phonics and word study.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** ADA Reports

| Strategy 1 Details | Reviews | **Strategy 1:** Utilize an Attendance Clerk that oversees and monitors student attendance by campus, grade level, and teacher using daily attendance tracker to provide monthly attendance interventions/documentation to parents and students to improve campus attendance.

**Strategy's Expected Result/Impact:** Increase in scholar attendance and graduation rates.

Increase attendance from 95.84% to 97.34%.

**Staff Responsible for Monitoring:** Teachers, Attendance Committee, Attendance Clerk, Admin, Campus Academic Specialist, and Counselors

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF

**Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**

**Problem Statements:** Demographics 2 |

| Strategy 2 Details | Reviews | **Strategy 2:** Monitor and celebrate student attendance using daily Attendance Trackers and Teacher Communication Logs.

**Strategy's Expected Result/Impact:** Increase in scholar attendance and graduation rates.

Increase attendance from 95.84% to 97.34%.

**Staff Responsible for Monitoring:** Attendance Committee, Attendance Clerk, Admin, Campus Academic Specialist, and Counselors

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**

**Problem Statements:** Demographics 2 |

**Performance Objective 9 Problem Statements:**

| Demographics | **Problem Statement 2:** Attendance rate needs to be monitored and improved to 97.34%. **Root Cause:** High mobility rate is one of the main causes of our low attendance. |
**Goal 2:** EQUITY - Remove unacceptable barriers to student and staff success

**Performance Objective 1:** By June 2022, achievement gaps between student groups will be decreased.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY MAP/mClass; MOY MAP/mClass; and District and Campus Formative Assessments (BCA) by demographics.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implement a sustainable student culture using the Student Culture Rubric by implementing a Campus School-Wide Systems: Breakfast in the Classroom; Leader Tone; Lunch; Dismissal/School and Campus; Common Spaces; positive Framing and Teacher Tone; Student Joy &amp; Engagement; Strong voice; What to Do; 100%; Student Response to Correction; Do it Again; Entry; Distributing/Collecting; Transition between activities; Exit from class; Transitions between Classes; Student Journals; Assignments and Classroom Environment. <strong>Strategy's Expected Result/Impact:</strong> Administrators and teachers will effectively implement campus School-wide systems across all grade levels. At least 90% of teachers will score at Proficient Level based on Student Culture Rubric. Teachers improve the academic performance of scholars. <strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Literacy Coach, Math Coach, Student Support Specialist, EL Coordinator and Administrators <strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong> <strong>Problem Statements:</strong> Student Learning 1, 2, 3, 6, 7 - School Processes &amp; Programs 1 <strong>Funding Sources:</strong> Campus Academic Specialist - 211 Title I, Part A - 6100 - $87,000</td>
<td>Formative</td>
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<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 2:</strong> The Teachers and Staff will target student subgroups who are identified as at-risk or not meeting system safeguards with tutorials. <strong>Strategy's Expected Result/Impact:</strong> Students will increase overall academic performance to 80% or higher. <strong>Staff Responsible for Monitoring:</strong> Teachers, staff, instructional leaders <strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong> <strong>Problem Statements:</strong> Student Learning 2, 3, 4, 6, 7 - School Processes &amp; Programs 1 <strong>Funding Sources:</strong> Extra Duty Pay- After School Tutorials - 211 Title I, Part A - 6118.00 - $5,261, Accelerated Learning STEMScopes - 211 Title I, Part A - 6321.SS - $2,700</td>
<td>Formative</td>
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</tbody>
</table>
Strategy 3 Details

Strategy 3: The Teachers and Staff will target achievement gaps between EL's and SPED subgroups with tutorials.

**Strategy's Expected Result/Impact:** Students will increase overall academic performance to 80% or higher. Demonstrated by mastery of each standard on the BCAs and STAAR scores at Fall Semester 50%; Spring Semester 65%; and 2022 STAAR 80% or better at the masters level for EL's and SPED subgroups.

**Staff Responsible for Monitoring:** Teachers, staff, instructional Leaders

**Title I Schoolwide Elements:** 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 - **Targeted Support Strategy**

**Problem Statements:** Student Learning 1, 2, 3, 6

**Funding Sources:** Tutor Pay - 211 Title I, Part A - 6112.00 - $15,750.08

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<th>Summative</th>
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Strategy 4 Details

Strategy 4: Implement full-day PreK program.

**Strategy's Expected Result/Impact:** Wave 1 70% on target; Wave 2 80% on target; and Wave 3 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Overall Math.

**Staff Responsible for Monitoring:** Prek Team Leader, Campus Academic Specialist, Literacy Coach, Student Support Specialist, EL Coordinator

**Title I Schoolwide Elements:** 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

**Problem Statements:** Demographics 1

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<th>Summative</th>
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<td>Dec</td>
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Performance Objective 1 Problem Statements:

**Demographics**

**Problem Statement 1:** There has been a steady decline in enrollment over the last five years. **Root Cause:** Not available Full-Day Pre-K program that meet the needs of more students by offering a tuition-free option for 4-year-olds who don't meet state eligibility requirements.

**Student Learning**

**Problem Statement 1:** There is a gap between EL and SPED students across all grade levels in Reading of 12 points; 14 points in Math; & Science 35 points as measured by STAAR. **Root Cause:** The campus did not implemented 100% Lesson Delivery Practice and Feedback (At Bat) to ensure that general education and special education teachers collaborated to delivery quality Tier 1 instruction.

**Problem Statement 2:** All students across all level have a 47.24% pass rate on STAAR math and scores have decreased over the last 2 years. **Root Cause:** Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.
# Student Learning

**Problem Statement 3**: There is a gap between Wave 3 Circle Rhyming in English and Spanish (English 35%/Spanish 75%) by 40 points. **Root Cause**: The campus did not implement DDAP collaboration between the teacher and the leadership team to strengthen the implementation of aligned district curriculum by understanding the teacher's strengths and weaknesses to best support student learning.

**Problem Statement 4**: Overall this 2020-2021 school year 50% (2020-59%) of students score on or above grade level on Reading MAP and 64% (2020-65%) on Math MAP. **Root Cause**: 201 (28.7%) remote learning students took the MAP assessment at home.

**Problem Statement 6**: All students across all level have a 45.60% pass rate on STAAR reading and scores have decreased over the last 2 years. **Root Cause**: Lack of implementation and monitoring of curriculum alignment between Prek-5th grade levels.

**Problem Statement 7**: Students continue to struggle with reading and comprehending on grade level. **Root Cause**: Students have not received consistent balanced literacy instruction with a focus on phonics and word study.

## School Processes & Programs

**Problem Statement 1**: PLCs need to be more structured and intentional to meet the needs of all learners. Teachers participate in and lead Professional Learning Community (PLCs) meetings to drive effective instructional planning and develop formative assessments, aligned to the TEKS, using a year-long scope and sequence. **Root Cause**: Time Management due to the 50 minute planning time, teachers provide surface level or general feedback to their peers during the Lesson Delivery Practice and Feedback (At-Bat).
**Goal 3:** ENGAGEMENT-Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign-In sheets (participants)
Agendas

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> Booker will host two parent and student academic nights to review state standards and grade level expectations. The academic nights will showcase content that students are learning and provide parents with information and strategies to help their child at home.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Implementation- Flyers for content nights, parent signature/attendance sheets. Increase parent involvement to 80%</td>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers, Administrators, Counselors, Instructional Team, Parent Liaison</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Perceptions 3</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Pencils/Copy Paper - 211 Title I, Part A - 6399.PI - $500, Juice/Cookies - 211 Title I, Part A - 6499.PI - $1,000</td>
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<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 2:</strong> Opportunities for parents to attend and participate and discuss student achievement and campus culture during Donuts with Dad day, Parent Advisory Team meetings and Parents and Pastries day.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Implementation- Sign-in sheets, Agendas Increase parent involvement to 80%</td>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> SSS, Counselor, Principal, AP, LPAC representative, Parent Liaison, Campus Academic Specialist</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</td>
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<tr>
<td><strong>Problem Statements:</strong> Perceptions 4</td>
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</tr>
<tr>
<td><strong>Funding Sources:</strong> Juice/Donuts/Muffins - 211 Title I, Part A - 6499.PI - $1,000, Parent Liason Stipend - 211 Title I, Part A - 6117.PI - $2,000</td>
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**Performance Objective 1 Problem Statements:**

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<tr>
<th>Accomplished</th>
<th>Continue/Modify</th>
<th>Discontinue</th>
<th>No Progress</th>
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Booker Elementary
Generated by Plan4Learning.com

Campus #101919124
September 10, 2021 1:25 PM
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<tr>
<th>Problem Statement 3: The parent survey reveals 5% of parents &quot;that strongly disagree or disagree&quot; Families are encouraged to attend school-sponsored activities. <strong>Root Cause:</strong> Our parent preferred mode of communication has changed over the last year so sometimes there is a breakdown in school/parent communication.</th>
</tr>
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<tbody>
<tr>
<td>Problem Statement 4: The parent survey reveals 7% of parents &quot;that strongly disagree or disagree&quot; this school encourages families to volunteer. <strong>Root Cause:</strong> Parents see little value in attending events in which their students do not actively participate or events that do not showcase their work or talent.</td>
</tr>
</tbody>
</table>
Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign-In sheets (participants)  
Agendas  
BOY MAP/mClass; MOY MAP/mClass; and District and Campus Formative Assessments (BCA) by demographics.

<table>
<thead>
<tr>
<th>Strategy Details</th>
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<tr>
<td><strong>Strategy 1:</strong> Staff will identify clubs of interest to engage African American and SPED students to enhance student achievement and develop relationships to increase positive student/teacher interactions.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> A variety of clubs will be created and be managed throughout the year and student participation and engagement will increase.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Staff members</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Perceptions 1, 2, 5</td>
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<tr>
<th>Strategy 2 Details</th>
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<tr>
<td><strong>Strategy 2:</strong> All grade levels PreK -5 scholars will have the opportunity to participate in field experiences.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Booker ES will increase opportunities and choice for families. Scholars are college or career ready and are prepared for post-secondary school.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> GT Coordinator, Counselor, Campus Academic Specialist, Assistant Principal, Principal</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.5, 2.6 - <strong>TEA Priorities:</strong> Improve low-performing schools - <strong>ESF Levers:</strong> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <strong>Targeted Support Strategy</strong></td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 3 - Student Learning 9 - School Processes &amp; Programs 2 - Perceptions 6</td>
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</table>
Strategy 3: 100% implementation of CHAMPS & the new social emotional curriculum (Quaver) and their components with fidelity in order meet the social and emotional needs of each individual student.

Strategy's Expected Result/Impact: Measured by walk-thought, weekly and monthly Amplify reports. Training on new literacy framework and its components for all teachers. Evidence of student growth on curriculum based assessments and monthly Amplify Reading/Education Galaxy reports. mClass BOY 45%; mClass MOY 55%; and mClass EOY 65% on grade level & MAP BOY 45%; MAP MOY 55%; and MAP EOY 65% on grade level.

Staff Responsible for Monitoring: Counselors, Campus Academic Specialist, Literacy Coach, Math Coach, Student Support Specialist, GT Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

Problem Statements: Perceptions 1, 2, 5

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: There is a wide variation in the learning experiences and support that have been available to students. Root Cause: The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.

Student Learning

Problem Statement 9: There is a wide variation in the learning experiences and support that have been available to students. Root Cause: The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.

School Processes & Programs

Problem Statement 2: There is a wide variation in the learning experiences and support that have been available to students. Root Cause: The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.

Perceptions

Problem Statement 1: The parent survey reveals 7% of parents "that strongly disagree or disagree" Staff members are responsive when students report bullying. Root Cause: Lack of communication between parent, student and teacher. Also, the lack of true identification of "bullying" as define by TEA.

Problem Statement 2: Staff member survey reveals 7% of staff 'strongly disagree or disagree" staff members and students treat each other with respect. Root Cause: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our population.

Problem Statement 5: Data from the April 2019 teacher survey reveals a need for professional development on culture, customs and traditions for the increasingly diverse ethnic backgrounds of our African American and SPED learners. Root Cause: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African Americans and SPED population.
<table>
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<tr>
<th>Perceptions</th>
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<tbody>
<tr>
<td><strong>Problem Statement 6</strong>: There is a wide variation in the learning experiences and support that have been available to students. <strong>Root Cause</strong>: The campus needs to provide greater access to varied learning opportunities and support to ensure all learners have access to rich experiences.</td>
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## State Compensatory

### Personnel for Booker Elementary

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
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<tbody>
<tr>
<td>CARLA LARKINS</td>
<td>K-2 Reading Interventionist</td>
<td>State Compensatory Education</td>
<td>Part-Time</td>
</tr>
<tr>
<td>CRISTINA KAOHU</td>
<td>Instructional Specialist</td>
<td>State Compensatory Education</td>
<td>Full Time</td>
</tr>
<tr>
<td>LA'KEITHA ARCHIE</td>
<td>Student Support Specialist</td>
<td>State Compensatory Education</td>
<td>Full Time</td>
</tr>
<tr>
<td>SHELLEY GLORIA</td>
<td>K-2 Reading Interventionist</td>
<td>State Compensatory Education</td>
<td>Part-Time</td>
</tr>
<tr>
<td>TBD</td>
<td>At Risk Counselor</td>
<td>State Compensatory Education</td>
<td>Full Time</td>
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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

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

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))
2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

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

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

• Assisting parents to understand the state standards (TEKS) and curriculum
• Understanding state (STAAR/EOC) and local assessment standards
• How to work with the school to improve their child’s achievement
• Providing materials and training to help parents work with their child, such as literacy and technology training
• Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:
• Increase percentage of schools with an active PTA or PTO
• Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
• Increase parent rating of overall quality of education provided by Spring ISD
• Increased two-way communication with parents and stakeholders
• Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.
# Title I Personnel

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<tr>
<th>Name</th>
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<tr>
<td>Heriberto Rodriguez-Moreno</td>
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<td>Karla Villela</td>
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## Campus Funding Summary

### 199 General Fund

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**Sub-Total** $0.00

**Budgeted Fund Source Amount** $32,510.00

**+- Difference** $32,510.00

### 199 State SCE - State Compensatory Education (PIC)

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**Sub-Total** $11,499.97

**Budgeted Fund Source Amount** $11,500.00

**+- Difference** $0.03

### 199 State Bilingual/ESL (PIC 25, 35)

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**Sub-Total** $0.00

**Budgeted Fund Source Amount** $47,300.00

**+- Difference** $47,300.00
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Sub-Total $201,075.00

Budgeted Fund Source Amount $201,075.00

+/- Difference $0.00

Grand Total $212,574.97
Addendums