Spring Independent School District
Booker Elementary
2022-2023 Campus Improvement Plan
Accountability Rating: B

Board Approval Date: September 13, 2022
Public Presentation Date: September 8, 2022
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.
# Comprehensive Needs Assessment

- Demographics
- Student Learning
- School Processes & Programs
- Perceptions

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

# Goals

- **Goal 1:** STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students
- **Goal 2:** EQUITY - Remove unacceptable barriers to student and staff success
- **Goal 3:** ENGAGEMENT - Empower family and student voices in support of positive student outcomes
- **Goal 4:** WELL-BEING - Ensure all schools are welcoming, safe environments where social and emotional needs are met
- **Goal 5:** OPPORTUNITIES - Expand academic offerings so students can explore, learn, and excel
- **Goal 6:** LEADERSHIP - Identify and support all leaders across every level of the organization

# State Compensatory Personnel for Booker Elementary

# Title I

1. Comprehensive Needs Assessment (CNA)
   - 1.1: Comprehensive Needs Assessment
2. Campus Improvement Plan
   - 2.1: Campus Improvement Plan developed with appropriate stakeholders
   - 2.2: Regular monitoring and revision
   - 2.3: Available to parents and community in an understandable format and language
   - 2.4: Opportunities for all children to meet State standards
   - 2.5: Increased learning time and well-rounded education
   - 2.6: Address needs of all students, particularly at-risk
3. Annual Evaluation
   - 3.1: Annually evaluate the schoolwide plan
4. Parent and Family Engagement (PFE)
   - 4.1: Develop and distribute Parent and Family Engagement Policy
   - 4.2: Offer flexible number of parent involvement meetings
5. Targeted Assistance Schools Only

# Title I Personnel

# Campus Funding Summary
Comprehensive Needs Assessment

Demographics

Demographics Summary

Carolee Booker Elementary is a 15 year old, PreK-5th grade, Title I campus in Spring ISD located in Spring, TX. This improvement plan focuses on the 2021-2022 school year with the demographic information coming from the data provided in May 2022. Student enrollment at Booker Elementary increased during 2021-2022 compared to a pattern we have seen for the last six years. Enrollment increased from the previous year by four percent. May enrollment data shows that 727 students are enrolled and our Hispanic student group is growing the fastest: 532 student enrollment (73%) are Hispanics, 164 (22.6%) are African American, 6 (0.08%) are Asian, 5 (0.07%) are white, 9 (1.2%) are American Indian or Alaska Native, and 11 (1.5%) are Two-or-More Races.

The 15.7% student mobility rate for Booker Elementary is below the District average of 20.5% for the school year 2019-2020. ADA for the 21-22 year was 94.0%. Attendance rates have steadily increased over the last seven years. At 94.0%, the attendance rate is above the school district (92.86%). 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 7 bus routes serving the school. Booker Elementary's student groups include 420 (57.8%) English Language Learners (ELLs), 44 (6.1%) Gifted and Talented, and 68 (9.4%) Special Education. Additionally, 659 (90.6%) are economically disadvantaged; 3 (0.4%) Homeless; 6 (0.08%) Foster; 13 (1.8%) Military; 115 (15.8%) RTI; 18 (2.5%) 504; 17 (2.3%) Dyslexia; and 624 (85.8%) are identified as at-risk.

Primary Languages

Carolee Booker serves a community where their primary language are: 418 (57.5%) Spanish; 300 (41.3%) English; 2 (0.3%) Yoruba; 1 (0.01%) Vietnamese; 1 (0.01%) Mandarin (Chinese); 1 (0.01%) French; 1 (0.01%) Russian; 1 (0.01%) Lao; and 2 (0.01%) other Language. Our Spanish primary language student group is growing the fastest.

For the 2022-2023 school year Carolee Booker Elementary, will offer One-Way Dual Language Immersion Program from PreK through 5th grade to help the needs of our growing Spanish primary language student group. We are thankful to be able to serve approximately 438 students through this program.

Staffing

The ethnicity breakdown for the teaching staff was: 1 (2.1%) Asian; 7 (14.8%) White; 19 (48.8%) Hispanic; 20 (42.3%) African American, 0 (0%) American Indian/Alaskan Native, 0 (0%) Native Hawaiian/Pacific Islander and 0 (0%) multi-racial. Females made up 84.1% of the educators and males represented 15.9%.

Overall, our educators had a varying level of professional experience: 4.2% (2) were new to teaching with 0 years of experience, 29.1% (14) had 1-5 years, 19% (9) had 6-10 years, 41.3% (19.5) had 11-20 years, and 6.3% (3) 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 28 years of career experience in a professional position (not necessarily as a principal) and 15 years in Booker. Our assistant principal had 15 years of professional experience and 6 years in the Booker.

Parent and Community Engagement

The parents at Booker are highly involved. They usually volunteer for big events and volunteer to help with day to day school and classroom projects and provide assistance for teachers and students.

Booker offers various opportunities for parent and community involvement. Parent involvement events average parent attendance of approximately 200-300 parents/grandparents. Parent/community opportunities include events such as: Coffee with the Principal, 1-Parent involvement Literacy Night during the fall semester, 1-Parent involvement STAAR night
in spring semester, Open House & Title 1 Meetings, Doughnuts with Dad, Family Feast Day, Christmas Program, and many more. Home to school connections are important at Booker. Wednesday folders are used as a form of communication between home and school and are sent home every Wednesday. 100% of Booker teachers subscribe to Class Dojo and use it as a daily/immediate form of communication with parents. Booker utilizes a global messaging and text messaging system to communicate important happenings. The school Principal meets regularly with parents to provide parents with an update on Booker happenings. She also sends a weekly newsletter to all parents. Booker utilizes the campus website and Twitter as a means to inform our community of Booker happenings. During the COVID Pandemic, the campus has communicated with parents via the school webpage, global messaging system. Booker has remained in communication with the community by providing a list of direct phone numbers to our stakeholders.

Community Business partnership includes Texas Roadhouse, Team Gillman Honda North, and El Mana Taqueria.

After COVID

After the effects of the COVID-19 disruptions, Booker Elementary transitioned 201 (28.7%) remote learning students to in person students. Enrollment increased from the previous year by four percent. May enrollment data shows that 727 students are enrolled in person.

During the Spring Semester of 2021, we learned that we needed to continue to provide chromebooks and "hot spots" for all student in our community. Based on our survey data, we provided 667 (91.7%) chromebooks and 300 (41.2%) "hot spots" to Booker students. It was evident in the data that generally the same families participated in the curbe-side nutrition support during COVID-19.

By the end of the school year Booker was serving 727 in person students. Demographically, Booker served 420 (57.8%) English Language Learners (ELLs); 44 (6.1%) Gifted and Talented; and 68 (9.4%) Special Education. Additionally, 659 (90.6%) are economically disadvantaged; 3 (0.4%) Homeless; 6 (0.08%) Foster; 13 (1.8%) Military; 115 (15.8%) RTI; 18 (2.5%) 504; 17 (2.3%) Dyslexia; and 624 (85.8%) are identified as at-risk.

The number students assessed in 2021-2022 cohort is not similar to the number in 2020-2021 cohort; as a percent of the prior cohort, the current year's numbers are 100%, which implies an attrition rate of 0%. assuming the enrollmentfor both years was identical. Student assessment participation increase by 4.4%. Based on the data the following students were tested for STAAR during this school year: Over all- 223 (72.8%) Hispanic; 181 (59.1%) LEP; 67 (21.8%) African American; 261 (85.2%) ED; and 38 (12.4%) SPED.

After COVID-19, here at Booker we were holding students and parents accountable for their attendance and assignments. 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 2021-2022 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 2021-2022 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 727 in person students.
- For the 2022-2023 school year Carolee Booker Elementary, will offer One-Way Dual Language Immersion Program from PreK through 5th grade.

The diverse academic population at Booker requires that teachers and other staff members are culturally responsive. In order to develop positive inter-ethnic relations, we
encourage our teachers/staff to value and acknowledge the backgrounds of all of their students. We ensure that our teachers/staff understand that each student has something unique and special to contribute to the classroom.

Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The data suggests that enrollment has declined in the last five years, particularly in Kindergarten. **Root Cause:** The number of students enrolling has decreased.

**Problem Statement 2 (Prioritized):** School-wide attendance rates for the last five years are below the target of 95.5%. **Root Cause:** Attendance rates have not been monitored by grade level or term (month/week/day) to determine the most appropriate intervention.
Student Learning

Student Learning Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2021-2022 school year, Booker Elementary met two targets:

- Domain 1-Student Achievement: Not Rated: Scaled Score 65 (Component Score: 38%)
- Domain 2-Academic Growth: Rating B Scaled Score 85% (Component Score: 78%) Relative Performance: Rating C Scaled Score 72 (Component Score 38%)
- Domain 3-Closing the Gaps: Rating C Scaled Score 75 (Component Score: 69%)

These scores result in Booker Elementary receiving a 2022 Texas Accountability Mat Standard Rating: Campus Overall Rating B (Overall Score 82)

On the 2022 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:

- All Subjects - 61% (2021- 43.86%, 2019-64% )
- Reading - 64% (2021- 45.60%, 2019- 61%)
- Math - 63% (2021- 47.24%, 2019- 68%)
- Science - 50% (2021- 46.15%, 2019- 65%)

A deep analysis of the above scores by grade level and by each student group reveals that 25 group have shown positive growth when comparing the 2021 STAAR data. Among eleven different STAAR exams given at three grade levels, 38 different student groups were analyzed. All 13 groups showed a decrease in scores between 2021 and 2022. All 11 groups have been analyzed by individual student scores and academic standards. Acelerated Learning 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 40% & Math 32%); African American (Math 22%); Hispanic (Math 34%); ED (Math 33%); Asian (Math 50%); EL (Math 38%); and SPED (Reading 18% & math 13%).
- Growth Status: All groups met the Academic Growth Score
- Student Success Status: All students (37%); African America (32%); Hispanic (38%); Asian (58%); Two or More Racies (12%); SPED (16%); ED (37%); and Continuously Enrolled (21%).

We know there is much more work to be done. On the 2022 STAAR, the low performing areas are:

- 4th Grade Reading: 59% Approches Grade Level (STAAR 2021 33.33%; 2019 54%)
- 4th Grade Math: 54% Approches Grade Level (STAAR 2021 33.33%; 2019 55%)
- 5th Grade Science: 48% Approches Grade Level (STAAR 2021 50%; 2019 48%)

While the campus is 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 2022 STAAR scores listed below:

- 3rd Grade Reading: 69% LEP - 22% Special Education (2021- 56% African American - 27% Special Education & 2019- 77% LEP - 27% Special Education)
- 3rd Grade Math: 82% LEP - 43% African American (2021- 60% LEP - 16% Special Education & 2019- 88% American Indian - 47% Special Education)
- 4th Grade Reading: 59% Hispanic - 15% Special Education (2021- 35% Hispanic - 11% Special Education & 2019- 59% LEP - 42% African American)
- 4th Grade Math: 53% ED - 23% Special Education (2021- 43% LEP - 0% Special Education & 2019- 64% LEP - 42% African American)
- 4th Grade Writing: N/A (2021-27% ED - 17% Special Education & 2019- 73% LEP - 19% African American)
- 5th Grade Reading: 67% ED - 50% Special Education (2021-50% ED- 13% Special Education & 2019- 75% Hispanic- 43% Special Education)
- 5th Grade Math: 71% ED - 56% Special Education (2021- 64% Hispanic - 7% Special Education & 87% Hispanic - 57% Special Education)
• 5th Grade Science: 52% African American - 49% Hispanic (2021- 53% Hispanic- 7% Special Education & 2019 - 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 Learning 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 2021-2022 Wave 3 Circle, the following scores for ON Track are:

- **Language & Literacy**: English Wave 3 On Track Rapid Vocabulary Naming 84% (English 86%/Spanish 82%); Rapid Letter Naming 90% (English 84%/Spanish 97%); Letter Sound Correspondence 87% (English 77%/Spanish 97%); Phonological Awareness (English 67%/Spanish 90%); & Early Writing Skills (English 67%/Spanish 90%)
- **Mathematics**: Overall ON Track 90% (English 88%/Spanish 92%)
- **Social Emotional**: Overall On Track 83% (English 79%/Spanish 87%)

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 English Letter Sound Correspondance & English Phonological Awareness for next school year. In 2022-2023 Kindergarten will have only 77% of students On Track on Letter Sound Correspondance & only 67% of the students ON Track on Phonological Awareness.

On the 2021-2022 EOY DRAs were not conducted, the following scores for all grades show the percentage at Grade Level or Above based on 2020-2021 DRAs data (See mCLASS Data):

- **Kindergarten overall on grade level - (2021 - 58%)**
- **1st Grade overall on grade level- (2021- 55%)**
- **2nd Grade overall on grade level- (2021- 52%)**
- **3rd Grade overall on grade level- (2021 - 14%)**
- **4th Grade overall on grade level- (2021- 0%)**
- **5th Grade overall on grade level- (2021- 0%)**

2021 - 2022 End of the Year Reading/Math MAP reports revels the following:

- **Kindergarten Reading overall on grade level- N/A**
- **1st Grade Reading overall on grade level- N/A**
- **2nd Grade Reading overall on grade level- N/A**
- **3rd Grade Reading overall on grade level- 71% (2021- 57%)**
- **4th Grade Reading overall on grade level- 69% (2021- 43%)**
- **5th Grade Reading overall on grade level- 67% (2021- 51%)**

2021 - 2022 End of the Year Math MAP reports revels the following:

- **Kindergarten Math overall on grade level- 65% (2021- 61%)**
- **1st Grade Math overall on grade level- 57% (2021- 69%)**
- **2nd Grade Math overall on grade level- 47% (2021- 71%)**
- **3rd Grade Math overall on grade level- 66% (2021- 69%)**
- **4th Grade Math overall on grade level- 45% (2021- 57%)**
- **5th Grade Math overall on grade level- 66% (2021- 57%)**

Overall this 2022 school year 69% (2021- 50%) of students score on or above grade level on Reading and 57% (2021- 64%) on Math.

End of the Year mCLASS reports revels the following:

- **Kindergarten Early Literacy overall on or above benchmark grade level - 62.86% (2021 -TPRI & Tejas Lee 86%): English- 43.73% & Spanish- 73.77%)**
- **1st Grade Early Literacy overall on grade level- 75.53% (2021 -TPRI & Tejas Lee 78%): English- 63.04% & Spanish- 87.50%)**
- **2nd Grade Early Literacy overall on grade level- 70.69% (2021 -TPRI & Tejas Lee 89%): English- 52.46% & Spanish- 90.91%)**

Overall this 2022 school year 69.52% (Kinder-2nd Grade) of students score on or above benchmark grade level on Early Literacy. Additionally, 54.30% of students score on or above benchmark grade level on English Early Literacy & 83.54% on Spanish Early Literacy. While the campus is not showing overall growth, the amount of growth among student groups is not equal between English & Spanish assessments. Only 69.52% of students in Kinder-2nd grade are reading on grade level.
Booker Elementary TELPAS Participants

All Booker students were able to complete the TELPAS assessment in 2022. A total of 369 students completed at least one domain (Speaking, Listening, Writing, and Reading) of the TELPAS assessment. This was a 11.14 percent increase over 2021, when 332 students completed at least one domain of the TELPAS assessment. The following are the number of students tested for each domain:

- Speaking – 369 tested (2021-331)
- Listening – 369 tested (2021-332)
- Writing – 370 tested (2021-327)
- Reading – 370 tested (2021-332)
- Composite (students with all domains tested) – 369 rated

On the 2022 TELPAS, the following key findings:

- All students completed all sections of TELPAS, except 1 student was not able to complete the Writing & Reading domain. Overall, 369 students were given a Composite rating. The highest percentage of students (47%) achieved the Advanced proficiency rating.
- Compared to 2021, a highest percentage of students in 2022 achieved the Advanced and Advanced High proficiency ratings in Speaking (50% in 2022 compared to 40% in 2021).
- In the Listening domain, in 2022 34.6% of students achieved Advanced High proficiency, compared to 32% of students in 2022. In contrast, the percentage of students who scored Advanced proficiency in Listening increased, from 32% in 2021 to 34.6% in 2022.
- In the writing domain, in 2022 25% of students achieved Advanced High proficiency and 33% achieved Advanced proficiency ratings in Writing. The percent of Advanced High proficiency & Advanced proficiency ratings in Writing increased compared to 2021 from 14% in 2021 to 25% in 2022 in Advanced High proficiency and from 17% in 2021 to 33% in 2022 in Advanced proficiency rating.
- Overall, students performed better on the Reading section of TELPAS in 2021 compared to 2022. The percent of Advanced students increased from 15% in 2021 to 26.7% in 2022, and the percentage of Advanced High students increased from 20% to 28%.
- Only 278 students were eligible for the yearly progress indicator in 2022 compared to 2021 with only 85 students. Of those 278, 102 (37%) gained at least one proficiency level, compared to 56% in 2021 and 43% in 2019.

- On the 2022 TELPAS, the following yearly progress composite rating for all grades show the percentage at least 1 proficiency Level:
  - 24% of our students in grade 1st progress at least 1 proficiency Level (2019-52%)
  - 55% of our students in grade 2nd progress at least 1 proficiency Level (2019-49%)
  - 34% of our students in grade 3rd progress at least 1 proficiency Level (2019-46%)
  - 31% of our students in grade 4th progress at least 1 proficiency Level (2019-24%)
  - 54% of our students in grade 5th progress at least 1 proficiency Level (2019-46%)

When looking at this variance, it is important to remember that the student groups vary in size. Overall this 2022 school year 40% of our students in all grade levels progress at least 1 proficiency Level compared to 2021 with only 56% and 43% in 2019. Due to the 2020 & 2021 COVID-19 interuptions we need to compare out data to the 2019 School year as a basedline.

As indicated by our data, our students are performing above last year average on all assessments, including STAAR, DRA, TELPAS, MAP, and mCLASS (TPRI and Tejas LEE). Due to the 2020 & 2021 COVID-19 interuptions we need to compare out data to the 2019 School year as a basedline, indicating that our students are performing below the 2019 data average on all assessments. 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. With our 2022 data showing all subjects at STAAR 60% at Approaches level; Relative Performance: Scaled Score 96% (Component Score 81%) showing 81% of students made growth; Wave 3 Circle there is a need on English Letter Sound Correspondance & English Phonological Awareness for next school year; Kindergarten will have only 77% of students On Track on Letter Sound Correspondence & only 67% of the students ON Track on Phonological Awareness; only 69.52% of students in Kinder-2nd Grade are reading on grade level; MAP overall 69% of students score on or above grade level on Reading and 59% on Math; mCLASS overall 69.52% (Kinder-2nd Grade) of students score on or above grade level on Early Literacy; and TELPAS overall 40% of our students in all grade levels progress at least 1 proficiency Level shows that we need to provide Accelerated Learning instruction for all subjects for the 2022-2023 school year in order for us to meet all system safeguards (Domain 3: Closing the Gaps).

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 2021-2022 Wave 3 Circle, the following scores for score ON Track are:

- **Language & Literacy:** English Wave 3 On Track Rapid Vocabulary Naming 84% (English 86%/Spanish 82%); Rapid Letter Naming 90% (English 84%/Spanish 97%); Letter Sound Correspondance 87% (Spanish 97%); Phonological Awareness (Spanish 90%); & Early Writing Skills (Spanish 90%)
- **Mathematics:** Overall ON Track 90% (English 88%/Spanish 92%)
- **Social Emotional:** Overall On Track 83% (Spanish 87%)

Data reveals that reveals that 25 out of 38 different groups have shown positive growth when comparing the 2022 STAAR to the 2021 STAAR data:

- Improved overall in **all subjects**: All students by 14 points; African American by 19 points; Hispanic by 15 points; Two or More Races by 25 points; ED by 14 points; EL by 12 points; Special Education by 1 point; and Non- Continuously Enrolled by 39 points.
- Improved overall in **Reading**: All students by 12 points; African American by 12 points; Hispanic by 17 points; American Indian by 7 points; ED by 15 points; EL by 17 points; and Non- Continuously Enrolled by 37 points.
- Improved overall in **Math**: All students by 13 points; African American by 22 points; Hispanic by 11 points; American Indian by 2 points; ED by 12 points; EL by 8 points; Special Education by 12 point; and Non- Continuously Enrolled by 37 points.
- Improved overall in **Science**: Non- Continuously Enrolled by 33 points
  - 3rd Grade Reading: 69% LEP
  - 3rd Grade Math: 82% LEP
  - 4th Grade Reading: 59% Hispanic
  - 4th Grade Math: 53% ED
  - 5th Grade Reading: 67% ED
  - 5th Grade Math: 71% ED
  - 5th Grade Science: 52% African American

The 2022 Accountability Report indicates we did not hit state Reading targets for All Students; Two or More Races; Special Education; Continuously Enrolled and Math target for All Students; African American; Hispanic; Asian; Two or More RacesSpecial Education; ED; EL; Continuously Enrolled and Non-Continuously Enrolled. We increased overall in all subjects. While LEP and ED populations are showing the greatest growth in each grade level.

An in-depth study of data from various sources reveals the following:
2021-2022 End of the Year Reading/Math MAP reports reveals the following:

- 3rd Grade Reading overall on grade level- 71% (2021- 57%)
- 4th Grade Reading overall on grade level- 69% (2021- 43%)
- 5th Grade Reading overall on grade level- 67% (2021- 51%)
- Kindergarten Math overall on grade level- 65% (2021- 61%)
- 5th Grade Math overall on grade level- 66% (2021- 57%)

Overall this 2022 school year 69% (2021- 50%) of students score on or above grade level on Reading and 57% (2021- 64%) on Math.

According to the end of the Year mCLASS reports reveals the following:

- 1st Grade Early Literacy overall on grade level- 75.53%
- 2nd Grade Early Literacy overall on grade level- 70.69%

The campus will continue to focus on increasing the number of students reading a on or above grade level as measured by the MCLASS. We met the campus goal of 65% of the students reading on grade level as measured by nCLASS. Overall this 2022 school year 69.52% (Kinder-2nd Grade) of students score on or above grade level on Early Literacy.

Booker Elementary TELPAS Participants

All Booker students were able to complete the TELPAS assessment in 2022. A total of 369 students completed at least one domain (Speaking, Listening, Writing, and Reading) of the TELPAS assessment. This was a 11.14 percent increase over 2021, when 332 students completed at least one domain of the TELPAS assessment. The following are the number of students tested for each domain:

- Speaking – 369 tested (2021-331)
- Listening – 369 tested (2021- 332)
- Writing – 370 tested (2021- 327)
- Reading – 370 tested (2021- 332)
- Composite (students with all domains tested) – 369 rated

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

- All students completed all sections of TELPAS, except 1 student was not able to complete the Writing & Reading domain. Overall, 369 students were given a Composite rating. The highest percentage of students (47%) achieved the Advanced proficiency rating.
- Compared to 2021, a highest percentage of students in 2022 achieved the Advanced and Advanced High proficiency ratings in Speaking (50% in 2022 compared to 40% in 2021).
- In the Listening domain, in 2022 34.6% of students achieved Advanced High proficiency, compared to 32% of students in 2021. In contrast, the percentage of students who scored Advanced proficiency in Listening increased, from 32% in 2021 to 34.6% in 2022.
- In the writing domain, in 2022 25% of students achieved Advanced High proficiency and 33% achieved Advanced proficiency ratings in Writing. The percent of Advanced High proficiency & Advanced proficiency ratings in Writing increased compared to 2021 from 14% in 2021 to 25% in 2022 in Advanced High proficiency and from 17% in 2021 to 33% in 2022 in Advanced proficiency rating.
Overall, students performed better on the Reading section of TELPAS in 2021 compared to 2022. The percent of Advanced students increased from 15% in 2021 to 26.7% in 2022, and the percentage of Advanced High students increased from 20% to 28%.

Only 278 students were eligible for the yearly progress indicator in 2022 compared to 2021 with only 85 students. Of those 278, 102 (37%) gained at least one proficiency level, compared to 56% in 2021 and 43% in 2019.

On the 2022 TELPAS, the following yearly progress composite rating for all grades show the percentage at least 1 proficiency Level:

- 55% of our students in grade 2nd progress at least 1 proficiency Level (2019-49%)
- 31% of our students in grade 4th progress at least 1 proficiency Level (2019-24%)
- 54% of our students in grade 5th progress at least 1 proficiency Level (2019-46%)

Overall this 2022 school year 40% of our students in all grade levels progress at least 1 proficiency Level.

Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for students served in SpEd are significantly lower than for their non-served peers. **Root Cause:** Teachers need additional training and support when planning for and delivering Tier 1 instruction for students served in SpEd, including the implementation of accommodations and scaffolding.

**Problem Statement 2 (Prioritized):** The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.

**Problem Statement 3:** The data suggests that English Phonological Awareness and Early Writing mastery on the EOY CIRCLE were below the 90% goal. **Root Cause:** Teachers need additional training and support to help students develop a deeper conceptual understanding of Phonological Awareness, such as Alliteration.

**Problem Statement 4:** The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to help students develop foundational literacy skills, such as phonics and fluency.

**Problem Statement 5:** Only 37% of eligible EBs demonstrated an increase of 1 proficiency level on TELPAS based on the composite rating. **Root Cause:** 1st, 3rd and 4th Grade teachers need additional training and support to help students develop writing skills, such as sentence construction.

**Problem Statement 6 (Prioritized):** The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.

**Problem Statement 7:** STAAR and Benchmark data suggest that science outcomes for all student groups has decrease over the last four years. **Root Cause:** Kinder-4th Grade Teachers need additional training and support to plan and develop scientific problem solving.
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 2022-2023. 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, mCLASS, Amplify Reading, MAP Assessments, Education Galaxy as well as campus and district assessment. Third through fifth grade focus on STAAR, Amplify Reading, MAP Assessments, 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 EL 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 2022 STAAR scores we are making small progress and we are in need of implementing ESSER Personnel for the next school year 2022-2023 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. 10 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
- Narrative the Positive & 100%
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 Liason 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.

The latest TAPR (2021) confirms that the number of Booker Elementary teachers with 11-20 years experience (41.3%) is higher than both the state (29.1%) and the district (28.2%).

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The STAAR, MAP, mCLASS, CIRCLE data suggests that teachers are not using the RTI process to provide struggling learners with
interventions at increasing levels of intensity to accelerate their rate of learning. **Root Cause:** Teachers need additional training and support on the multi-tiered instructional approach (RTI).
**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 2022**) given to parents and staff provides evidence that Booker Elementary's efforts are working:

**Parents:**

- **Overall Quality:** How would you rate the overall quality of your child's school? 93% Strongly Agree or Agree
- **Family Involvement:** Families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings. 92% Strongly Agree or Agree
- **Family Involvement:** Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 90% Strongly Agree or Agree
- **Academic Support:** Teachers set high expectations for all students. 89% Strongly Agree or Agree
- **Academic Support:** This school has high learning standards for all students. 88% Strongly Agree or Agree

**Staff:**

- **Family involvement:** Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 97% Strongly Agree or Agree
- **Safety and Behavior:** All school staff members are aware of the safety and security procedures. 97% Strongly Agree or Agree
- **Safety and Behavior:** This school is safe. 97% Strongly Agree or Agree
- **Academic Support:** This school’s learning standards and expectations are clearly explained to students. 95% 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 four school years, Booker Elementary School has decrease discipline problems compare to the last 4 years. In fact, there have been significant increases when compared with prior year. Actual data to support this action includes 38 discipline referrals in 2021-2022, as compared with, 22 in 2020-2021. 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 continues to struggle with student student support, bullying, discipline and respect:

**Parents:**

- **Student Support:** This school offers students a variety of activities and courses. 15% Strongly Disagree or Disagree (2019- 9%)
- **Safety and Behavior:** Staff members are responsive when students report bullying. 17% Strongly Disagree or Disagree (2019- 7%)
- **Safety and Behavior:** Discipline is enforced fairly. 14% Strongly Disagree or Disagree
- **Safety and Behavior:** Bullying is not tolerated. 13% Strongly Disagree or Disagree
- **School Leadership:** School-based administrators (principals and assistant principals) are responsive when I have a concern. 12% Strongly Disagree or Disagree

**Staff:**
Research shows that a positive school climate and effective leadership can significantly impact student success. The goal of the school is to create a safe and supportive environment where students feel valued and engaged. This is achieved through various programs and initiatives, including student support services, parental involvement, and professional development for staff.

Booker Elementary School is committed to providing a high-quality education for all students. The school takes pride in its staff, which is dedicated to the well-being and academic success of its students. Staff members work collaboratively to create a welcoming and inclusive environment that fosters learning and growth.

The school also recognizes the importance of parental involvement in the educational process. Booker Elementary encourages parents to participate in school activities and events, and it provides opportunities for parents to get involved in their child’s education. The school also recognizes the contributions of community members, who help support the school in various ways.

In conclusion, Booker Elementary School is a place where students are valued, supported, and encouraged to reach their full potential. The school’s commitment to providing a high-quality education and creating a positive school climate is evident in its practices and policies. The school continues to work towards improving the learning environment, and it is committed to meeting the unique needs of each student.
Discipline data confirm that the campus's CHAMPS training are working well and will be continued. Actual data to support this action includes 38 discipline referrals in 2021-2022, as compared with, 22 in 2020-2021 (For the last 4 years & 2020-2021- COVID 19).

Parents(2022):
- Overall Quality: How would you rate the overall quality of your child's school? 93% Strongly Agree or Agree
- Family Involvement: Families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings. 92% Strongly Agree or Agree
- Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 90% Strongly Agree or Agree
- Academic Support: Teachers set high expectations for all students. 89% Strongly Agree or Agree
- Academic Support: This school has high learning standards for all students. 88% Strongly Agree or Agree

Staff(2022):
- 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
- A Parent Liaison that coordinates the volunteer program, maintains the parent meetings, strengthens communication between home and school, etc
- A process to involve parents in planning, implementing and evaluating family involvement activities.
- Title I meetings
- 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): Nearly 25% of responding parents perceive that campus staff do not enforce discipline fairly when student reports bullying. Root Cause: Teachers need additional training and support on school bullying prevention.
Priority Problem Statements

**Problem Statement 5**: The STAAR, MAP, mCLASS, CIRCLE data suggests that teachers are not using the RTI process to provide struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning.

**Root Cause 5**: Teachers need additional training and support on the multi-tiered instructional approach (RTI).

**Problem Statement 5 Areas**: School Processes & Programs

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**Problem Statement 2**: Nearly 25% of responding parents perceive that campus staff do not enforce discipline fairly when student reports bullying.

**Root Cause 2**: Teachers need additional training and support on school bullying prevention.

**Problem Statement 2 Areas**: Perceptions

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**Problem Statement 4**: School-wide attendance rates for the last five years are below the target of 95.5%.

**Root Cause 4**: Attendance rates have not been monitored by grade level or term (month/week/day) to determine the most appropriate intervention.

**Problem Statement 4 Areas**: Demographics

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**Problem Statement 1**: The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years.

**Root Cause 1**: Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.

**Problem Statement 1 Areas**: Student Learning

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**Problem Statement 3**: The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years.

**Root Cause 3**: Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.

**Problem Statement 3 Areas**: Student Learning
Comprehensive Needs Assessment Data Documentation

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

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

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

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- 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

**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 2023, 85.0% of students will reach at least Approaches and at least 44.0% will reach Meets on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
- Grade 3: Approaches-82.0%, Meets-46.0%, Masters-32.0%
- Grade 4: Approaches-80.0%, Meets-39.0%, Masters-25.0%
- Grade 5: Approaches-83.0%, Meets-47.0%, Masters-33.0%
- Grades 3-5: Approaches-85.0%, Meets-44.0%, Masters-30.0%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

**Evaluation Data Sources:** 2019 & 2022 STAAR Reading scores; MAP Assessment; and District Formative Assessments

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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 for Reading.</td>
<td><strong>Formative</strong></td>
</tr>
<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 55%; Spring Semester 70%; and 2023 STAAR 85% or better at the Approaches level.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Instructional Team, Literacy Coach, Campus Academic Specialist, Student Support Specialist</td>
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<tr>
<td>- TEA Priorities: Build a foundation of reading and math</td>
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<tr>
<td>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 6</td>
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### Strategy 2 Details

**Strategy 2:** 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 55%; Spring Semester 70%; and 2023 STAAR 85% or better at the Approaches level.

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

**Title I:**
- 2.5
  - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 6

**Funding Sources:** Campus Academic Specialist - 211 Title I, Part A - 6100 - $94,000, Printer toner cartridge - 211 Title I, Part A - 6399.00 - $3,000

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<tr>
<th>Performance Objective 1 Problem Statements:</th>
<th>Student Learning</th>
</tr>
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<tbody>
<tr>
<td><strong>Problem Statement 6:</strong> The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. <strong>Root Cause:</strong> Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.</td>
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</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2023, 85.0% of students will reach at least Approaches and at least 44.0% will reach Meets on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 3  Approaches-82.0%, Meets-46.0%, Masters-32.0%
Grade 4  Approaches-80.0%, Meets-39.0%, Masters-25.0%
Grade 5  Approaches-83.0%, Meets-47.0%, Masters-33.0%
Grades 3-5 Approaches-85.0%, Meets-44.0%, Masters-30.0%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

**Evaluation Data Sources:** 2019 & 2022 STAAR Math scores; MAP Assessment; and District Formative Assessments

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<thead>
<tr>
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<tr>
<td><strong>Strategy 1:</strong> All teachers in 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></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers' instructional capacity will improve. Demonstrated by mastery of each standard on the BCAs and Math STAAR scores at Fall Semester 55%; Spring Semester 70%; and 2023 STAAR 85% or better at the approaches level.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Math Coach, Student Support Specialist, &amp; GT Coordinator</td>
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<tr>
<td><strong>- TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</td>
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<tr>
<td><strong>- ESF Levers:</strong> Lever 3: Positive School Culture, Lever 5: Effective Instruction</td>
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<td><strong>Problem Statements:</strong> Student Learning 2</td>
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<td><strong>Funding Sources:</strong> Copy Paper - 211 Title I, Part A - 6399.00 - $4,000, Notebooks - 211 Title I, Part A - 6399.00 - $2,000</td>
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Strategy 2 Details

**Strategy 2:** 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 BCAs and Math STAAR scores at Fall Semester 55%; Spring Semester 70%; and 2023 STAAR 85% or better at the approaches level.

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

- **TEA Priorities:**
  Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
  Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:**

- **Problem Statement 2:** The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.

- **Problem Statement 6:** The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2023, 85.0% of 5th grade students will reach at least Approaches and at least 44.0% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:
Grade 5  Approaches-85.0%, Meets-44.0%, Masters-30.0%
Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources: 2019 & 2022 STAAR Science scores; MAP Assessment; and District Formative Assessments

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<tr>
<td><strong>Strategy 1:</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.</td>
<td>Formative</td>
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<tr>
<td>Demonstrated by mastery of each standard on the Science BCAs and Science STAAR scores at Fall Semester 55%; Spring Semester 70%; and 2023 STAAR 85% or better at the Approaches level.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Science Coach, Student Support Specialist, &amp; GT Coordinator</td>
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<tr>
<td><strong>Title I:</strong></td>
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<td>2.5</td>
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- No Progress
- Accomplished
- Continue/Modify
- Discontinue

Booker Elementary
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Campus #101919124
September 14, 2022 2:07 PM
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2023 (Wave 3), 95% 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 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Phonological Awareness 95% On Track
Letter Sound Correspondence 95% On Track
Early Writing 95% On Track

HB3 Goal

Evaluation Data Sources: Wave 1, 2 & 3 Screeners

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<tr>
<td><strong>Strategy 1</strong>: Early Literacy Foundation Focus- Teachers will implement 100% Frog Street with fidelity to enhance Literacy development.</td>
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</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 75% on target; Wave 2 85% on target; and Wave 3 95% 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>Formative</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Prek Team Leader, Campus Academic Specialist, Literacy Coach, Student Support Specialist, &amp; EL Coordinator.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Title I</strong>:</td>
<td>No Progress</td>
</tr>
<tr>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>- <strong>TEA Priorities:</strong></td>
<td></td>
</tr>
<tr>
<td>Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td>- <strong>ESF Levers:</strong></td>
<td></td>
</tr>
<tr>
<td>Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Learning 6</td>
<td></td>
</tr>
</tbody>
</table>

Performance Objective 4 Problem Statements:

<table>
<thead>
<tr>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 6</strong>: The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. <strong>Root Cause:</strong> Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math 95% On Track

HB3 Goal

Evaluation Data Sources: Wave 1, 2 & 3 Screeners Reports

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<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></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 75% on target; Wave 2 85% on target; and Wave 3 95% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Overall Math.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Prek Team Leader, Campus Academic Specialist, Math Coach, Student Support Specialist, &amp; EL Coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>- TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td><strong>- ESF Levers:</strong> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 2</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
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</tbody>
</table>

Performance Objective 5 Problem Statements:

**Student Learning**

**Problem Statement 2:** The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 3  71.0% On/Above (2022) to 75.0% On/Above (2023)
Grade 4  69.0% On/Above (2022) to 75.0% On/Above (2023)
Grade 5  67.0% On/Above (2022) to 75.0% On/Above (2023)

**Evaluation Data Sources:** 2022-23 BOY, MOY & EOY Reading MAP; Reading STAAR 2023; and Reading Command Assessments.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 4th Grade and 5th Grade Small group interventions- Teachers will provide daily Reading interventions for all students who have failed a state assessment or who is reading below grade level (Accelerated Learning- HB4545).</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Students' performance will improve. Demonstrated by mastery of each standard on the NWEA MAP Reading scores at BOY 55%; MOY 65%; and EOY 75% or better at the Mastery level.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Literacy Coach, Student Support Specialist, &amp; EL Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

**Title I:**

2.4

- **TEA Priorities:**
  Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

**Problem Statements:** Student Learning 2 - School Processes & Programs 1
Strategy 2 Details

**Strategy 2**: 3rd-5th Grade Tier 2 Reading Interventionist - Literacy time will be increased to provide remediation and intervention for scholars that do not demonstrate phonics and word study mastery.

**Strategy’s Expected Result/Impact**: Scholars will read on or above grade level. Scholars are promoted on time and prepared for the next grade level.

**Staff Responsible for Monitoring**: Literacy Coach, Campus Academic Specialist, & 3rd-5th Interventionist.

**Title I**:

2.6

- **TEA Priorities**: Recruit, support, retain teachers and principals, 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 6

<table>
<thead>
<tr>
<th>Problem Statements</th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>No Progress</td>
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<tr>
<td>Accomplished</td>
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<tr>
<td>Continue/Modify</td>
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<tr>
<td>Discontinue</td>
<td></td>
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</tr>
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</table>

**Performance Objective 6 Problem Statements**:

**Student Learning**

**Problem Statement 2**: The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years. **Root Cause**: Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.

**Problem Statement 6**: The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. **Root Cause**: Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.

**School Processes & Programs**

**Problem Statement 1**: The STAAR, MAP, mCLASS, CIRCLE data suggests that teachers are not using the RTI process to provide struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning. **Root Cause**: Teachers need additional training and support on the the multi-tiered instructional approach (RTI).
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2022 On/Above</th>
<th>2023 On/Above</th>
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</thead>
<tbody>
<tr>
<td>KG</td>
<td>65.0%</td>
<td>78.0%</td>
</tr>
<tr>
<td>01</td>
<td>57.0%</td>
<td>70.0%</td>
</tr>
<tr>
<td>02</td>
<td>47.0%</td>
<td>59.0%</td>
</tr>
<tr>
<td>03</td>
<td>66.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>04</td>
<td>45.0%</td>
<td>58.0%</td>
</tr>
<tr>
<td>05</td>
<td>66.0%</td>
<td>79.0%</td>
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</tbody>
</table>

**HB3 Goal**

**Evaluation Data Sources:** 2022 BOY, MOY & EOY Math MAP; Math STAAR 2023, and Command Assessments.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Kinder-2nd &amp; 3rd-5th Grade Tier 2 Math Interventionists- Math time will be increased to provide remediation and intervention for scholars that do not demonstrate problem-solving process.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Scholars will demonstrate Math TEKS mastery on or above grade level. Evidence of student growth on curriculum based assessments and Math MAP screener: BOY 50%, MOY 60%; and EOY 70% on grade level.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Math Coach, Student Support Specialist, &amp; EL Coordinator.</td>
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<tr>
<td><strong>TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools</td>
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<tr>
<td>- <strong>ESF Levers:</strong></td>
<td></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 2 - School Processes &amp; Programs 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> EUREKA MATH AFFIRM Student License - 211 Title I, Part A - 6321.SS - $3,920</td>
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</table>

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Oct 2022</td>
<td>Dec 2022</td>
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</table>

Booker Elementary
Generated by Plan4Learning.com

September 14, 2022 2:07 PM
### Strategy 2 Details

**Strategy 2:** Small group interventions- Teachers will provide daily Math interventions for all students who have failed a state assessment or who is reading below grade level (Accelerated Learning- HB4545).

- **Strategy's Expected Result/Impact:** Students' performance will improve in Math.
- Evidence of student growth on curriculum based assessments and Math MAP screener: BOY 50%; MOY 60%; and EOY 70% on grade level.

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

- **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 2 - School Processes & Programs 1

### Reviews

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<tr>
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<th>Formative</th>
<th>Summative</th>
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<tr>
<td></td>
<td>Oct</td>
<td>Dec</td>
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</tbody>
</table>

### Performance Objective 7 Problem Statements:

#### Student Learning

**Problem Statement 2:** The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.

#### School Processes & Programs

**Problem Statement 1:** The STAAR, MAP, mCLASS, CIRCLE data suggests that teachers are not using the RTI process to provide struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning. **Root Cause:** Teachers need additional training and support on the the multi-tiered instructional approach (RTI).
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2023 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

**HB3 Goal**

**Evaluation Data Sources:** 2022 mCLASS Data Reports

### Strategy 1 Details

**Strategy 1:** Implement a sustainable culture of Literacy Community using the Culture of Literacy rubric by implementing a Campus Culture of Reading; Writing; Listening & Speaking; and Thinking.

**Strategy's Expected Result/Impact:** 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.

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

- **TEA Priorities:**
  Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**
  Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 6 - School Processes & Programs 1

### Strategy 2 Details

**Strategy 2:** Kinder-2nd Grade Tier 2 Reading Interventionist- Literacy time will be increased to provide remediation and intervention for scholars who are not reading on grade level.

**Strategy's Expected Result/Impact:** 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.

**Staff Responsible for Monitoring:** Literacy Coach, Campus Academic Specialist, Kinder-2nd Interventionist, Student Support Specialist

- **TEA Priorities:**
  Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Student Learning 6

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Implement a sustainable culture of Literacy Community using the Culture of Literacy rubric by implementing a Campus Culture of Reading; Writing; Listening &amp; Speaking; and Thinking.</td>
<td><strong>Formative</strong></td>
</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>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Literacy Coach, Student Support Specialist, &amp; EL Coordinator</td>
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</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> Kinder-2nd Grade Tier 2 Reading Interventionist- Literacy time will be increased to provide remediation and intervention for scholars who are not reading on grade level.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> 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>
<td><strong>Oct</strong></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Literacy Coach, Campus Academic Specialist, Kinder-2nd Interventionist, Student Support Specialist</td>
<td></td>
</tr>
</tbody>
</table>

- **TEA Priorities:**
  Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** Student Learning 6

0% No Progress | 100% Accomplished | Continue/Modify | X Discontinue
### Performance Objective 8 Problem Statements:

<table>
<thead>
<tr>
<th><strong>Student Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 6</strong>: The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. <strong>Root Cause</strong>: Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>School Processes &amp; Programs</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: The STAAR, MAP, mCLASS, CIRCLE data suggests that teachers are not using the RTI process to provide struggling learners with interventions at increasing levels of intensity to accelerate their rate of learning. <strong>Root Cause</strong>: Teachers need additional training and support on the multi-tiered instructional approach (RTI).</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2023, the campus attendance rate will improve to a minimum of 95.5%.

2019 rate: 95.8%  2020 rate 97.2%  2021 rate 96.0%  2022 rate 94.0%

Source: District - Year Over Year Attendance % by School (Decision Ed)

Evaluation Data Sources: ADA Reports; Decision Ed Monthly Reports

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> 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.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase in scholar attendance and graduation rates. Increase attendance from 94.0% to 95.5%.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers, Attendance Committee, Attendance Clerk, Admin, Campus Academic Specialist, and Counselors</td>
<td></td>
</tr>
<tr>
<td>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 2</td>
<td></td>
</tr>
</tbody>
</table>
### Strategy 2 Details

**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 94.0% to 95.5%.

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

- **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

<table>
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<th>Formative</th>
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<td></td>
<td>Oct</td>
<td>Dec</td>
</tr>
<tr>
<td>Performance Objective 9 Problem Statements:</td>
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</tbody>
</table>

**Demographics**

**Problem Statement 2:** School-wide attendance rates for the last five years are below the target of 95.5%. **Root Cause:** Attendance rates have not been monitored by grade level or term (month/week/day) to determine the most appropriate intervention.
Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2023, achievement gaps between student groups will be decreased.

HB3 Goal

Evaluation Data Sources: BOY MAP/mClass; MOY MAP/mClass; District and Campus Formative Assessments (BCA) and 2023 STAAR by demographics. ADA Reports; Decision Ed Monthly Reports by demographics. Decision ED Discipline Monthly Reports.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<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.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Administrators and teachers will effectively implement campus Schoolwide systems across all grade levels. At least 90% of teachers will score at Proficient Level based on Student Culture Rubric. Demonstrated by mastery of each standard on the Reading/Math/Science BCAs and Reading/Math/Science STAAR scores at Fall Semester 55%; Spring Semester 70%; and 2022 STAAR 85% or better at the Approaches level.</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Campus Academic Specialist, Literacy Coach, Math Coach, Student Support Specialist, EL Coordinator and Administrators.</td>
<td></td>
</tr>
<tr>
<td>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</td>
<td></td>
</tr>
<tr>
<td>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</td>
<td></td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 2, 6</td>
<td></td>
</tr>
</tbody>
</table>
**Strategy 2 Details**

**Strategy 2:** The teachers and staff will target student subgroups who are identified as at-risk or not meeting system safeguards in Reading/Math/Science with before/after school tutorials.

**Strategy’s Expected Result/Impact:** Students will increase overall academic performance. Demonstrated by mastery of each standard on the Reading/Math/Science BCAs and STAAR scores at Fall Semester 55%; Spring Semester 70%; and 2023 STAAR 85% or better at the Approaches level.

**Staff Responsible for Monitoring:** Teachers, Math coach, Reading coach, Campus Academic Specialist and Student Support Specialist.

**Title 1:**

- **TEA Priorities:**
  Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**
  Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

**Funding Sources:**
- Tutor Pay - 211 Title I, Part A - 6112.00 - $30,000, Supplemental Salaries- Before/After School Tutorials - 211 Title I, Part A - 6118.TU - $14,600, Supplemental Pay- Tutorials - 199 State SCE - State Compensatory Education (PIC - 6118.TU - $6,500, Pencils/Copy Paper - 199 State SCE - State Compensatory Education (PIC - 6399.00 - $2,000, Notebooks - 211 Title I, Part A - 6399.00 - $1,000

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**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.

**Problem Statement 6:** The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.
Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: Sign-In sheets (participants)
Agendas, 2023 School Quality Survey, and campus created surveys.

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Booker will host student performances and curriculum nights to increase community and student awareness on state standards and assessments to improve student achievement and share resources with all stakeholders.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Increase parent and community engagement and increase student achievement and awareness of state expectations. Demonstrated by parent attendance at Fall Semester 60% and Spring Semester 80%.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Teachers, Administrators, Counselors, Instructional Team, Parent Liaison and Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Title I:</strong> 4.1, 4.2</td>
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<tr>
<td>- <strong>TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools</td>
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<tr>
<td>- <strong>ESF Levers:</strong> Lever 3: Positive School Culture</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 2, 6</td>
<td></td>
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<tr>
<td><strong>Funding Sources:</strong> Parent Liaison Stipend - 211 Title I, Part A - 6117.PI - $2,000, Juice &amp; Snacks - 211 Title I, Part A - 6499.PI - $1,000</td>
<td></td>
</tr>
</tbody>
</table>
**Strategy 2 Details**

**Strategy 2:** Opportunities for parents to attend, participate, discuss and give feedback on surveys to determine impact of campus activities for families to improve and enhance student achievement and campus culture.

**Strategy’s Expected Result/Impact:** Increased parent engagement and increase student achievement. Demonstrated by parent attendance at Fall Semester 60%; and Spring Semester 80%.

**Staff Responsible for Monitoring:** Teachers, Administrators, Counselors, Instructional Team, Parent Liaison and Teachers

<table>
<thead>
<tr>
<th>Performance Objective 1 Problem Statements:</th>
</tr>
</thead>
</table>

**Demographics**

**Problem Statement 2:** School-wide attendance rates for the last five years are below the target of 95.5%. **Root Cause:** Attendance rates have not been monitored by grade level or term (month/week/day) to determine the most appropriate intervention.

**Student Learning**

**Problem Statement 2:** The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.

**Problem Statement 6:** The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. **Root Cause:** Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study.

**Perceptions**

**Problem Statement 1:** Nearly 25% of responding parents perceive that campus staff do not enforce discipline fairly when student reports bullying. **Root Cause:** Teachers need additional training and support on school bullying prevention.
Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, 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 for PARTICIPATION and IMPACT.

Evaluation Data Sources: Sign-In sheets (participants)
Agendas, 2023 School Quality Survey, and Decision ED discipline referral Monthly reports, and school created surveys.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: 100% implementation of CHAMPS &amp; the new social emotional curriculum (Quaver) and their components with fidelity in order meet the social and emotional needs of each individual student.</td>
<td><strong>Strategy's Expected Result/Impact</strong>: Decreased discipline referrals/bullying. 100% implementation of CHAMPS and morning meetings campus-wide.</td>
</tr>
<tr>
<td><strong>Strategy Responsible for Monitoring</strong>: Counselors, Campus Academic Specialist, Literacy Coach, Math Coach, Student Support Specialist, GT Coordinator</td>
<td><strong>Staff Responsible for Monitoring</strong></td>
</tr>
<tr>
<td>- <strong>Problem Statements</strong>: Perceptions 1</td>
<td><strong>Problem Statements</strong>:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2</strong>: Staff will identify field experiences of interest to enhance student achievement and develop relationships to increase positive student/teacher interactions.</td>
<td><strong>Strategy's Expected Result/Impact</strong>: One field experience will be created by grade level. Decrease Discipline Referrals by 10%.</td>
</tr>
<tr>
<td><strong>Strategy Responsible for Monitoring</strong>: GT Coordinator, Counselor, Campus Academic Specialist, Assistant Principal, Principal</td>
<td><strong>Staff Responsible for Monitoring</strong></td>
</tr>
<tr>
<td>- TEA Priorities: Improve low-performing schools</td>
<td>- ESF Levers: Lever 3: Positive School Culture</td>
</tr>
<tr>
<td>- <strong>Problem Statements</strong>: Perceptions 1</td>
<td><strong>Problem Statements</strong>:</td>
</tr>
</tbody>
</table>
## Strategy 3 Details

**Strategy 3:** Implementation of a schoolwide tiered model to prevent and address problem behavior, and early bullying prevention (RTI).

**Strategy’s Expected Result/Impact:** Bullying prevention
Decrease in Discipline Referrals

**Staff Responsible for Monitoring:** GT Coordinator, Counselor, Campus Academic Specialist, Assistant Principal, Principal

- **TEA Priorities:**
  Improve low-performing schools
- **ESF Levers:**
  Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

### Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1:</strong> Nearly 25% of responding parents perceive that campus staff do not enforce discipline fairly when student reports bullying. <strong>Root Cause:</strong> Teachers need additional training and support on school bullying prevention.</td>
<td>![No Progress] ![Accomplished] ![Continue/Modify] ![Discontinue]</td>
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<table>
<thead>
<tr>
<th>Strategy</th>
<th>Formative</th>
<th>Summative</th>
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</thead>
<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
<td>Mar</td>
</tr>
</tbody>
</table>
Goal 5: OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management, homeowners associations, construction management/relators, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.

Evaluation Data Sources: October 28, 2022 enrollment report; December 15, 2022 enrollment report; February 24, 2023 enrollment report; & April 28, 2023 enrollment report.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Booker will connect with the homeowners association and construction managers to share the school's weekly inbound marketing including Twitter, school's website, and school newsletter.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Maintain/increase campus enrollment. Demonstrated by enrollment at 727 students by July 29; 760 students by September 16; and 800 students by October 28, 2022.</td>
<td>Oct</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Academic Specialist, Literacy Coach, Counselors, Parent Liaison and Math Coach.</td>
<td><strong>No Progress</strong></td>
</tr>
<tr>
<td><strong>Title I:</strong> 4.2</td>
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</tr>
<tr>
<td>- <strong>ESF Levers:</strong> Lever 3: Positive School Culture</td>
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</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 2</td>
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</table>

Performance Objective 1 Problem Statements:

<table>
<thead>
<tr>
<th>Demographics</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> School-wide attendance rates for the last five years are below the target of 95.5%. <strong>Root Cause:</strong> Attendance rates have not been monitored by grade level or term (month/week/day) to determine the most appropriate intervention.</td>
</tr>
</tbody>
</table>
Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

**Evaluation Data Sources:** Eduphoria PD Reports on BOY, MOY and EOY. BOY, MOY, and EOY T-TESS reports.

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Booker ES will sponsor a BOY, MOY and EOY event to highlight/celebrate individual professional learning completion.</td>
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</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers' instructional capacity will improve. Demonstrated by completion of professional learning requirements at BOY 60%; MOY 80%; and EOY at 100%</td>
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</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Academic Specialist, Literacy Coach and Math Coach.</td>
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</tr>
<tr>
<td><strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math</td>
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</tr>
<tr>
<td>- <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 2, 6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> The campus will build partnerships with colleges and universities to increase the amount of staff and parents seeking opportunities to continue or expand their education on all levels.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Teachers' instructional capacity will improve. Demonstrated by completion of professional learning requirements at BOY 60%; MOY 80%; and EOY at 100%</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Academic Specialist, Literacy Coach and Math Coach.</td>
<td></td>
</tr>
<tr>
<td><strong>TEA Priorities:</strong> Recruit, support, retain teachers and principals, Build a foundation of reading and math</td>
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<tr>
<td>- <strong>ESF Levers:</strong> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</td>
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</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 2, 6</td>
<td></td>
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</tbody>
</table>

Performance Objective 1 Problem Statements:

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**
<table>
<thead>
<tr>
<th><strong>Student Learning</strong></th>
</tr>
</thead>
</table>
| **Problem Statement 2**: The STAAR, MAP, and CIRCLE data suggests that math outcomes for all student groups has decreased over the last three years. **Root Cause**: Teachers need additional training and support to help students develop a deeper conceptual understanding of mathematics, such as problem-solving process.  
**Problem Statement 6**: The STAAR, MAP, mCLASS, CIRCLE data suggests that reading outcomes for all student groups has decreased over the last three years. **Root Cause**: Teachers need additional training and support to plan for and deliver balanced literacy instruction with a focus on phonics and word study. |
# State Compensatory

## Personnel for Booker Elementary

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARLA LARKINS</td>
<td>K-2 Reading Interventionist</td>
<td>NaN</td>
</tr>
<tr>
<td>CRISTINA KAOHU</td>
<td>Instructional Specialist</td>
<td>NaN</td>
</tr>
<tr>
<td>LA'KEITHA ARCHIE</td>
<td>Student Support Specialist</td>
<td>NaN</td>
</tr>
<tr>
<td>SHELLY GLORIA</td>
<td>K-2 Reading Interventionist</td>
<td>NaN</td>
</tr>
<tr>
<td>TBD</td>
<td>At Risk Counselor</td>
<td>NaN</td>
</tr>
</tbody>
</table>
Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The purpose of a CNA is to examine multiple sources of data to identify the priority needs and direction for Booker Elementary School. This critical process is the prework to the development of the campus improvement plan and decisions regarding the justification for use of funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. When conducted thoroughly, the CNA tool provides Booker ES with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

Conducting a CNA at Booker ES is a process, not an event. While there may be specific times during the school year when targeted data analysis occurs, the data collection and analysis process is ongoing to ensure that progress toward the school’s objectives, goals, mission and vision are being realized. This CNA tool focuses on several areas: demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school organization; and technology. To facilitate the process and ensure buy-in from stakeholders, Booker ES organizes all staff and other potential members into a committee (Campus Advisory Committee), this committee focused on gathering data. The Campus Advisory Committee ideally are comprised of members that are required under ESSA to carry out the campus plan: parents and other members of the community, teachers, principals, administrators, and school staff.

The Campus Advisory Committee determines which data should be collected to provide the most information regarding the strengths and needs of Booker ES. The team must be purposeful about gathering sufficient key data sources to assess the strengths and needs of the system without gathering so much data that it becomes difficult to facilitate the process. Informed decisions and decision-making regarding the school profile are, therefore, based on data, rather than assumptions or perceptions.

The Booker ES profile begins with collecting baseline information (or comparison data when baseline data already exists) so the committee can identify "statements of need" for each respective area. The data is easier to interpret and analyze when it is presented in varied formats, including graphs, charts, tables, and other user-friendly versions. Data should be disaggregated based on applicable groups, and may be examined longitudinally (across multiple years), by grade levels, classrooms, or schools to identify patterns, trends, strengths, and needs. Once the data is reviewed by Campus Advisory Committee, members may determine whether additional data should be collected and analyzed. Varied sources and types of information from each area will yield the most accurate assessment of the needs. By using multiple data sources to compare the data, priority needs are emerge to support informed decisions for continuous improvement, the development of the Booker ES improvement plan, and justify decisions regarding how funds will be used to ensure that all students meet challenging academic and performance standards.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The purpose of Booker ES Campus Improvement Plan is to align goals, objectives, strategies, and actions which will lead to high levels of performance for all students and student groups, close achievement gaps, and support systematic change. The planning process is directly linked to and begins with Comprehensive Needs Assessment (CNA).

After the Campus Advisory Committee determines which data should be collected to provide the most information regarding the strengths and needs of Booker ES (CNA). Then the Campus Advisory Committee can identify "statements of need" for each respective area and create strategies that the school will implement to address school needs.

The Campus Advisory Committee meets specific times during the school year to create the Campus Improvement Plan (CIP) to serves as the blueprint for how the campus will actually address the needs identified during the Comprehensive Needs Assessment (CNA) and bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability.

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. 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 Campus Advisory Committee evaluates the CIP regularly to monitor and revise as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.

The Campus Advisory Committee meets during October, December and March to conduct a Formative Review to check progress and refocus. During this Formative Reviews the committee discontinues strategies if it isn't working and writes detailed notes about why.

In addition, the Campus Advisory Committee can call a meeting any time to keep our campus focused and on-track to ensure all students are provided opportunities to meet the challenging state academic standards.

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. The monitoring includes students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners and "at-risk" students. The date the CIP was developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the 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 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. In addition, a paper copy will be provided to parents during the Title 1 meeting on September 8, 2022.

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: 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 to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. The plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.

Acelerated Learning Individual Plans (AIP) is implemented to accelerate learning and close this gap domain. Booker ES uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in domain III, as well as the domain’s construction, align the state accountability system with the Every Student Succeeds Act. Booker ES evaluates the Reading/Math Academic Achievement: % Meets Grade Level or Above; Reading/Math Academic Growth: Growth Score by Subject; EL Language Proficiency: % of EL Students with Increased Level of Proficiency; and Reading/Math Student Success: STAAR Performance Score across All Subjects.
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 1-2 (one to two) 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 1-2 (one to two) strategies.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Booker ES annually (June 2023) evaluates how effective the implemented programs and activities were for improving student outcomes. The Campus Advisory Committee evaluates and revises existing plan incorporating revisions and reflects a revitalization of the school’s commitment for implementing a schoolwide program which helps all students achieve at high levels. During this process the committee evaluates the impact and makes recommendations for continuation or modification of the strategy or initiative. In addition, the Campus Advisory Committee uses data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

4. Parent and Family Engagement (PFE)

4.1: 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 Booker ES 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. Booker ES also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engagement: Strengthen Engagement with all community stakeholders through consistent opportunities for collaboration with families, students, and staff.

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 Booker ES
- Increase parent rating of overall quality of education provided by Booker ES
- 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.

4.2: 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.

5. Targeted Assistance Schools Only

Booker Elementary
Generated by Plan4Learning.com 51 of 54 Campus #101919124 September 14, 2022 2:07 PM
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heriberto Rodriguez-Moreno</td>
<td>Campus Instructional Specialist</td>
<td>Title 1, Part A</td>
<td>Full Time</td>
</tr>
<tr>
<td>Karla Villela</td>
<td>EL Specialist</td>
<td>Title 1, Part A</td>
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<td>TBA</td>
<td>Instructional Aide</td>
<td>Title 1, Part A</td>
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### 199 General Fund

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<th>Goal</th>
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<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
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</table>

**Sub-Total** $0.00

**Budgeted Fund Source Amount** $37,894.00

** +/- Difference** $37,894.00

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

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<td>Supplemental Pay- Tutorials</td>
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**Sub-Total** $8,500.00

**Budgeted Fund Source Amount** $12,660.00

** +/- Difference** $4,160.00

### 211 Title I, Part A

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<td>Juice/Donuts/Muffins</td>
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**Sub-Total** $156,520.00

**Budgeted Fund Source Amount** $263,600.00

** +/- Difference** $107,080.00
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<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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<td>Grand Total Spent</td>
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<td>+/- Difference</td>
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